



# Pupil Premium Strategy 2018-2019

**The pupil premium is allocated to schools for;**

- **Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)**
- **Children who have been looked after continuously for more than six months**
- **Children whose parents are currently working in the armed forces**

**The level of pupil premium is £1300 per pupil.**

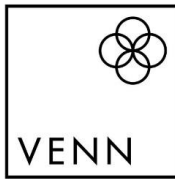
**The DFE offer the following guidance;**

*In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium , allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*

**However they also state that;**

*Schools are free to spend Pupil Premium as they see fit. However they will be held accountable for how they have used additional funding to support pupils from low income families.*

**The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.**

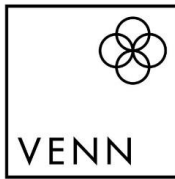


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Academic Year	2018-2019	Total PP budget	£328,680 EYFS approx. £10,000
Total number of pupils	547	Number of pupils eligible for PP	274 (not including nursery or 2 year old provision )
Lead member of staff	Caroline Knight	Lead governor	Sheila Wallace-Marshall

## 1. 2018 Outcomes attainment (end of last academic year)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Year 6 - 70.8% achieving expected in reading, writing &amp; maths</b>	<b>69.4% (35 out of 47 pupils)</b>	<i>75% (12 out of 47 pupils)</i> <i>National – 64%</i>
<b>Year 2 - 68.3% achieving expected in reading, writing &amp; maths</b>	<b>63.6% (34 out of 60 pupils)</b>	<i>74.1% (26 out of 60 pupils)</i> <i>National – 65.3%</i>



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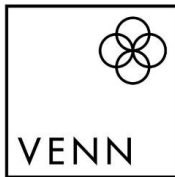
<b>Year 1 - 79% expected standard in phonic check</b>	<b>70.2% (50 out of 81 pupils)</b>	<b>91.2% (31 out of 81 pupils)</b> National – 82.5%
<b>EYFS - 65.8% GLD</b>	<b>75.9% (35 out of 73 pupils)</b>	<b>59.1% (38 out of 73 pupils)</b> National – 71.5%
<b>2. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A. Low levels of speaking and listening on entry to the school</b>		
<b>B. Low levels of reading and low value of reading in homes</b>		
<b>C. Children’s emotional and social needs mean many have difficulty establishing relationships in large groups</b>		
<b>D. Lack of aspiration/ imagination because of limited life experiences beyond the estate</b>		
<b>E. Low attendance and attitudes to school attendance</b>		
<b>F. Lack of academic and educational aspirations</b>		
<b>G. SEMH issues present disproportionately with disadvantaged pupils. Many cannot self-regulate their emotions or behaviour. Some have low-self esteem and show a lack of resilience.</b>		



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What is the intended outcome?	What will we do?	How much will it cost?	How many pupil premium pupils will benefit?	Who will be responsible?	Who and how will this be checked?	What was the impact?	Will we continue this next year? Yes/No
1. Quality of teaching for all							
<b>Increase number of teachers to reduce class sizes to secure higher outcomes (A,B,C)</b>	3 teachers in FS2, Years 5 and 6 to reduce classes to approx. 20 pupils per class.  New for this year is 3 classes in year 5. High % of PP pupils in year 5, 70%.	3 extra teachers - £108,272	Y6 -27 Y5 – 41 FS2 – 24	CKnight TJohnson	-Phase leaders through data analysis.  -TJ check through pupil progress meetings.	<b>FS2</b> 71.9% GLD 6.25% Exceeding Increased number of pupils achieving GLD and more pupils achieving exceeding in most areas.	Yes
						<b>Year 5</b> Reading Exs 85% GD 25% Writing Exs 65% GD 15% Maths Exs 85% GD 16% RWM 65% Good or better progress made across the year group.	Not for year 5
						<b>Year 6</b> Reading Exs 83% GD 37% Writing Exs 79.6% GD 13.6% Maths Exs 81% GD 6.7% RWM 72.8% GD1.7%	Yes





