

Pupil Premium Update – September 2018



Pupil Premium Update – June 2018

The Pupil Premium is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support the raising of attainment for the most vulnerable pupils. In 2016/17 the school received **£28,200** in Pupil Premium allocations. In 2018 this figure amounts to **£42,240**

Current attainment <i>(Year 6 2017 / 2018) – 10 children</i>	7 children eligible for PP, also had SEN and EAL barriers		
	Pupils eligible for PP (our school)	National Results	Pupils not eligible for PP (National Average)
% reaching expected standard in reading, writing and maths	29%	64%	100%
% reaching expected standard in reading	43%	71%	66%
% reaching expected standard in writing (TA)	29%	76%	100%
% reaching expected standard in maths	43%	75%	75%
% reaching expected standard in GPS	57%	77%	100%

2018 /19

In 2018/19, Pupil Premium money will continue to be used to support the most vulnerable pupils by extending the programme of interventions throughout the school, funding further out of hours learning opportunities and provide further staff training around precision teaching. All of these measures will enhance the learning experiences of the pupils.

The £42,240 Pupil Premium Grant for 2018 will benefit those children not only in receipt of free school meals, but also those service children and looked after children. With multiple barriers to learning, such as low self-esteem, behaviour issues and social isolation, the grant is designed to close the attainment gaps between groups of children nationally.

The allocation of the PPG for 2018 will specifically focus on:

- Subsidising school residential and curriculum trips in order that all pupils can participate
- Use of an Educational Psychologist and Outreach partners to give advice and to provide training for staff
- Subsidising of free extended services - before and after school provision
- Develop closer links with external links with local and national providers to enhance the learning experiences of the children.

PPG, and more specifically its impact, will be measured each half term by focusing on the progress of the 53 children within school who are currently in receipt of the grant. Along with this, provision maps will demonstrate how the amount spent per child can be correlated directly to the teaching and learning that takes place in school.

Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)

A.	Self esteem and resilience can be low in students. Often reluctant to engage in additional learning opportunities
B.	Spelling ages lower for children who access PP than non-PP children. This prevents students accessing aspects of the curriculum and understanding questions.
C.	KS2 progress was significantly below average and in the lowest 10% for PP children
D.	Students with low prior attainment perform poorly across all subject areas

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Home engagement with a minority of parents needs to be improved further
F.	Home circumstances for some PP children have issues involving CSC and other statutory services.

Outcomes (*It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.*)

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve self-esteem and resilience skills for pupils eligible for PP in EYFS and KS1	Pupils eligible for PP in EYFS and KS1 class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices
C.	Increase spelling ages for all PP children	Students to have an increased bank of words allowing them to access more of the curriculum. This will help to close the gap between PP and non-PP children.
D.	Increased awareness of whether a child has low, medium or high prior attainment within English or Maths	L/M/H prior attaining pupils will perform in line with other pupils nationally, judged on the progress that they make.
E.	Low attaining pupils begin to close the gaps on their peers. Subject interventions and small group sizes in core subjects will improve the outcomes for these children	Low attaining PP students have made accelerated progress to close the gap. An increase in students to achieve age related expectations at the end of the academic year.
F.	Parental enagement of pupil premium students will improve by the end of the year.	Students will be more supported at home and increase their engagement in school. Through increased engagement, issues or concerns can be dealt with between school and families.

Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective.*

Academic year **2018/19**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved use of TA deployment in lessons to support progress of PP students.	Teacher/TA training delivered through SENCo and TA Meetings.	Use of research provided by EEF (Making Best Use of Teaching Assistants Spring 2016) to ensure TA's in the classroom have a positive impact on student progress. The focus is to make a shift from the traditional deployment of TA's who provide intervention with individuals to give PP students more time with their teacher.	Observation focus for both staff with TA's and TA's, themselves. Review and feedback cycle through teacher meetings and through TA meetings – sharing best practice.	KS2 Lead	Update – Dec 2018
Improve Reading and spelling ages for all pupils	CPD on providing interventions for spelling across the school.	Pupils eligible for PP are making less progress than other pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. By developing specialised spelling and reading groups, children will study the aspects of spelling that they find challenging and specific to their needs.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	KS2 Lead	Update – Dec 2018
Total budgeted cost					£25,000

Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills in reception	121 and small group provision of Intervention for children in Reception.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. .	Reception class teachers	Dec 2018
Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources, such as EFF. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, using the PP Champion Impact overseen by HT Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	All staff	Dec 2018
Improved attainment for students with low prior attainment across the curriculum.	First class number intervention programme to be run by a TA.	This intervention aims to prepare students for future learning in the classroom, working with the teacher to identify topics and themes that students will engage with in lessons. By getting an early start on these areas helps to develop student confidence and self-esteem, boosting their learning in lessons.	TA to liaise with subject lead, using data on student progress. TA will also liaise with subject teacher on schemes of work and topics to be taught	HT	Dec 2018
To identify possible barriers to learning amongst our students that we may not be fully aware of.	Children complete pupil questionnaires	A survey focused on pupil's attitudes to self and school will allow us to understand what our students think about school. It will also show any areas for development that can be added to this action plan to improve student attainment.	Strategies can then be developed to address any emerging areas of concern.	HT/PSHE Lead / Nurture Staff	Dec 2018
To improve student engagement in learning and to build confidence and self-esteem.	Further develop the Nurture Group (8-10) for 10 hours per week. Each group will run for 14 weeks.	Targeting students for after school support allows us to work with specific students, and their parents, to design a bespoke programme to help them engage with school and develop their confidence and self-esteem.	TA3 will be responsible for the project and will review each session and overall course. Students will be monitored in school to measure impact.	LB	
Total budgeted cost					£15,000

Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved engagement in learning and new learning experiences	Funding to support PP to access school trips and visits over the course of the year	Ensuring that students education is equitable. All students should have access to the same opportunities	Monitoring of PP requests to support PP students. Ensuring systems are in place to support parents who may have financial difficulties in providing for their child.	HT	Dec 2018
Improved participation in Arts activities and experiences	Identify students who show an interest in wanting to participate in an Arts related activity. Funding to be provided to support these students with the opportunity.	Equity – ensuring all students have access to all opportunities that will enrich their educational experience. Children’s University after school clubs will enable more children to participate to a greater degree.	Targeting students and getting the best opportunity for the individual. Reviewing progress of the individual through dialogue with the student.	DHT	Dec 2018
Total budgeted cost					£2,400

Current data appendices

1. Pupil Premium Spending – interventions
2. Attainment Gap – DA / non DA
3. Current progress gaps

1. Pupil Premium Spending

	Reading		Writing		Maths		Intervention 4		Total interventions	
	Hours per week	Cost per week (£)	Hours per week	Cost per week (£)	Hours per week	Cost per week (£)	Hours per week	Cost per week (£)	Hours per week	Cost per week (£)
Reception	2	17.4	2	17.4	2	17.4	0.75	6.3	58.95	63.25
Year 1	2	23.4	2	23.4	2	23.4	2	23.4	78.2	99.6
Year 2	2	23.4	2	23.4	2	23.4	2	23.4	78.2	99.6
Year 3	2	16.8	2	16.8	2	16.8	1	8.4	57.4	63.8
Year 4	1.25	14.87	1.5	17.85	0.75	15	14	5.5	65.22	69.47
Year 5	2	60	5	75.6	3.5	39.9	6	57	192	247
Year 6	2	16.8	2	16.8	2	16.8	2	16.8	58.4	73.2
Whole school	13.25	172.67	16.5	191.25	14.25	152.7	27.75	140.8	588.37	715.92
Comments							EYFS - SaLT, EAL intervention from external. Y1/2 = 1:1. Nurture for some			

Interventions and classes make up most of the PPG spending. The reading and handwriting interventions are run by all KS2 staff members and co-ordinated by the HT

2. Attainment Gap – DA / non-DA

	Reading		Writing		Maths	
	DA	Non-DA	DA	Non-DA	DA	Non-DA
Year 6	18.7 / 19.2	22.1 / 24.4	15.6 / 16.5	21.1 / 21.2	17.6 / 18.1	23.5 / 26.5
Year 5	18 / 19	18 / 20	15.5 / 16	17.1 / 17.9	15.5 / 16	18.2 / 18.6
Year 4	13.1 / 13.6	17.7 / 18.2	11.5 / 11.8	16.6 / 16.1	13.2 / 13.2	16.4 / 17.2
Year 3	14 / 14.9	10.7 / 11.5	11.2 / 13.2	9.1 / 10.2	10.3 / 13.4	12.7 / 11.5

	Reading Gaps		Writing Gaps		Maths Gaps	
	January	June	January	June	January	June
Year 6	-3.4	-5.2	-5.5	-4.7	-5.9	-8.4
Year 5	0	-1	-1.6	-1.9	-2.7	-2.6
Year 4	-4.6	-4.6	-5.1	-4.3	-3.2	-4
Year 3	+3.3	+3.4	+2.1	+3	-2.4	+1.9