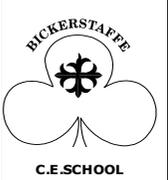


Pupil Premium Strategy



Academic Year	2018/2019	Total PP budget	£24,000	Date of most recent PP Review	20/9/18
Total number of pupils	93	Number of pupils eligible for PP	23 (25%)	Date for next internal review of this strategy	21/03/19

Barriers to future attainment for Pupil Premium children

In-school barriers

A.	Essential skills in Reading, Writing and Maths for some children hold back accelerated progress needed to close the attainment gap.
B.	Communication and Language skills, especially speaking, are less developed for some KS1 children and this impacts on Phonics, Reading and Writing outcomes.
C.	High proportion of pupils eligible for PP have low self-confidence/self-esteem and need support to regulate feelings in order to improve readiness to learn.

External Barriers

D.	A proportion of pupils eligible for PP have low attendance
E.	Low income families with who may have difficulty in affording access to school life/limited opportunities to access enriching experiences

Desired Outcomes

Success Criteria

A.	A higher proportion of targeted pupils diminished the gap and move closer towards achieving age related expectations in RWM.	<ul style="list-style-type: none"> Data reflects a diminishing of the gap between PP and Non PP groups in RWM Work scrutiny reflects key skills being applied in a range of writing.
B.	Targeted pupils have improved Communication and Language skills to support phonological development skills and are able to apply them to their Reading and Writing.	<ul style="list-style-type: none"> Tracking shows an increase in outcomes of the phonics screening. Targeted pupils make expected progress in Reading and Writing.
C.	Targeted pupils show increased confidence and self-esteem, as well as the ability to self-regulate, which will in turn impacts positively on pupils making increased progress in Reading, Writing and Maths.	<ul style="list-style-type: none"> Work scrutiny and observation shows that pupils are developing skills that show increased confidence and self-esteem. Data reflects all targeted pupils have made expected progress and some pupils have made better than expected progress in RWM. PAQ and parent consultations reflect targeted pupils improved attitudes to learning/life.
D.	Improved attendance allows pupils to diminish the difference	<ul style="list-style-type: none"> Outcomes show targeted pupils have improved attendance and are making at least good progress in RWM.
E.	Barriers to learning have been reduced	<ul style="list-style-type: none"> Outcomes show targeted pupils have equal access to school life and are making at least good progress in RWM.

Planned Expenditure

Improving outcomes

	Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
Achieve	A.Attainment gap diminished in RWM.	Marking & Feedback	EEF research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils.	Work Scrutiny to consider evidence of progress. Observation/Learning Walks.	M Teachen (HT)	Oct 2018 Dec 2018 Feb 2019 June 2019 Morning supply £80 x 6 £480
	A.Attainment gap diminished in RWM.	Lesson Study	The school believes in collaborative learning for staff – through identifying barriers to teaching and learning, practitioners are solution focused and this will impact on pupils learning and progress.	Staff/Pupil attitudinal surveys Work scrutiny. Data analysis. Observation.	M Teachen (HT)	March 2019 July 2018 £160
	A.Attainment gap diminished in RWM. B.Improved Communication and language and phonic skills of targeted KS1 pupils	Small Group and 1:1	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support. The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies for example Review & Do sessions.	Support provision mapped during Pupil Progress Meetings. Learning Walk focus by subject leaders to monitor and feed back to SLT. Data analysis.	K O’Kane (English) A Wilson (Maths)	Oct 2018 Jan 2019 May 2019 July 2019 Additional TA support 6 hours - £2800 Morning supply £80 x 8 £640 to monitor
	A.Attainment gap diminished in RWM. B.Improved phonic skills of targeted KS1 pupils	Teacher Focus Groups	EEF research shows small group intervention is impactful on pupil progress. School believes that by having in-class intervention by a qualified teacher, pupils will make additional progress. EEF shows phonics intervention can support an additional 4 months progress.	Support provision mapped during Pupil Progress Meetings. Learning Walk focus by subject leaders to monitor and fed back to SLT. HT classroom observations.	M Teachen (HT)	Oct 2018 Jan 2019 May 2019 July 2019 Additional TA support 1x 15 hours £5700 1x15 hours £5700 £10,400

