

Pupil Premium Strategy – Mary Howard 2018-19

Amount of Pupil Premium funding received 2018-19

Total number of pupils in school	53
Number of eligible pupils:	10 (19%)
TOTAL PP received FSM/Ever 6 £1,320.00 per pupil	£9,240
LAC (Looked After Children) £1,900.00 Funding allocated through PEP	£5,700
Total PP received:	£14,940

Identified barriers to educational achievement:

The school has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Some pupils who are in receipt of Pupil Premium are also on the SEN register for cognition and learning and communication and interaction difficulties.
- Attendance rates for some Pupil Premium pupils are low, which reduces their school hours and the continuity and success of interventions put in place to improve attainment.
- Some pupils have specific social and emotional needs which affect their learning.
- Some pupils do not have the breadth and depth of vocabulary to help them understand what they read and to express themselves
- Some families do not engage regularly with the school
- Some children have low prior attainment scores in EYFS or KS1 results

Key expenditure – how the allocation will be spent:

Area of Spend	Focus	Total allocation
TA support in classes and for focused interventions-small group and 1:1 sessions Qualified teacher employed for 4 mornings each week for English and Maths for Y5 children Pre- teaching and post-teaching of work with the class teachers	Maths: <ul style="list-style-type: none"> • Power of 2 • Pre and post teaching groups • Phonics-Intervention Reading-1:1, Guided Reading Spelling-Intervention Writing-1:1 sessions, Guided writing lessons Y6 Transition	£5,700
PEP ring-fenced money for LAC	Individual money spent according to needs (Confidential plan carried out with LA)	£5,700
Training/Resources	Chris Quigley Course: “Infusing a Rich Vocabulary across the curriculum” Emotion Training-all staff SENCO/English/Math Updates Transition Lesson Books Workshops for parents-English & Maths	£200 £200 £450 £200

Positive Play/nurture support	Personal and Social	£500
Funding for school trips/residential	Personal and Social	£1,500
Funding for after school clubs	Personal and Social	£500

Area of spend	Intended outcomes-why these approaches were taken	Actions
<p>TA support in classes and for focused interventions-small group and 1:1 sessions</p> <p>Qualified teacher employed for 4 mornings each week for English and Maths for Y5 children</p> <p>Pre- teaching and post-teaching of work with the class teacher</p>	<ul style="list-style-type: none"> Narrowing the gap-reading and maths ages improved Raising attainment Higher rates of progress for pupils with SEND eligible for Pupil Premium Higher rates of progress for high attaining pupils eligible for Pupil Premium Targets for children are specific and accurate. Improved teacher/pupil ratio for KS2 Children benefit from a boost of confidence and greater self-belief through pre and post teaching sessions 	<ul style="list-style-type: none"> Quality first teaching in each Classroom Specific consideration of the needs of pupil premium pupils to be included in all planning and lessons Timely follow up with parents if no reading at home Regular meetings between TA/SENCO and teacher to review intervention Termly pupil progress meetings between all staff to plan/review interventions Progress of Pupil Premium children tracked effectively Half termly analysis of assessments to identify strengths and weaknesses TA timetables carefully planned Pre teaching and post teaching sessions planned for target children to address misconceptions, gaps and weaknesses Clear communication between teachers and TA's regarding expectations of lessons and evaluation of learning Clear communication between all staff concerning pupil attendance and punctuality. HT to address concerns with parents.
Training	<ul style="list-style-type: none"> Emotion Coaching Training for all staff as part of cluster schools INSET. Emotion mentor available in school. Higher proportion of children reaching age related expectations in all subjects SENCO and Maths & English Co-ordinators up to date with latest initiatives/interventions Marking policy reviewed with all staff to ensure consistency across the 	<ul style="list-style-type: none"> Staff meeting time allocated for training. Targets for children are specific and accurate. Clear feedback is given which is meaningful and enables learners to identify the next steps and understand how they can improve

	Federation and maximum impact on progress	
Positive Play	<ul style="list-style-type: none"> Attendance improved Pupils feel secure and ready to learn. Improved self-esteem and self confidence 	<ul style="list-style-type: none"> Regular meetings between TA/SENCO and teacher to review nurture programme Regular communication regarding progress with parent TA timetable carefully planned
Funding for school trips and residential	<ul style="list-style-type: none"> Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays at residential centres. Learning is supported by trips that are carefully planned to enhance the school's curriculum 	<ul style="list-style-type: none"> Letters to parents to include information regarding funding
Funding for before and after school clubs	<ul style="list-style-type: none"> Pupils enjoy spending time with peers learning a new skill Pupils have time to complete homework tasks if unable to do so at home Improvement of self-esteem, social skills leading to increased confidence and attainment in the classroom Improved attendance and punctuality-early morning club 	<ul style="list-style-type: none"> Inform parents of Pupil Premium children that funding can be used for attendance at clubs Purchase resources/games to support after school clubs
Workshops for parents	<ul style="list-style-type: none"> Parents engaged with learning Strategies developed so that parents can support learning at home Attendance improved for some pupils 	<ul style="list-style-type: none"> Workshops in developing reading and maths skills Parents targeted for support

How will the school measure the Impact of Pupil Premium?

Each term, data will be reviewed using the PIRA, PUMA and SPAG tests alongside teacher moderation of writing using the writing grids. Data will be used to show impact of interventions (1st Class@Number and Calculation, FFT, Positive Play.) Boxall profiles used to show impact of positive play.

Individual education plans will be reviewed each half term with the parent and child.

Whole school review meetings will take place termly and will include all members of staff. At each meeting, the school will review the impact of actions taken and will plan how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium funding and the impact of this is discussed during the Standard's Committee meeting.