

CLEWER GREEN PUPIL PREMIUM FUNDING

Pupil Premium Key Objectives for 2018/19

At Clewer Green we regularly track and analyse data and ensure appropriate provision is making an impact and diminishing the difference for our PP children, with the aim to:

- Continue to achieve a 100% PP children achieving ARE or greater in Reading, Writing and Maths. To reduce the gap between 66% of the 3 PP children achieving a GLD against 69% of non PP children.
- Continue the success of the achievements of the PP children in the Year 1 phonic screen. 100% pass last year.
- Continue to diminish the 8% difference between PP and non PP children 'Working at or Greater' in Writing at the end of Year 2.
- Continue the success of the achievements of the PP children achieving 'Working at or Greater' in Maths in Year 3. Last year the gap between PP and Non PP children achieving ARE or ARE+ has been closed and exceeded.
- Improve percentage of PP children achieving 'Working at or Greater' in Writing in Year 4.
- Improve attendance and punctuality of all pupils to meet the school target of 96% target.

Our school's pupil premium grant allocation amount

Provision 2017 – 2018

In the financial year 2017 – 2018 the level of the premium is £1,320 per pupil known to be eligible for FSM; £300 for those children whose parents serve in the armed forces and £1,900 for looked after children. For the current academic year the school will receive £34,008.

Provision 2018 – 2019

For the financial year 2018 – 2019, the FSM and Service premiums remain at 2017 – 18 levels. The school received £35,470 for the academic year 2018/19.

Barriers and provision:

| We have: | Provision to address all barriers: |
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| <i>thought about each pupil in the context of their home circumstances, asking themselves, for example, whether they needed to work closely with parents or support parents in some way in order to ensure that the pupil could succeed in school</i> | Nursery visits before EYFS children start school by teachers and TAs Additional transition visits for EYFS children – picnic with Key Workers, lunch visits with parents, additional visits arranged on an individual basis where necessary. Home visits planned for 2018/19 Key workers revisit children to see how they have settled in Term 1 Parent Information Evenings – EYFS focus Parent workshops during transition phase. Additional SENCo presentation to parents on how we can work together and support their children at home. Pupil Awareness Folder for all staff to read and complete |

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| <p><i>considered whether poor behaviour, high exclusions or low attendance were stopping individual pupils from achieving as much as they could</i></p> | <p>Close tracking of attendance – monitored through Target Tracker</p> <p>Termly visits by EWO.</p> <p>Letters sent home to parents by EWO to enforce attendance.</p> <p>Additional meetings with parents to discuss regular poor attendance</p> |
| <p><i>worked to improve pupils' social and emotional skills where these were barriers to learning</i></p> | <p>Guidance by EP to support children with social and emotional needs</p> <p>Games Club to improve social interaction</p> <p>New Jigsaw PSHE Scheme introduced throughout the school.</p> <p>Continue with ELSA training for newly trained ELSAs</p> <p>Family Link Worker – weekly school visit to support and meet with parents and children</p> <p>Additional before and after school clubs funded</p> <p>School trips funded</p> <p>Year 4 residential trip funded, including equipment and clothing.</p> <p>Swimming lessons funded.</p> <p>Bikeability funded.</p> |
| <p><i>ensured that low expectations were not a barrier to achievement by considering the potential of individuals and not settling for more-able pupils only reaching expected levels for their age just because they were eligible for the Pupil Premium.</i></p> | <p>Target setting through Target Tracker</p> <p>Continue to monitor Developing and Learning and Feedback policy</p> <p>Literacy skills enhanced through weekly Library sessions</p> <p>Writing moderation across five other First Schools</p> <p>New Singapore Maths Scheme introduced throughout whole school.</p> <p>External Dyslexia Assessment</p> |
| <p>Considered how wider opportunities will build aspiration, self- confidence and self esteem</p> | <p>Specific activities planned that will develop children's knowledge and understanding of the world e.g Science Week, school trips</p> <p>Broaden their abilities to talk, write and experience about activities – e.g. Sports, theatre etc.</p> <p>Music tuition by Berkshire Maestros funded by Friends:</p> <ul style="list-style-type: none"> • Year 4 trumpet and trombone weekly lessons • Year 3 singing lessons • Year 2, 1 and EYFS 'Pantomimus' music. |

