

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. PP children do not always make expected progress from their starting points.
- 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

- Difficulties with finances
- Many of the PP children lack the resilience of their peers.
- Limited educational experience of some parents/carers affecting out of hours learning support.

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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.
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 £41,840

Focus	Funds allocated from Pupil Premium	Intended Impact	Review of Impact across at end of 2019
Additional Teaching Assistant Support	£28,580	<p>Raise self-confidence and increase participation/motivation for targeted pupils.</p> <p>Pupils eligible for PP identified make at least the same progress as 'other' pupils including those who are 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.</p> <p>The percentage of disadvantaged pupils will achieve at greater depth across subjects in line with peers. Reading and maths gaps at greater depth in KS2 are closed; gaps in other subjects remain closed.</p>	<p>Percentage of PP children achieving Phonic pass Year 1 =33%</p> <p>Year 1 Reading =33% Writing =33% Maths = 66%</p> <p>Yr 2 Percentage of PP children achieving at KS1 in Reading =100% Writing =100% Maths =100%</p> <p>Year 3 Reading = 80% Writing =80% Maths= 100%</p> <p>Year 4 Reading= 75% Writing = 75% Maths = 75%</p>

			<p>Year 5 Reading = 75% Writing 75% Maths 75%</p> <p>Percentage of Yr 6 Pupils meeting expectation at end of year Writing =66% Reading = 66% SPMG = 66% Maths =66%</p>
Pupil premium 1:1 TA	£1634	These identified children will improve and make at least expected progress	Strength of support enables children to access curriculum at their level of need. Results across Reading, Writing & Maths show children working at expected levels = 75%
Continuing Professional development for all classroom support staff	£270	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.	Phonics Training- Aut Developed curric links High School...Nov7th Develop training Lit Co / TA
Curriculum, assessment and intervention resources	CUL -£595 Numicon - £3265 Additional - £720	<p>Disadvantaged pupils will demonstrate improved inference and deduction skills in reading at least in line with their peers, particularly at greater depth standard/exceeding.</p> <p>Disadvantaged pupils will demonstrate a wider and richer vocabulary in writing across the curriculum.</p> <p>Disadvantaged pupils will demonstrate fluency when applying arithmetic skills to achieve greater depth standard in line with their peers</p>	<p>Writing results show increase in progress from previous outcomes</p> <p>Numicon resources are allowing for greater development of knowledge throughout school. Enables greater access for disadvantaged children to embed skills</p>

More able and talented	£350	Improved for disadvantaged pupils as well as confidence in learning. Improved outcomes in Maths and English for the MA and HA pupils	Opportunities created with specialist teaching from High School. Yr6 children offered extra provision within English & Maths
Connect group	£3700	To ensure pupils with low self-esteem, social skills and confidence thrive so that they are able to access the curriculum fully over time.	Connect has catered for our vulnerable pupils who find socialising difficult or who have experienced some life trauma such as parental death or parents separating. The children are more confident and can deal with emotions better in order to be able to access learning and the classroom environment. 9/10 children show that they are making progress. 5 of the children have moved to working within the normal range of development 9 (116-136)
Whole Class music Tuition	£1614	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.	Opportunities developed to broaden the cultural capital of learning. Children in two year groups given the opportunity to broaden their experience and skills through learning of a musical instrument.

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. INSIGHT 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 (PIRA and PUMA).

We continue to use INSIGHT 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 2019