

Pupil premium strategy statement 2018/2019

1. Summary information

Academic year: 2018-2019	Total PP budget: £336,000	Date of most recent PP review: AP3 July 2018
Total no. of pupils on roll: 840 + 39FTE Nursery (total 918)	Total no. of eligible pupils: (Ever 6) 30.4%	Date for next internal strategy review: AP1 Dec 2018, AP2 March 2019, AP3 July 2019

2. Current KS2 attainment and progress July 2018

	Pupils eligible for PP (55)	All Pupils
% achieving expected and above in reading, writing and maths combined (2018)	62%	63%
% making expected progress and more than expected from KS1 in reading (2018)	71%	73%
% making expected and more than expected progress from KS1 in writing (2018)	87%	86%
% making expected and more than expected progress in mathematics from KS1 (2018)	75%	75%

3. Barriers to future attainment for pupils eligible for PP, including high ability

<i>Vulnerable families and pupils with emotional and social needs</i>
<i>Delayed language and vocabulary skills (speaking and reading skills in English and first language)</i>
<i>Increasing numbers of pupils arriving in school with EAL and often no prior experience of schooling</i>
<i>Low attainment on entry</i>
<i>Low levels of attendance (Early Years pupils, Persistent Absence, numbers taking extended leave abroad)</i>

4. Desired outcomes

Desired outcomes	How they will be measured	Success criteria
1. <i>Narrow the gap between Pupil Premium funded pupils and Non funded national.</i>	<i>Termly internal tracking data across the schools. Assessments at the end of reception, yr2 and yr 6.</i>	<i>Increase % of pupils attaining ARE and GD in reading, writing and maths across the school. Gap is closing between Dis. and non-Dis. Increase % attaining ELG2+ and GLD by the end of reception.</i>
2. <i>Target language acquisition in the EYFS and Lower Phase to ensure that pupils make accelerated progress</i>	<i>Wellcomm Assessments Early Learning Goal (ELG2+)</i>	<i>Raised % of pupils at ARE in Wellcomm assessments by end of reception Raised % of pupils attaining ELG2+ in speaking and understanding by the end of Reception</i>
3. <i>Target EAL pupils ensuring they receive appropriate interventions to close raise their level of English</i>	<i>Evidence of attainment and progress on EAL Toolkit Language Support Worker to target groups of EAL pupils</i>	<i>Raised % of new arrivals reaching greater levels of competency in English Accelerated progress in speaking and understanding skills</i>
4. <i>Raise attendance of pupils with persistent absence. Improve attendance across the whole school</i>	<i>Termly attendance figures and data at the end of the year</i>	<i>Raised whole school attendance of EYrs pupils Reduction in % of PA pupils Reduction in % of absence for extended leave abroad</i>

5. Continue to support vulnerable families and those new to the country	Raised % of parents attending workshops/parents meetings etc Responses from Parent Voice Questionnaires	Greater number of parents understanding how to support their child at home
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5. Planned expenditure

Objective	Actions	Allocation	Expected Outcomes	By when/whom
1. Narrow the gap between Pupil Premium funded pupils and Non funded nationally				
Increase % of PP pupils attaining ARE and GD across the school	Additional teacher 0.8 in year 1 Additional teacher in year 2 and 6 supporting targeting of English/maths – reducing adult/pupil ratios targeting disadvantaged pupils who did not make sufficient progress from previous year.	£39,908 £64,216 £56,095	Increase in the % of pupils attaining ARE and GD in reading, writing and maths across the school. Gap is closing between Disadvantaged and non-Disadvantaged pupils. Increase in % attaining ELG2+ / GLD by the end of reception.	AP1 Dec 2018, AP2 March 2019, AP3 July 2019
Y6	Targeted reading intervention (1xTA) for 12x disadvantaged readers off track according to targets. 3x 30mins weekly during pms. Targeted maths intervention by DHT for 16 pupils (1 hr x 30 weeks)	£1,300 £4,600	Increase in the % of pupils attaining ARE and GD in reading. Gap is closing between Disadvantaged and non-Disadvantaged pupils.	Interim Oct 18 AP1 Dec 2018, Interim Feb 19 AP2 March 2019, AP3 July 2019
Y5	Disadvantaged Pupils at ARE in R (10% gap), W (13% gap), M (13% gap). Disadvantaged Pupils at GD in Maths (4% gap). Use FFT data to target.		Increase in the % of pupils attaining ARE and GD in reading, writing and maths across the school. Gap is closing between Disadvantaged and non-Disadvantaged pupils.	AP1 Dec 2018, AP2 March 2019, AP3 July 2019
Y4	Targeted provision for disadvantaged pupils to close gap at ARE/GD. Maintain and improve % at GD in reading.		Increase in the % of pupils attaining ARE and GD in reading, writing and maths across the school. Gap is closing between Disadvantaged and non-Disadvantaged pupils. Increase in the % of pupils attaining GD in reading.	AP1 Dec 2018, AP2 March 2019, AP3 July 2019
Y3	Target disadvantaged pupils with extra reading intervention for ARE/GD. Bug Club intervention 2x 30mins weekly		Close the gap between disadvantaged and non-disadvantaged in reading.	AP1 Dec 2018, AP2 March 2019, AP3 July 2019
Y2	Target more able pupils in Reading and writing to close the gap at GD against national. Target more able disadvantaged pupils in maths to close the gap against GD		Year 2 – increase Boys’ reading and writing at ARE/GD – Boys’ maths at ARE. Focus on disadvantaged learners needed	Interim Oct 18 AP1 Dec 2018, Interim Feb 19 AP2 March 2019, AP3 July 2019
Y1	Targeted phonics intervention for 30 pupils 3 x 30mins. Targeted reading intervention for 25 pupils 2 x 30mins. Targeted language intervention for 30 pupils 3 x 30mins.		Increased % attaining the phonics threshold by the end of year 1. Increased % attaining reading ARE by the end of the year	June 2019
Reception	To target more able disadvantaged pupils in early reading and writing development 30 pupils – 4x 30 mins weekly.		Increase the low number of disadvantaged pupils reaching GLD by the end of reception attaining ELG2+ in reading and writing.	AP1 Dec 2018, AP2 March 2019, AP3 July 2019
Nursery	To ensure more able pupils are identified for phonics (phase 2). Numicon intervention group for more able disadvantaged pupils.		Close the gap between disadvantaged and non-disadvantaged in phonics (reading and writing) and maths.	AP1 Dec 2018, AP2 March 2019, AP3 July 2019
Target language acquisition in the EYFS and Lower Phase to ensure that pupils make accelerated progress				

