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| **Academic Year** | **Total PP Budget** | **Total number of pupils on roll** | **Total number of PP pupils** |
| **2018-19** | **£86,680.00** | **425** | **55**  **1 PP+** |

Barriers of Pupil Premium Pupils

* Poor attendance and lateness
* Family issues
* Poor nutrition (lack of breakfast)
* Lack of family engagement with learning/low aspirations
* Lack of role models esp. males
* Self-confidence and self-esteem low
* Gap in attainment/progress between PP and non-PP

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| **Barrier** | **Initiative** | **Cost** | **Impact (success criteria)** | **WHO** | **EVALUATION** |
| Number of PP pupils achieving GDS. | Targeted Support Staff (MD, EO) 12.5 h/wk Yr 2.  Afternoon booster groups in KS1 (maths, reading, SPAG). Class teachers to plan and timetable.  (SUTTON TRUST ref: reduce class sizes +3 months)  1:1 tuition + 5 months  TA EY intervention +6 months  Oral language intervention + 5 months) | **£13,218** | To increase the number of PP Pupils achieving GDS in KS1 SATs.  Currently 1 PP pupil is on track to be GDS (20%). Aim for another 1 to achieve GDS by summer, increase to 40%) | SP  MD (LSA)  EO (LSA)  NP and SK (Class tch) |  |
| Number of PP pupils passing the yr 1 phonics check | Targeted Support Staff (JH & MJ) 12.5 h/wk Yr 1.  Afternoon booster groups in year 1 for phonics. Class teachers to plan and timetable.  SUTTON TRUST ref: learning styles + 2 months | **£13,301** | 1. Number of PP pupils passing the phonics check increase   Currently 3 PP children (75%) on track to pass phonics test. Aim to increase this to 4 pupils 100% . | SH and CD (class tch)  MJ and JH (LSA’s) |  |
| Close the gap between PP and non-PP children in KS2 SATs | Targeted support staff (RK) 5h week in year 6.  2 Afternoon booster groups for year 6 pupils. | **£3,810** | 1. To narrow the gap in attainment between Disadvantaged pupils and other pupils at KS2 in reading and writing.   Current gap Reading: -2% and Writing: -9%  Reduce reading to 0 and writing to 7%   1. To increase the number of PP Pupils achieving ARE in KS2 SATs   Reading: WTS 5 pupils; Exp 8 pupils; GDS 3 pupils. (81% pp pupils at ARE – increase to 86%)  Writing WTS 8 pupils; Exp 8 pupils; GDS 0 pupils. (69% pp pupils at ARE – increase to 75%) | ACott, NH (yr 6 class tch)  RK (LSA) |  |
| Close the gap between PP and non-PP children in KS2 SATs | Targeted support staff (SP) 2.5hours a week in year 6.  One afternoon a week booster groups for year 6 pupils in maths. | **£6,901.18** | To increase the number of PP Pupils achieving ARE in maths KS2 SATs.  Current gap in maths is -20%. Reduce to -18% by xmas, -15% Easter and -12% by summer.  Currently 9 PP working at expected level (56%), 3 at GDS (19%) and 4 at WTS (25%). | NH (maths lead, yr6 tch)  ACott (yr 6 tch)  SP (assistant head) |  |
| To improve progress of rates in phonics and reading for PP pupils in KS2. | Interventions Staff  Afternoon intervention delivered by ZL in KS2   * SPAG intervention * Phonic intervention * SPLD intervention * Writing intervention * Sandwell numeracy intervention | **£2,147.00** | For PP Pupils to make progress from individual starting points and baseline assessments  WAYS TO MEASURE:  ½ termly phonics tests; increase numbers of sounds Recall of HFW’s; number of words reading and writing increased; Salford Reading test: reading and comprehension age to increase; KS2 SPAG tests; scores increased; score on SANDWELL numeracy test to have increased. | ZL (LSA)  SP (inclusion manager) |  |
| Low self-esteem of PP Pupils.  Family issues with PP pupils. | Nurture intervention  (KT) 10h/wk  3 afternoons a week, small groups focusing on: behaviour, self-esteem, feelings and friendship. Boxhull profiles to be used as a baseline and to measure progress.  SUTTON TRUST ref: Behaviour interventions + 4months. Social & emotion +3 months | **£5,367.00**  **(staff)**  **£1,500**  **(resources)** | 1. To re-engage identified pupils in their learning and promote confidence and self-esteem.   WAYS TO MEASURE:  Using data from Boxall profile to increase/decrease as it should to show progress. Behaviour; reduction in red entries.   1. To narrow the gap in attainment between Disadvantaged pupils in school and other pupils nationally at KS2 in reading, writing and maths.   WAYS TO MEASURE:  Reduce by 1% at xmas, 2% at Easter and 5% by summer. | KT (LSA)  SP (inclusion manager) |  |
| PP pupils limited outdoor life experiences. | Forest School (AD - HLTA) 5 hrs.  PP to have planned sessions with AD in forest school. Working on team building, social skills and self-confidence and awareness | **£** | PP pupils will develop skills in:   * Self Awareness * Self Regulation * Intrinsic motivation * Empathy * Good social communication skills * Independence * A positive mental attitude, self-esteem and confidence   WAYS TO MEASURE: Baseline questionnaire at start and end of intervention | AD (HLTA)  SP (inclusion manager) |  |
