



Use of the Pupil Premium in 2018/19 and plans for the next academic year

The following have been identified as possible barriers to be addressed using the funding:

In school barriers	
1.	Communication and Language
2.	Special Educational Needs in learning - 20% of pupils in receipt of PPG have SEND
3.	Children's resilience and self-esteem
4.	Attitudes to Learning
External barriers	
1.	Home Circumstances
2.	Emotional Needs or mental health concerns with parents
3.	Support with Learning
4.	Children arriving at school unprepared or late
5.	Communication and language in the home
Desired outcomes	
1.	Children will be enthusiastic learners and make progress in the subjects taught.
2.	Children will demonstrate a keenness to read more regularly. Children will be able to discuss the material they have read and express opinions.
3.	Children will be enthusiastic learners and make progress in writing. Children will be able to articulate targets and achievements.
4.	Children will be enthusiastic learners and make progress in maths. Children will be able to articulate targets and achievements.
5.	Children's self-esteem, emotional well-being and resilience will be developed; this may be achieved through the development of fitness and sporting skills and additional clubs
6.	Children will have increased vocabulary and apply to communication, reading and writing
7.	Children will have access to experiences, such as residential visits and extra-curricular clubs

Action Plan to Address Areas for Development

Focus	Barriers To Learning	Desired Outcomes	Success Criteria	Strategies	Impact
Improving levels in Reading	<p>20% of pupils in receipt of PPG are SEN</p> <p>Pupil voice informs us that children don't read for enjoyment</p> <p>Children may come into school unprepared for the day's learning.</p> <p>Pupil voice tells us that children don't see reading as a strategy to improve their writing</p>	<p>Children will be enthusiastic learners and make progress in the subjects taught.</p> <p>Children will demonstrate a keenness to read at home more regularly. Children will be able to discuss the material they have read and express opinions.</p>	Children will achieve expected progress or better, aiming for Age Related Expectations (ARE) or above.	<p>Individual support with reading; whole class reading comprehension; regular guided support. Additional phonics support through ReadWrite Inc., where appropriate</p> <p>development of Growth Mindset across whole school.</p> <p>Use of funding to purchase inspiring texts for curriculum and class libraries/whole school library</p> <p>Ensure children have access to food and water.</p> <p>Key worker meetings to discuss support and needs.</p>	
Improving levels in Writing		<p>Children will be enthusiastic learners and make progress in writing.</p> <p>Children will be able to articulate targets and achievements.</p>		<p>Booster sessions after school; Small group support in class; Individual target work; RWI. staff training and pupil teaching.</p> <p>Development of Growth Mindset across whole</p>	

				school. Key worker meetings to discuss support and needs.	
Improving levels in Maths		Children will be enthusiastic learners and make progress in maths. Children will be able to articulate targets and achievements.		Booster sessions after school; Small group support in class; Individual target work; mastery maths; 1-1 support, where appropriate; Observations and learning walks to monitor engagement and provide support Development of Growth Mindset across whole school.	
Focus	Barriers To Learning	Desired Outcomes	Success Criteria	Strategies	Impact
To improve children's self-esteem, emotional well-being and resilience; fitness and sporting skills	Disadvantaged or disrupted domestic situations	Children are confident to talk through concerns and have a key worker to support and meet needs.	Children are making progress emotionally and educationally; achieving ARE.	Lunchtime Play/nurture club; Talk Session; Social development through group interaction; Use of home/school link worker; Activators and Sports clubs Use of Forest Schools Nurture coaching Programme	

Planned Expenditure 2018-19

We estimate that we will be allocated £45,816 for DA students. (Research shows that investment in staffing has the biggest impact upon Pupil Premium students so it is for this reason that we have continued to recruit new staff or fund existing staff with a large proportion of this funding. Each intervention undertaken is impact assessed so that we can streamline our position in the most effective way.)