Provision to address 2018/19 key objectives:

| Objective | Detail | Responsible | Est. Cost | Impact | | | | |
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| | | | | PP | Non PP | | | |
| <p>Continue to achieve a 100% PP children achieving ARE or greater in Reading, Writing and Maths.</p> <p>To reduce the gap between 66% of the PP children achieving a GLD against 69% of non PP children 17/18</p> <p><i>(Local authority GLD at the end of 17/18 was 75%, which was above national average. The Local Authority percentage of pupil premium children judged as having a good level of development was 46%.)</i></p> | <p>Additional TA small group work on reading, writing, maths and fine motor skills, on - going a day per week per area in EYFS.</p> <p>Weekly PSHE support groups on communication and another on speaking and listening</p> <p>Nursery visits before EYFS children start school by teachers and TAs to identify any needs and plan for these needs in the curriculum and in staffing.</p> <p>Additional transition visits for EYFS children – lunch visits with parents, additional visits arranged on an individual basis where necessary to help facilitate smooth transition to alleviate anxiety</p> <p>Home visits planned for 2018/19 to early identify any needs and to suggest activities to ensure a good start to school.</p> <p>Key workers revisit children to see how they have settled in Term 1</p> <p>Parents invited in 3 x per year for children to show them their work and encourage parental involvement New this year – children cook something for parents to eat each time – eg gingerbread men)</p> <p>Ongoing assessments to feed into future planning</p> <p>Streamed daily phonic group work starting January.</p> <p>Use Baseline to identify children’s starting points and plan accordingly.</p> <p>Additional parents’ meeting with those whose children were not on track to achieve GLD in the Spring.</p> <p>EYFS teachers attending course for PP children</p> | <p>SLT</p> <p>JR</p> <p>NH</p> | <p>£3.7K</p> | <table border="1"> <tr> <th>PP</th> <th>Non PP</th> </tr> <tr> <td>85%</td> <td>72%</td> </tr> </table> | PP | Non PP | 85% | 72% |
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| 85% | 72% | | | | | | | |
| <p>Continue the success of the achievements of the PP children in the Year 1 phonic screen.</p> <p>100% pass 17/18</p> <p>100% pass 18/19</p> | <p>Continued small phonic groups in KS1</p> <p>Continued assessment of phonic groupings</p> <p>Continued high profile of delivering phonic scheme throughout the school</p> | <p>SLT</p> <p>English SL</p> <p>Year 1 staff</p> | <p>£3.6K</p> | <table border="1"> <tr> <th>PP</th> <th>Non PP</th> </tr> <tr> <td>100%</td> <td>79%</td> </tr> </table> | PP | Non PP | 100% | 79% |
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| <p>Diminish the 8% difference between PP and non PP children 'Working at or Greater' in Writing at the end of Year 2.</p> <p>Difference closed and exceeded 18/19</p> | <p>KS Leaders monitoring progress through Target Tracker and highlighting 'Target' children.</p> <p>Analysis of target setting and AfL for children by KS Leads to ensure children have a solid understanding of their targets for writing.</p> <p>Continue to monitor the Developing and Learning and Feedback policy.</p> <p>Continued high profile of delivering writing sessions throughout the school</p> <p>Target setting through Target Tracker</p> <p>English Subject Leader/KS1 Leader to focus on writing of PP boys.</p> | <p>SENCo</p> <p>English SL</p> <p>KS Leads</p> | <p>£4.0K</p> | <table border="1"> <thead> <tr> <th data-bbox="1171 129 1337 197">PP</th> <th data-bbox="1337 129 1503 197">Non PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="1171 197 1337 555">100% achieved ARE, although classed as 'At Risk' of not achieving ARE</td> <td data-bbox="1337 197 1503 555">84%</td> </tr> </tbody> </table> | PP | Non PP | 100% achieved ARE, although classed as 'At Risk' of not achieving ARE | 84% |
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| 100% achieved ARE, although classed as 'At Risk' of not achieving ARE | 84% | | | | | | | |
