

## Headlines

- At the end of key-stage 1, 1 disadvantaged pupil did not meet national and school expected standards. The other 2 pupils did meet expected standards in Mathematics but not in English writing.

Areas for improvement include:

- Ensure that the gap for this 1 pupil is narrowed even further in 2018/2020

## Headline outcomes 2018-19, from starting points

### Attendance Report

Overall Attendance 2018-2019	96.4%
Autumn Term	96.3%
Spring Term	96.5%
Summer Term	96.8%

### Average attendance of Vulnerable groups:

FSM 95.3%

PPM 95.5%

### Achievements

Reading	2/3 at expected
Writing	0/3 at expected
Maths	2/3 at expected
Phonics	Year 1 pupil Passed 37/40

Year Group	No of disadvantaged pupils
Year 1	1
Year 2	1
Year 3	1

## Review of Pupil Premium Strategy

Number of pupils and pupil premium grant (PPG) received			
Total Number of pupils on roll			
Total number of pupils eligible for PPG	3		
<b>Total amount of PPG received</b>	£3,960		
Total PPG expenditure			
PPG remaining	£0.00		
<b>Date of Last Pupil Premium Review</b>	18 <sup>th</sup> July 2019	<b>Planned date of next review:</b>	Summer 2019
Barriers (outcomes from Pupil Premium review, June 2018 ):			
<ol style="list-style-type: none"> <li>1. There are 3 pupils eligible for the pupil premium grant, there are no common barriers therefore these pupils' unique circumstances are identified and addressed through an individualised provision map.</li> <li>2. Key systems, including accountability, need to continue to be strengthened to ensure the individual needs identified are even more targeted.</li> </ol>			
Desired Outcomes of Strategy 2018-19			
<ol style="list-style-type: none"> <li>A. To strengthen key systems to ensure disadvantaged pupils individual needs are addressed so that the difference between this group and others nationally continues to be reduced.</li> <li>B. To ensure attendance of identified pupils is at national expectations</li> </ol>			

<b>Strategy:</b>			
<b>Targeted Group:</b>	<b>Success Criteria - How the impact will be measured:</b>	<b>Actions:</b>	<b>Review of impact</b>
Disadvantaged pupils	Disadvantaged pupils will know and understand the immediate next steps in their learning teacher feedback and self-reflection as a result of the whole school quality first teaching.	<p>Closely monitor evidence in pupils' work that indicates good or better progress.</p> <p>Disadvantaged pupils will be identified as a specific group, individual work scrutiny (given low number across school).</p> <p>Observations, work scrutiny, pupil interviews.</p>	Pupil interviews and book scrutiny show that our disadvantaged pupils have a clear understanding of next steps. The pupils reflect regularly on learning.
	Outcomes for disadvantaged pupils will be raised through improvements in social interaction opportunities.	<p>Each disadvantaged pupil will have a mentor (member of staff) to be their 'champion' as part of our pupil premium pledge.</p> <p>Each PPG pupil will be entitled to all extra-curricular clubs per term.</p> <p>Teachers to monitor and evaluate impact of opportunities.</p>	<p>Our PP pupils have a mentor and interviews show that these pupils are happy at school, they talk positively about the things their teacher and mentors do to support their learning. The pupils welcomes the support they get through extra learning opportunities (pre and post learning) and are proud of the progress they make.</p> <p>The mentor meets with their mentee at least fortnightly.</p> <p>The Mentor discusses learning and progress, looks at books, reads with them, takes an interest in their likes and dislikes (see PPG file).</p> <p>Pupils attend clubs; the pupils describe clubs as fun, a place to make new friends and learn new skills.</p>

	<p>Governors will have a stronger awareness of the progress and attainment of PPG pupils in local and national terms.</p>	<p>Governor scrutiny will be underpinned by a higher quality of evaluative analysis of pupil and group level data.</p>	<p>Joint monitoring and review of provision and impact (quantitative) regarding disadvantaged pupils. AHT and the Year Leaders to be fully engaged in review process.</p> <p>Refresh awareness of available data on termly basis. Visits have then been triangulated through termly scrutiny of outcomes at committee meetings.</p> <p>Governors have held the school to account robustly by interrogating the data of disadvantaged pupils and the intervention strategies used to support improve outcomes.</p>
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<p>□ In addition to above, to ensure outcomes are met, the following strategies for targeted groups will be implemented:</p>			
<p>Disadvantaged – those who need to catch up,</p> <ul style="list-style-type: none"> <li>Based on end of year data:</li> </ul>	<p>There will be a more systematic approach to organisation and planning of targeted support, including pre-teaching and same day intervention with a stronger focus upon impact (ongoing outcomes and provision). Disadvantaged pupils will make similar or better progress in year than other pupils.</p>	<ul style="list-style-type: none"> <li>Vulnerable Children (VC) meetings – AHT will be accountable for input from TAs – impact measures will drive provision.</li> <li>AHT will be accountable for outcomes and provision, through agreed timetables of support for disadvantaged pupils</li> <li>Dedicated time for planning between HLTAs and year leaders to be arranged.</li> </ul>	<ul style="list-style-type: none"> <li>Support staff have objectives set related to progress of the disadvantaged pupils.</li> <li>Clear lines of accountability for pupil outcomes has led to more focused provision</li> <li>Vulnerable pupil’s meetings highlight Disadvantaged pupils incl. all starting points, clear identification of gaps – teaching directed through individual curriculum maps</li> </ul>