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	<p>Raise profile of reading in breakfast club and after school clubs if appropriate</p> <p>Classrooms promote love of reading through designated areas and resources- including puppets</p>				<p>Pupils can express a love of books i.e. conversations</p> <p>Learning walks, actions and impact</p>	<p>-Reading gladiators (bespoke reading intervention programme)</p> <p>Bedtime reading successful 100 signed up 33 borrowing daily. Extended to Year 1/2 pupils. Reading outcomes at EYFS were 73.4%, the highest outcomes achieved in EYFS.</p> <p>Classrooms all have a reading area with up to date titles and genres. Pupils have engaged well with the improvements.</p>	Yes
<p><b>Effective leadership and management of the use of PP resources.</b> <b>All areas A-G</b></p>	<p>Deputy Headteacher time to implement, monitor and evaluate the PP strategy.</p> <p>Half day each week.</p>	£7000	274 (f2-Y6)	ZRucroft	<p>PP report accountable to H of S and governing body</p>	<p>Staff meetings used to improve practice and make staff more accountable for PP progress. This is discussed in pupil progress meetings.</p> <p>Monitoring and evaluation by SLT has shown that PP expectation and</p>	No



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						outcomes are consistent with others.	
2. Targeted support							
PP Year 6 Boys to achieve 68% in RWM <b>(A,B,C)</b>	Audit individual barriers to learning and plan individual interventions and support for each pupil. <b>Reading</b> Extra reading sessions <b>Maths</b> Smalls maths sets (one-day/week level 4 TA)	(See above) £4674.00	18	TJohnson	-Data analysis and pupil progress meetings  -Book looks, lesson observation show chn are challenged/supported	65% pp achieved RWM. 3 PP children left and 2 started, so slight cohort change.	Yes
Increase the proportion of pp pupils reading at greater depth in years 2,4 and 6 to: 26% 34% 32% <b>(B,D)</b>	Reading Gladiators interventions for GD pupil in reading/ writing.  (purchase resources and senior staff time – half-day /week)	£6674	Up to 30	ZRucroft	-Data analysis and pupil progress meetings  -Testing outcomes  -improvement in comprehension on book banding	Year 6 – 26% PP GD Year 4 – 6% PP GD Year 2 – 14% PP GD	Yes
Year 5 Boys to achieve 58% RWM Year 5 Girls RW to achieve 69% <b>(A,B,C)</b>	Audit individual barriers to learning and plan individual interventions and support for each pupil. -small class sizes <b>Maths</b> (one-day/week level 4 TA) Barriers to learning pupils	(See above) £1000	41	SWatson	-Data analysis and pupil progress meetings  -Book looks, lesson observation show chn are challenged/supported	Year 5 boys PP RWM 53%  Year 5 girls PP Reading – 82% PP Writing – 59%  Writing moderated by phase leader regularly, only ARE if Year 6 ready.	Yes  High focus on writing