	A. Attainment gap diminished in RWM.	Reading Comprehension Strategies	EEF research shows that by directly teaching comprehension strategies, pupils can make up to five months additional progress.	Purchase of resources with training implemented for staff. Monitored through observation/ learning walks Impact monitored by data analysis.	K O'Kane/A Hunter (English)	Feb 2019 July 2019
						£1,200
Total budgeted cost						£15,680
Removing barriers to learning						
	Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
Believe	C. Increased confidence and self-belief D. Improved attendance E. Barriers to learning have been reduced.	Specialist external Pastoral Support	The school recognises that it has increasing need for on-site pastoral support due to the needs of our current pupils and their families. EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.	Pupil/parent attitudinal questionnaire Teacher to complete records from timetabled sessions. Update meetings with HT. Review of attendance registers	M Teachen (HT)	March 2019 July 2019
						Specialist Pastoral support £3,800
	C. Increased confidence and self-belief D. Improved attendance E. Barriers to learning have been reduced.	TA Pastoral Support	The school recognises that it has increasing need for on-site pastoral support due to the needs of our current pupils and their families. EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.	Pupil/parent attitudinal questionnaire TAs to complete logs from timetabled sessions. Update meetings with HT. Review of attendance registers	M Teachen (HT)	March 2019 July 2019
						Lunchtime TA pastoral support £2,758

	C.Increased resilience in learning D.Barriers to learning have been reduce.	Curriculum Enrichment	Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences. The Y5/6 cohort to participate in an outdoor and adventurous residential; EEF research shows that participation in such activities has a positive impact on pupil progress.	Monitoring of registers and activities to ensure targeted pupils can access all opportunities.	M Teachen (HT)	March 2019
						£600
	C.Increased resilience in learning D.Barriers to learning have been reduce.	Development of Resilience – Use of Heartsmart resources	The school recognised that in the Summer of 2016, the more rigorous testing had a greater impact on the emotional well-being of pupils therefore want to provide pupils with the skills to be resilient learners. EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.	PAQ results reflect impact. Staff training/ feedback. Learning walks/observation.	A Hunter (PSHE Lead)	March 2019 July 2019
						£560
Total budgeted cost						£7,718

Developing confidence and resilience

	Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
Create	C. Increased confidence and self-belief	Musical instrument lessons	The school believes that learning to play an instrument develops skills and builds confidence as does the performance element of this strategy which will translate into confidence in learning.	Registers will be collected to ensure targeted pupils attend. PAQ analysis and results.	M Teachen (HT) K O'Kane (Music Lead)	March 2019 July 2019
	D. Improved attendance	Choir				
	E. Barriers to learning have been reduced.	Access to Afterschool clubs, school trips and residential trips	Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.			

£900

Total budgeted cost £900

Developing strategic leadership of Pupil Premium

	Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
Leadership	A. Attainment gap diminished in RWM.	Appointment and development of PP Champion and Nominated Governor	The school is in agreement with David Laws (National PP Champion) that using this approach can benefit eligible pupils through the collection and analysis of data so that the Champion can ensure interventions are put into place rapidly if a pupil's progress slows; data is analysed and reported to all stakeholders; and the main barriers to learning are identified.	Reports at termly SEC produced and shared with Governors. Learning Walks/Scrutiny have taken place and fed back to SLT. PP Champion has worked with HT to implement strategic actions. Data analysis.	K O'Kane (PP Champion)	July 2019
	B. Improved phonic skills of targeted KS1 pupils					
	C. Increased self-belief and confidence					
D. Improved attendance.						
E. Barriers to learning have been reduced.						

**Morning supply £80 x 3
£240**

Total budgeted cost £240

Total Overall Planned Expenditure £24,538