The money is currently being spent in the following way:

Activity	Amount
Additional support through intervention programmes	£ 6,300.00
CPD – Certificate in Therapeutic Mentoring	£3,000.00
Growth Mindset resources	£200.00
Welfare Officer	£12,000.00
Attachment training – TA attendance at whole school INSET day	£850.00
Home/school link support	£ 6,500.00
Year 6 maths and English booster (during school time)	£ 3,000.00
Non-contact time to for children in receipt PPG to meet with key workers	£ 606.00
Residential Visits financial support	£ 850.00
Educational Visits	£ 700.00
Breakfast Club, After-school and Homework Clubs	£ 225.00
Reading books	£1,800.00
Resources for the teaching of Phonics, Spelling, Reading and Writing	£500.00
Resources for Mastery Maths and interventions	£ 500.00
Forest Schools	£ 1,000.00
Extra-curricular clubs	£4,800.00
Total:	£ 42,831.00

Planned Expenditure 2019/20

We have estimated that we will receive approximately £46,000 for the academic year 2018/19. This has currently been allocated in the following way but is possibly subject to change:

Activity	Amount
Additional support through intervention programmes	£ 6,300.00
Growth Mindset resources	£200.00
Welfare Officer	£18,000
CPD (attendance for TAs)	£850.00
Home/school link support	£ 6,500.00
Year 6 maths and English booster (during school time)	£ 3,000.00
Non-contact time to for children in receipt PPG to meet with key workers	£ 606.00

Residential Visits financial support	£ 850.00
Educational Visits	£ 700.00
Breakfast Club, After-school and Homework Clubs	£ 225.00
Curriculum resources	£1,000.00
Resources for the teaching of Phonics, Spelling, Reading and Writing	£500
Resources for Mastery Maths and interventions	£ 500.00
Forest Schools	£ 1,000.00
Extra-curricular clubs	£4,800.00
Total	£45,031.00

How will we evaluate impact?

Monitoring strategies for student achievement include:

- Attainment measures
- Levels of progress made by students in English and Maths
- Detailed value added data
- Qualitative data on overall learning experiences

Current levels of achievement

Outcomes from Academic Year 2017-18

For the academic year 2017-18, when assessing the National Curriculum, 4 points progress equates to good progress.

% pupils making good or better progress – comparison between children in receipt of Pupil Premium and all Children

	Reading	Writing	Maths
All children	86%	84%	90%
Disadvantaged pupils	70%	58%	84%

DA children make less progress than non-DA children. The gap is widest in writing. 10 out of the 30 DA pupils are mobile pupils (moved within the last 2 years). 8 of the DA children have SEN. 3 children have personalized curriculums as they have significant SEND.

Previous Performance of Disadvantaged Pupils in Phonics Screening End of Academic Year 2017-18

Year 1	In July 2018, 25% of disadvantaged pupils passed the phonics screening test.
Year 2	In July 2018, there were 2 disadvantaged pupils who re-took the phonics' test and both passed
The above Year 1 assessments involved 4 pupils.	

Previous Performance of Disadvantaged Pupils in KS1 End of Academic Year 2017-18

Reading	In July 2018, 40% of disadvantaged pupils attained the expected level at KS2 in reading assessment.
Writing	In July 2018, 0% of disadvantaged pupils attained the expected level at KS2 in writing assessment.
Maths	In July 2018, 60% of disadvantaged pupils attained the expected level at KS2 in maths assessment.
The above assessments involved 5 pupils. One of these has identified SEND. Four of these children have joined the school in the last 2 years.	

Previous Performance of Disadvantaged Pupils in KS2 End of Academic Year 2016-17

Reading	In July 2018, 63% of disadvantaged pupils attained the expected level at KS2 in reading assessment.
Writing	In July 2018, 50% of disadvantaged pupils attained the expected level at KS2 in writing assessment.
Maths	In July 2017, 50% of disadvantaged pupils attained the expected level at KS2 in maths assessment.
The above assessments involved 8 pupils. 3 of these pupils have identified SEND. 63% are mobile (arrived in the last 2 years)	