| Poor behaviour of PP Pupils. | End of term behaviour rewards and trips for the best behaved children.  Certificates and stickers for behaviour and work. | £2,000 | 1. To enrich pupil experience, improve confidence and self- esteem. 2. To maintain outstanding behaviour.   WAYS TO MEASURE: Reduction in number of PP pupils having red sky. | SP (inclusion manager) |  |
| Poor nutrition of PP pupils. | Cool Milk  Milk Purchased for over 5's disadvantaged children. | £400 | 1. Disadvantaged pupil’s health and well-being has been directly improved   WAYS TO MEASURE: pupil’s attendance will improve   1. Progress and attainment rates of PP pupils to increase   WAYS TO MEASURE: Reduce by 1% at xmas, 2% at Easter and 5% by summer. | SP (inclusion manager)  KK (office) |  |
| PP pupils limited life experiences. | School cover the cost of one Educational Visits, Residential, Theatre Groups for each year group.  Rec – trip to the theatre  Year 1 – Trip to local church  Year 2 – trip to Gurdwara  Year 3 – Hindu Temple  Year 4 – Trip to Mosque  Year 5 – Trip to Synagogue  Year 6 – Coach to Drayton Manor.  Full Payment of Educational Visits for Pupil Premium Children. | £4,000 | To enrich pupil experience, improve confidence and self-esteem.  WAYS TO MEASURE: through pupil conferencing and questionnaires. Baseline and end of year. | SP (inclusion manager)  KK (office) |  |
| Low numbers of PP pupils playing a musical instrument. | Music Provision – Subsidy for music lessons to enable disadvantaged pupils to access music lessons and gain enjoyment of learning music and practising music skills. | **£452.08** | 1. To close the gap in PP’s attainment in music compared to non-PP 2. Number of PP children who access music lessons to increase   Currently …. Chd access music lesson of these …% are PP. This is to increase to …%. | AF (office)  AP (music leader)  SP (inclusion manager) |  |
| Attendance and lateness of PP pupils. | Attendance Staff (KK) 1h/pwk  -to phone/text parents on 1st day of absences  -to monitor PA  -letters sent to parents  -meetings with parents  -working closely with LEA attendance and prosecution service | **£1,846.00** | * To reduce our PA by 1.5% * Whole school attendance will improve 97% | KK (office)  SP (AH) |  |
| Family issues of PP pupils | Family Support worker remote access.  To support senior management with safe guarding, training and dealing with active cases.  To offer families support and signpost them to relevant outside support agencies. | **£600.00** | 1. All safe guarding training up to date. All staff signed to show they have had up to date training. 2. CP and CIN paperwork up-to date, regular meetings with SLT and FSW regarding vulnerable families. 3. Contact made with vulnerable families   Parent questionnaires indicate they know where to access help within school. | LP  SP  AC  MB |  |
| The gap in attainment between PP and non-PP pupils. | Pupil Premium manager S.Pickett (assistant head)  -work out staffing costs  -Spreadsheets  -Pupil premium strategy sheet  -Updating website  -arranging interventions for PP children  -tracking of PP pupils | **£6,901.18** | * All PP paperwork and financial documents up to date and published on the school website. * All staffing costs up to date * Gap closed between PP and non-PP pupils across the school   Current whole school data (end of summer ’18)   |  |  |  |  | | --- | --- | --- | --- | |  | PP | Non-PP | Diff | | W | 82% | 82% | 0% | | R | 88% | 81% | +7% | | M | 80% | 81% | -1% |   Gap in maths reduced | SP (inclusion manager) |  |
| Space needed for nurture interventions | Building built for intervention to take place in  Needs electric, heating, flooring and furniture. | **£19,380.64** | * New building built and resourced * Interventions able to take place | SP (inclusion manager)  MT (site manager)  KT (nurture lead) |  |
| Increase in mental health concerns with KS2 pupils | Bedazzle workshops for years 3,4 and 5 | **£450.00** | Pupils are aware of factors that affect their wellbeing.  Pupils learn about tools to help look after their own mental health.  Staff and pupils can spot triggers and signs of mental health issues.  Staff are trained to support a young person in distress  Pupils know where to access further support  KS2 pupils will be actively involved in workshops promoting their well being  WAYS TO MEASURE: Baseline questionnaire at start and end of intervention | SP (inclusion manager)  KT (nurture staff) |  |

**Total spend: £89,253.00**