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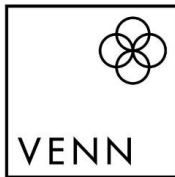
<p>Year 4 Boys RW to achieve 69%</p> <p><b>(A,B,C)</b></p>	<p>Audit individual barriers to learning and plan individual interventions and support for each pupil.</p> <p><b>Reading</b> Purchase Lexia Phonic group interventions</p> <p><b>Writing</b> Teodrescu books Sentence makers EALIP learning village membership</p>	<p>2,300 3x year</p> <p>£1000</p>	<p>18 10</p>	<p>PFleeman</p>	<p>-Data analysis and pupil progress meetings</p> <p>-Book looks, lesson observation show chn are challenged/supported</p>	<p>Year 4 PP reading – 73% PP writing – 53%</p>	<p>Yes High focus on writing</p>
<p>Year 3 Boys to achieve 71% RW</p> <p>Year 3 Girls to achieve 73% RW</p> <p><b>(A,B,C)</b></p>	<p>Audit individual barriers to learning and plan individual interventions and support for each pupil.</p> <p>Maths Stile tiles Maths factor</p> <p><b>Reading</b> Purchase Lexia 1:1 intervention reading</p> <p><b>Writing</b> Teodrescu books Sentence makers</p>	<p>£1000</p>	<p>35</p>	<p>KClark PFleeman</p>	<p>-Data analysis and pupil progress meetings</p> <p>-Book looks, lesson observation show chn are challenged/supported</p>	<p>Year 3 boys PP reading – 65% PP writing – 41% Cohort changes, higher % of PP boys SEND.</p> <p>Year 3 girls PP reading – 75% PP writing – 75% Girls achieved.</p> <p>Interventions unable to be effectively delivered due to building issues and bereavement.</p>	<p>Yes – for boys</p> <p>No – girls</p>
<p>Year 2 Boys to achieve 66% in RWM</p>	<p>Audit individual barriers to learning and plan individual interventions and support for each pupil.</p>	<p>£1000</p>	<p>49</p>	<p>VWatson MHope</p>	<p>-Data analysis and pupil progress meetings</p>	<p>Year 2 boys PP RWM - 48.3% GD 6.9%</p>	<p>Yes</p>





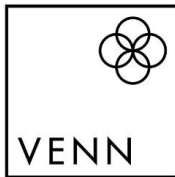
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<p>Year 2 Girls achieve 76% in RW <b>(A,B,C)</b></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Quality phonic reading books</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Phonics interventions</li> <li>Fine motor phonics</li> </ul>		<p>Low attainers</p>		<p>-Book looks, lesson observation show chn are challenged/supported</p>	<p>Year 2 girls PP reading – 62% PP writing – 61.9%</p> <p>Interventions changed throughout year. % of pupils moved to SEND register.</p>	
3. Other approaches							
<p><b>Improve learning and reduce exclusions of PP pupils.</b></p>	<p>Counselling for individual pupils (Advotalk)</p> <p>Resources for family jigsaw</p> <p>Staff training on various strategies (supply cover)</p> <p>Transport for pps to attend off site provision</p>	<p>% Cost of EBW lead - £12,038</p> <p>Advotalk - £6270</p>	<p>50</p>	<p>AMarshall VEggleton</p>	<p>Evidence through graduated response forms, interventions programmes and pupils scale regarding impact completed and given to H of S by VEggleton</p>	<p>No permanent exclusions. Number of fixed term exclusions reduced.</p>	<p>Yes</p>
<p><b>Improve pupils' self-esteem and attitudes to learning. (C,E, F)</b></p>	<p>Training attended by staff over the year will include:</p> <ul style="list-style-type: none"> <li>Power training</li> <li>ELSA</li> <li>Family jigsaw</li> <li>Attachment disorder</li> <li>Star outcome</li> </ul>	<p>Cost of EBW lead - £3009</p> <p>Cost of training</p>	<p>All PP 274 (f2-Y6)</p>	<p>AMarshall LHeath VEggleton</p>	<p>Evidence through graduated response forms, interventions programmes and pupils scale regarding impact completed and given to H of S by VEggleton</p>	<p>Through scoring pupils identify an improvement in how they are feelings towards school and home.</p> <p>Graduated responses show pupils are meeting small step targets for SEMH.</p>	<p>Yes</p>



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	<ul style="list-style-type: none"> <li>Venn behaviour scale</li> <li>AQA units</li> </ul> <p>Resource in-school interventions delivered by Emotional, Behaviour and Welfare lead. (resources )</p> <p>2 new staff to be trained as Emotional literacy support assistants</p> <p>11 staff on the mental health course</p>	<p>Cost of grade 4 2 afternoons a week - £31385.34</p> <p>£4638.68</p> <p>£1000</p>			<p>Training logs with actions and impacts reviewed by H of S and Deputy Head.</p>		
<p><b>Maintain high levels of attendance and improve punctuality (E)</b></p>	<p>Allocated person to follow up all attendance and a member of welfare team to visit non-attendees daily</p> <p>Mystery prize for the class with the highest attendance each week</p> <p>Half and full term certificates for 100% attendance</p>	<p>£16,548</p> <p>£1000</p> <p>£500</p>	<p>All pp pupils 274 (f2-Y6)</p>	<p>DNahar JJoyce</p> <p>KTandey</p>	<p>Attendance data and governors dashboard demonstrates impact as attendance to be below national. H of S to present to governors and CEO.</p> <p>Attendance file to include breakdown of absences, actions and impact. DNahar/JJoyce</p>	<p>95.4% attendance for PP (higher than national)</p> <p>PA 11.4% (lower than nations 16.5%)</p> <p>25 PP had 100% attendance for the year, other 27.</p>	<p>Yes</p>