Improved oral language skills of pupils in lower phase	Extra TA in Nursery/extra teacher in reception (0.6) -1:1 and small group provision of Early Language Intervention – Wellcomm Assessments	£29,242 £33,192	Pupils attaining well and making accelerated progress in speaking and understanding. Increased % attaining ELG2+ in speaking and understanding.	Half termly monitoring
To support pupils with speech and language delay	Employment of speech and language therapist (2 days a week) to work with 50 targeted pupils.	£11,200	Raised standards in speech, understanding, reading and writing. Improved progress through the Wellcome Assessments	AP1 Dec 2018, AP2 March 2019, AP3 July 2019
Targeted support for most able pupils developing phonics skills to support reading and writing.	Daily phonics groups (COH) 30 pupils x 30 mins.	£4,495	Pupils attaining well and making good progress – Evidence of use of phonics in pupils’ writing - Book scrutiny, internal data Greater % attaining a GLD at ELG2+ by the end of reception and the phonics threshold by the end of year 1	AP1 Dec 2018, AP2 March 2019, AP3 July 2019
Target EAL pupils ensuring they receive appropriate interventions to close raise their level of English				
To accelerate understanding and spoken English skills for pupils to access the full curriculum.	P/T Language support worker working with a targeted group of 20 new arrivals across yrs 2-6. Individualised intervention programme used to support basic English and subject specific pre-tutoring. (3x 30 mins)	£8,376	Improved oral language skills of new arrivals (new to English) across the school. Smooth integration into class. EAL pupils have a good understanding of survival English	EB /half termly
	Trial use of Flash Academy (on-line programme) to support language acquisition and vocabulary Development	Free trial £2,000	Pupils able to access suitable resources to support language acquisition.	EB monitor termly
To provide appropriate resources for new arrivals	Purchase reading resources to support the acquisition of language for pupils.	£2,000	Reading books appropriate to support the needs of pupils with EAL particularly in KS2.	EB
Ensure parents know and understand their attainment and progress of their child.	Fund translators for 3 parents’ meetings through the year	£1,800	Ensure parents understand how they can best support them at home	EB
Raise attendance of pupils with persistent absence. Improve attendance across the whole school				
Improve attendance across the whole school	Fund an Early Intervention Lead (EIL) to target PA pupils. Work with pupils & parents – targets, home visits, attendance plans etc.	£34,287	Increase whole school attendance – vulnerable pupils targeted with a particular focus on PA pupils.	Termly by July 2019
Raise attendance of pupils with persistent absence. Improve attendance across the whole school	Offer funded places at breakfast club with enhanced provision for vulnerable pupils (20 pupils x 39 weeks)	£7,800	Breakfast club to target vulnerable pupils and those with poor attendance. Increase in w/s attendance %.	Termly by July 2019
Raised attendance of EYFS pupils	(EIL) to monitor attendance and work with targeted pupils and parents to increase attendance of EYFS pupils and reduce numbers of PA.	-	Improved poor attendance of pupils in reception to set the standard for good attendance through the school. Work with targeted groups of parents	Termly by July 2019
Reduce levels of persistent absence (PA)	EIL and LMs to work with pupils and parents to ensure that there is good understanding of the importance of attending school every day. Targeting pupils who are in danger of becoming PA as well as PA pupils. (letters, 1-1 meetings, pupil attendance charts,	-	EIL, Learning mentors to support good attendance by ensuring good communication with pupils, parents and staff. Reduced % of PA pupils.	Termly by July 2019

	<i>half termly rewards, information on newsletters, Fast Track Strategy etc.</i>			
<i>Continue to support vulnerable families and those new to the country</i>				
<i>Target vulnerable groups of pupils and their parents incl disadvantaged</i>	<i>2x Learning mentors working with targeted groups of pupils and their families (nurture groups, homework clubs etc) EIL to support and target vulnerable families</i>	<i>£7,100</i>	<i>Raised parental engagement from families of PP pupils. Increased opportunities for parents to gather first-hand information on how best to support their child. Greater home school links to increase parental support and engagement. Raised self-esteem, promoting confidence.</i>	<i>L.Fryer/K.Foley</i>
<i>Widen opportunities for all pupils to learn a musical instrument</i>	<i>Use of external peripatetic staff to deliver weekly music lessons in a variety of instruments. Y4</i>	<i>£22,000</i>	<i>Increase in number of pupils learning a musical instrument and those taking music awards</i>	<i>July 2019</i>
<i>Ensure all Y6 pupils have the opportunity to experience a residential.</i>	<i>Funding for 25 Y6 pupils to attend the y6 residential, Variety Club Christmas Party and funded trips through the year to support vulnerable families</i>	<i>£7,000</i>	<i>Opportunities for all</i>	<i>March 2019</i>
Total		£336,611		

6. Review of expenditure to be undertaken in July 2019