	<p>Appraisal of support staff will be more sharply focused upon the progress and attainment of disadvantaged pupils. Accountability for outcomes will be a stronger feature for teaching and support staff.</p>	<ul style="list-style-type: none"> <li>• AHT will set pupil outcome based objectives for TAs.</li> </ul>	<ul style="list-style-type: none"> <li>• See outcomes above, impact as a direct result of targeted provision.</li> </ul>
<p>Disadvantaged, low attendance X1</p>	<p>There will be a consistently sharper focus by teachers on the attendance and punctuality of disadvantaged pupils. Attendance and punctuality of targeted pupils will improve, there will be no persistent absentees.</p>	<ul style="list-style-type: none"> <li>• Teachers to review attendance / punctuality (at least twice a week) of vulnerable pupils and flag concerns</li> <li>• Teachers to proactively engage with parents / carers re attendance / punctuality both formally and informally.</li> <li>• Teachers to devise strategies to overcome related issues.</li> </ul>	<p>Governors have tracked our monitoring of low attendance and have supported and challenged us with the interventions we have had in place.</p>

Disadvantaged and cognitive SEN x 1 pupil	There will be a more systematic approach to organisation and planning of interventions by support staff, with a stronger focus upon impact (on-going outcomes and provision). Provision will be more tightly matched to need.	Vulnerable Children (VC) meetings – SENDCo will be accountable for input from TAs – impact measures will drive provision.	<input type="checkbox"/> Termly meetings highly focused on groups and reducing barriers to achievement. SEND Governor has ensured that a report on the progress of this pupil has been shared with her and she has reviewed the strategies and challenged us to think of different approaches to improve the progress of this pupil. <input type="checkbox"/> Highly focused gap analysis and tracking has led to targeted provision through pre-teaching and same day catch-up.
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**Planned spending of allocation** (each pupil will have an individualised provision map, costs estimated on last year's provision)

Item/Project	Actual	Objectives	Review of Impact
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Pupil Premium Passport (enrichment, social equality) – Our PP Pledge.	£ 500.00	<p>Teacher's aware of who PP children are and their family's aspirations, increased relationships</p> <p>Target children will have opportunities to attend a range of activities outside the school day/term</p> <p>Targeted children to join one afterschool club each term.</p> <p>Target children will achieve well and enjoy school</p> <p>Target children make at least 3 TP in all curriculum areas</p>	<p>The pupil's parents are engaging with the school.</p> <p>Governors have supported this initiative and feedback from parents in terms of the support we have provided has been positive.</p>
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Individual support programmes (social skills, mentoring, resources)	£1200.00	<input type="checkbox"/> Dependent on individual child	<input type="checkbox"/> Pupils state that speaking to someone about their learning helps. Gradual progress towards expected standards
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Wave 2&3 English (in- class support, pre-teaching)	£100.00	<input type="checkbox"/> For identified pupil to make 3tp progress <input type="checkbox"/> Increase participation in English lessons <input type="checkbox"/> Close the gap between this group and those with similar starting points *Specialist books purchased	<input type="checkbox"/> Governors have visited the school, tracking the teaching, the learning and the progress being made by pupils, praising work done to close gaps further and to challenge why gaps may not be closing fast enough.
Wave 2 maths (Pre-teaching groups Same day intervention)	£100.00	<input type="checkbox"/> Identified child will make gradual progress *Specialist books purchased  <input type="checkbox"/>	<input type="checkbox"/> Governors have held us to account through the progress and attainment on a termly basis
Wave 2 reading/writing (Units of sound, assembly groups, Catch up reading)	£100.00	<input type="checkbox"/> For identified pupil to make more than 3 TP progress to catch up with those who have similar starting points *Specialist books purchased	<input type="checkbox"/> All PP pupils made significant progress from their starting points, although they did not all meet expected standard.
Other (experience days, trips)	£500.00	<input type="checkbox"/> Use of pupil premium passport to ensure pupils have similar experiences	<input type="checkbox"/> Governors have expected a report on this termly to ensure that all PP pupils have been on all of the experience days and trips on offer
Support with uniform	£400.00	<input type="checkbox"/> Use of pupil premium to ensure pupils have uniform like everyone else	<input type="checkbox"/> All pupils received uniform support on all clothing items.