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	Allocated member of staff to support and work with families that have issues with attendance and punctuality by focusing on the family needs to overcome barriers. This may include involving other agencies.	£2937.60 10% of KT's time			PA for pupil premium lower than national. KTandey to provide case studies on families supported with attendance.		
<b>To ensure that children interact and behave appropriately during unstructured times. (A reduction in the number of lunch time incidents and are ready to learn.) ( C,G)</b>	Extra 4 x CSSO lunchtime to support/lunchtime clubs  Lunchtime training and resources -behaviour strategies -outstanding LTS -let the games begin -ASD -Prevent	£16572.00  £3568	All PP pupils 274 (f2-Y6)	BDFry	Monitoring impact from audits, questionnaires and behaviour logs from lunch	A reduction in exclusions.  4 clubs at lunchtime have provided more structure to pupils who need it.  Reduced number of reported lunchtime incidents  Let the games begin CPD has supported LTS with delivering structured games and activities.  Games boards made for outdoor use.	Yes
<b>Thorpepark 50 and school visits to impact on</b>	Thorpepark 50 booklets purchased for reception – Year 1 pupils	£150	All PP pupils 274 (f2-Y6)	AOWen JJoyce	Completion of the books by pupils – monitored by AOWen	Thorpepark 50 planned effectively across the	Yes



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<p><b>improved outcomes, raise aspirations (D,F)</b></p>	<p>Planned visits and experiences built into the curriculum.</p> <p>Named lead to monitor and evaluate the impact of Thorpepark 50.</p> <p>Parents regularly updated on achievements for Thorpepark 50 through twitter, monthly newsletter, school app and events.</p>	<p>£25,337</p> <p>£531.00</p> <p>1 x Grade 6 for 4 days</p> <p>£1000</p>			<p>Questionnaires completed by pupils by SLT show raised aspirations</p> <p>Termly report by AOwen to SLT and shared with governors</p>	<p>school, built into the curriculum.</p> <p>Experiences through Thorpepark 50 are some of the most memorable our pupils can recall</p>	
<p><b>To encourage regular, punctual attendance and to ensure pupils are ready to learn at the start of each day. (E, D, F)</b></p>	<p>Free breakfast daily</p> <p>Reading zones and opportunities to do homework during breakfast club.</p> <p>Resources purchased for activities and games for breakfast club</p>	<p>£26916 to include staff, food, resources.</p> <p>£1000</p> <p>£2000</p> <p>£19001</p>	<p>All PP Pupils 274 (f2-Y6)</p>	<p>CKnight SChadwick LLivingston LAtkinson</p>	<p>Club registers reviewed to identify pp children attending by SChadwick.</p> <p>CKnight check resources purchased and used within the clubs.</p> <p>Evaluate feedback from parents and children through questionnaires about club facilities.</p>	<p>Approximately 36% - 40% PP population attends breakfast club regularly.</p> <p>95.4% attendance for PP (higher than national)</p> <p>PA 11.4% (lower than nations 16.5%)</p> <p>Agreed more bespoke clubs need introducing 2019-2020 to target more PP, especially</p>	<p>Yes</p>



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	After school clubs planned and delivered including badminton, dance, multi-skills, football, music  Staffing employed to run clubs and appraisals set up	£3942.50				focusing on a range of skills and interests.	
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Total = £340,247.12