| <p>Continue the success of the achievements of the PP children achieving 'Working at or Greater' in Maths in Year 3.</p> <p>17/18: the gap between PP and Non PP children achieving ARE or ARE+ had been closed and exceeded.</p> <p>18/19: the difference was 6% with Non PP children exceeding PP children.</p> | <p>Singapore Maths Mastery scheme introduced in KS1 and KS2. All year groups (except FS) following 'Maths – No Problem'. FS starting to introduce Mastery, but no scheme to follow.</p> <p>Maths Subject Leader leading Mastery Teaching in Maths throughout school.</p> <p>Continue whole staff training and follow up meetings to discuss first year of scheme.</p> <p>Maths Subject Leader part of the Singapore Scheme Maths Research Group.</p> | <p>Maths SL</p> | <p>£6.7K</p> | <table border="1"> <thead> <tr> <th data-bbox="1171 712 1337 779">PP</th> <th data-bbox="1337 712 1503 779">Non PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="1171 779 1337 990">80% ARE or ARE+</td> <td data-bbox="1337 779 1503 990">86% ARE or ARE+</td> </tr> </tbody> </table> | PP | Non PP | 80% ARE or ARE+ | 86% ARE or ARE+ |
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| 80% ARE or ARE+ | 86% ARE or ARE+ | | | | | | | |
| <p>Improve percentage of PP children achieving 'Working at or Greater' in Writing in Year 4.</p> <p>18/19: only 38% of PP children achieved ARE in Writing. (60% of these children are SEND)</p> | <p>Daily phonic support sessions with small groups.</p> <p>Specialist TA support for Year 4 children in phonics – Practice Files</p> <p>Continued use of new daily spelling scheme</p> <p>Analysis of target setting and AfL for children by KS Leads to ensure children have a solid understanding of their targets for writing.</p> <p>Continue to monitor the Developing and Learning and Feedback policy.</p> <p>Continued high profile of delivering writing sessions throughout the school</p> | <p>SENCo</p> <p>SENCo TA</p> <p>English SL</p> | <p>£6.7</p> | <table border="1"> <thead> <tr> <th data-bbox="1171 1624 1337 1691">PP</th> <th data-bbox="1337 1624 1503 1691">Non PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="1171 1691 1337 1901">38% ARE or ARE+</td> <td data-bbox="1337 1691 1503 1901">70% ARE or ARE+</td> </tr> </tbody> </table> | PP | Non PP | 38% ARE or ARE+ | 70% ARE or ARE+ |
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| | Target setting through Target Tracker English Subject Leader/KS1 Leader to focus on writing of PP boys | | | | | | | | | | | | | | | | | | | |
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| <p>Improve attendance and punctuality of all pupils to meet the school target of 96%.</p> <p><i>Attendance figures greatly improved from 17/18 (PP 51% and Non PP 64% meeting 96% threshold)</i></p> | <p>Close tracking of attendance – monitored through Target Tracker.</p> <p>Termly visits by EWO.</p> <p>Letters sent home to parents by EWO to enforce attendance.</p> <p>Additional meetings with parents to discuss regular poor attendance.</p> | Head | £0.5K | <table border="1"> <thead> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>EYFS: 71%</td> <td>EYFS: 72%</td> </tr> <tr> <td>Yr 1: 0% <i>(1 child)</i></td> <td>Yr 1: 83%</td> </tr> <tr> <td>Yr 2: 75%</td> <td>Yr 2: 93%</td> </tr> <tr> <td>Yr3: 90%</td> <td>Yr 3: 86%</td> </tr> <tr> <td>Yr 4: 75%</td> <td>Yr 4: 83%</td> </tr> <tr> <td>Average: 62%</td> <td>Average: 83%</td> </tr> <tr> <td><i>(78% excluding Year 1)</i></td> <td></td> </tr> </tbody> </table> | PP | Non PP | EYFS: 71% | EYFS: 72% | Yr 1: 0% <i>(1 child)</i> | Yr 1: 83% | Yr 2: 75% | Yr 2: 93% | Yr3: 90% | Yr 3: 86% | Yr 4: 75% | Yr 4: 83% | Average: 62% | Average: 83% | <i>(78% excluding Year 1)</i> | |
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| Yr 2: 75% | Yr 2: 93% | | | | | | | | | | | | | | | | | | | |
| Yr3: 90% | Yr 3: 86% | | | | | | | | | | | | | | | | | | | |
| Yr 4: 75% | Yr 4: 83% | | | | | | | | | | | | | | | | | | | |
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| <i>(78% excluding Year 1)</i> | | | | | | | | | | | | | | | | | | | | |
| | Increase access to extra-curricular activities | | £5k E | | | | | | | | | | | | | | | | | |
| | Management of PP provision | | £5k E | | | | | | | | | | | | | | | | | |