

Pupil Premium Planned Spend 2018/19

Barriers to educational achievement

Children who are in receipt of pupil premium may experience barriers to educational achievement which the school's use of Pupil Premium aims to overcome. Such barriers of course do not apply to all children but may include any or all of the following:

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

In-school barriers

- Higher attainers do not achieve greater depth in English or Maths
- Internal data suggests Maths and English is significantly below for those children eligible for PP across school
- Many pupils suffer from low self-esteem and low confidence
- Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.

External barriers

- Limited resources available outside school to provide out of hours learning support.
- Difficulties with finances and access to social housing causing disruption and mobility.
- Limited educational experience of some parents/carers affecting out of hours learning support.

2. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Ensure that the prior higher ability disadvantaged pupils make the right progress	The number of disadvantaged pupils in the prior higher attainment group make the expected progress
B.	Increase the progress of those eligible for PP in English and Maths across Key Stage 1 and 2	Pupils eligible for PP identified make at least the same progress as 'other' pupils identified as high ability so that both groups make more progress than pupils in 2018 by the end of Key Stage 1 and 2 in maths, reading and writing. At least 20% pupils will attain the higher standards.
C.	Many pupils suffer from low self-esteem and low confidence	Eligible PP identified children with low self-esteem, social skills and confidence thrive so that they are able to access the curriculum fully over time and demonstrate good progress
D.	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.	Pupils eligible for PP demonstrate resilience, listening skills and teamwork whilst providing inspiring experiences to improve general knowledge and general

What do we expect to see: Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences. All pupils in the target group who are currently underperforming because of the impact of their disadvantaged background will make substantial progress leading to narrowing of any attainment gaps.

Planned Spend 2018 to 2019

Total budget Allocation £41,820

Focus	Funds allocated from Pupil Premium	What this does?	Intended Impact
Additional Teaching Assistant Support	£28,580	<p>Support in class for all year groups from trained Teaching Assistants, developing focussed reading, writing and maths interventions to secure depth of understanding in concepts across subjects for disadvantaged pupils. Support for new to school disadvantaged pupils to ensure substantial progress to bring their attainment in line with peers within the first year of attendance</p> <p>Support for identified disadvantage students through access to a range of intervention programmes either one to one or in small groups.</p>	<p>Raise self-confidence and increase participation/motivation for targeted pupils especially the mobile disadvantaged pupils. Pupils eligible for PP identified make at least the same progress as 'other' pupils identified as high ability so that both groups make more progress than pupils in 2018 by the end of Key Stage 1 and 2 in maths, reading and writing. At least 20% pupils will attain the higher standards. The percentage of disadvantaged pupils will achieve at greater depth across subjects in line with peers. Maths gaps at greater depth in KS1 are closed; gaps in other subjects remain closed. Reading and maths gaps at greater depth in KS2 are closed; gaps in other subjects remain closed.</p>
Continuing Professional development for all classroom support staff	£270	Professional Development programme for Teaching Assistants to develop a clear understanding of differentiation for pupils to achieve depth in reading, writing and maths	Disadvantaged pupils (including MA and HA pupils) make substantial progress from starting points and therefore achieve at greater depth across all subjects in line with other peers and therefore achieve sig+ to National. Reading – writing gap at greater depth is closed; gaps between disadvantaged pupils and other pupils in reading and maths are closed.

Curriculum, assessment and intervention resources	£595	Cost of resources for Catch up literacy to embed comprehension skills (inference and deduction) and to develop understanding and use of richer vocabulary/sentence structure across subjects.	Disadvantaged pupils will demonstrate improved inference and deduction skills in reading at least in line with their peers, particularly at greater depth standard/exceeding. Disadvantaged pupils will demonstrate a wider and richer vocabulary in writing across the curriculum. Disadvantaged pupils will demonstrate fluency when applying arithmetic skills to achieve greater depth standard in line with their peers
	£3265	Cost of resources for Numicon breaking barriers to embed basic literacy skills	
	£720	Additional resources for teaching of arithmetic skills and times tables and flexibility in number (Timetable Rockstars)	
More able and talented	£350	Cost of travel and staff release to attend more able and Talented sessions at local schools including disadvantaged pupils	Improved for disadvantaged pupils as well as confidence in learning. Improved outcomes in Maths and English for the MA and HA pupils
Connect group	£3700	Funding of additional staff to staff extra nurture provision focussing on disadvantaged SEN pupils identified as needing to develop social skills and friendships.	To ensure pupils with low self-esteem, social skills and confidence thrive so that they are able to access the curriculum fully over time.
Whole Class music Tuition	£4340	Weekly visits from music specialists to work with pupils to develop self-esteem, resilience and wider learning success	To introduce children to the challenge of a musical instrument to develop new skills, raise self-esteem and capture the well documented link between learning an instrument and wider learning success.

Tracking and Intervention

The progress and achievement of all pupils is monitored at key points in the academic year. Any pupil (disadvantaged or not) who is in need of intervention is identified and the necessary support is put in place. This is led by the Headteacher, the SLT and SENCo through regular meetings and discussions. SIMs is used to analyse assessment data and to highlight differentials in performance and impact of interventions.

Where children access our Nurture provision we will use Boxall Profiles to assess progress on a range of areas including confidence and social skills.

Where pupils have accessed music provision we will be able to measure their progress at the end of the music period and also their enjoyment and whether they wished to carry on with the instrument.

Resources and Staffing

The contribution from Pupil Premium will continue to provide a range of intervention programmes to help children reach their full potential in Literacy and Numeracy

What is the National Expectation?

From 2015-16, schools have been able to use a variety of assessment tools to measure the progress of pupils, although pupils in Year 2 and Year 6 will continue to be assessed using new standardised tests.

We continue to use SIMS to track and evaluate our pupil progress and attainment. We aim to support this with the use of termly PIRA and PUMA tests linked to the new national curriculum standards. Aspirational targets will continue to ensure that our pupils [all groups] achieve more than expected from starting points and therefore demonstrate that they are ready for the next stage of their education. Please see our Assessment Policy for details.

We will review the school's pupil premium strategy in March 2018