

Pupil Premium Strategy 2018-2019

NOR	125
Number of pupils eligible for PP funding	48
Percentage of pupils eligible for PP funding	38%
Total Budget allocation	£73,920
Academy Deprivation Index	0.51 (national 0.21)
Nominated member of AAB	TBC
AAB PP Review dates	14.11.18 / Spring and Summer TBC

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	45%	25%	43%
Year 1 Phonics	65%	100%	30%
Key Stage 1 Reading	55%	50%	58%
Key Stage 1 Writing	45%	25%	58%
Key Stage 1 Maths	65%	75%	58%
Key stage 2 Reading	56%	50%	58%
Key stage 2 Writing	67%	25%	58%
Key stage 2 Maths	56%	75%	58%

Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

What does the data suggest for priorities for the next academic year?

EYFS

Pupils in reception did not attain well in terms of GLD, with PP children attaining significantly lower than other children.

- Our Pupil Premium children in EYFS need particular attention this year to equip children to make a good level of development at the end of the Reception year.
- Language development and reading will receive particular focus.
- Pre-writing opportunities in nursery will receive more focus.
- In Reception, writing will be a focus area.

KS1

In Key Stage 1 we had successes in maths for our Pupil Premium children, but significantly less success in writing and reading.

- Phonics will have particular focus this year, as although 100% of Y1 PP children passed the phonics assessment, the pupils coming up from EYFS did not attain well in terms of GLD.
- This year we will focus on ensuring that PP children are making better progress in writing as this is an area which has performed poorly in the last three years.
- Whilst our reading attainment is on a three years increasing trend, attainment is still not in line with national. All PP children who need additional small group and/or individual reading sessions to increase fluency will receive them this year.

KS2

In Key Stage 2:

- Our reading attainment increased for PP children, but it below other children and significantly below national. Children will receive additional fluency and phonics sessions as above.
- Our writing attainment for PP was comparable to other children, but it is still well below national.
- In terms of maths, only 50% met the national standard.
- The combined outcome was 38% which was significantly below national outcomes, although the increase of 8% was part of a three year trend.

Behaviour and Attendance

- This year we will support children's SEMH needs to ensure that we continue the trend of a reduction in fixed term exclusions.
- We will continue to drive attendance as a key priority for the school, using our successful incentives.
- We will increase community cohesion to enable us to develop parental links.
- We will provide CPD to staff to increase our ability to support families and children.

Current Pupils

	% Eligible	% L -PA	% M-PA	% H -PA
Early Years	+ N° of chn			
Specific intervention need: Objective number 1,3,4,5,6 Additional targeted phonics support Pre-writing support Targeted support LM attendance support SALT support for targeted children Targeted maths support	1/31 = 3%			
Y1				
Specific intervention need: Objective number 1,2,3,5,6,7 Additional targeted phonics support Targeted daily 1-2-1/guided reporting support Pre-writing support Targeted support LM attendance support SALT support for targeted children Targeted maths support	6/13 = 46%			
Y2		EYFS Prior Attainment	EYFS Prior Attainment	EYFS Prior Attainment
Specific intervention need Objective number 1,2,3,5,6,7 Additional targeted phonics support Targeted daily 1-2-1/guided reporting support	6/11 = 55%	6/11 = 55%	5/11 = 45%	0/11 = 0%

Pre-writing support Targeted support LM attendance support SALT support for targeted children Targeted maths support				
Y3				
Specific intervention need Objective number 1,2,3,5,6,7 Additional targeted phonics support Targeted daily 1-2-1/guided reporting support Pre-writing support Targeted support LM attendance support Targeted maths support/daily arithmetic and TT support	7/20 = 35%			
Y4				
Specific intervention need Objective number - 2,3,5,6,7 Targeted daily 1-2-1/guided reporting support Pre-writing support Targeted support LM attendance support Targeted maths support/daily arithmetic and TT support	10/18 = 56%	50%	50%	0%
Y5				
Specific intervention need Objective number - 2,3,5,6,7	5/11 = 45%	40%	60%	0%

Targeted daily 1-2-1/guided reporting support Pre-writing support Targeted support LM attendance support Targeted maths support/daily arithmetic and TT support				
Y6				
Specific intervention need Objective number - 2,3,5,6,7 Targeted daily 1-2-1/guided reporting support Pre-writing support Targeted support LM attendance support Targeted maths support/daily arithmetic and TT support	8/11 = 73%	18%	73%	9%

Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Subsidies the breakfast club to target PP children, allowing them to attend for free. This will allow them to have a healthy start to the day and encourage attendance/prompt arrival.	£1000	105 potentially	Jo Sercombe / Karen Chatterton	There will be no financial barrier to children accessing a free and healthy breakfast. Children will be prepared for learning, allowing them to concentrate and make progress. There will be a positive impact on attendance and punctuality.
Subsidies school trips to make the cost accessible for PP families.	£1500	105 potentially	Class teachers	Children will be able to be immersed in learning. Finance should not be a barrier to children accessing learning opportunities which are linked to the curriculum. The visits will inspire ideas and widen the children's horizons. As they are engaged the pupil will be engaged and they will be able to make progress.
1-2-1 / small group support	£10,000	48	Class teachers	Pupils will be able to access targeted 1-2-1/group support depending on assessment and need. This will enable them to receive specific support to enable them to make progress.
Booster club	£2000	11	Rob Bar / Jo Sercombe / Karen Chatterton	Children will be able to access booster classes four times a week to support their progress in Y6.
Lunch club – club to enable our PP children who need SEMH support.	£1000	8	Linda Light	Children will received support for their individual SEMH needs allowing them to thrive in school as they can access learning.

Objectives

Objective	Detail
1	Phonics PSC outcome improvement
2	Reading – increase in fluency and comprehension
3	Writing attainment progress
4	GLD attainment progress
5	Attendance and punctuality improvement
6	SALT support
7	Maths – fluency

Objective 1 Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Phonics PSC outcome improvement	We will teach whole class phonics and additional boosters using interactive phonics resources to increase phonics attainment in Year 1, Year 2 and across school, so improving outcomes in reading and writing.	£2500	48	Sabrina Gardom	We will see an increase in our phonics attainment in Y1, and an increase in the cumulative outcome in Y2. Our half termly assessments will show an upward trend PSC scores.
	Small group teaching in Y3/4 to support children who have not yet passed the PSC.	£2000	6	Kari Parkes	Children will be able to pass the PSC.

	Afternoon interventions will take place to support pupils who need additional support.	£1500	48	Sabrina Gardom	We will see an increase in the PSC pass rate for Y1 and cumulative and Y3.
Review Term 1					
Review Term 2					
Review Term 3					

Objective 2	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years:					
Phonics PSC outcome improvement	We will increase reading fluency across the school, using PM Benchmarking to assess progress.	£5000	48	Sabrina Gardom Carrie Hepworth	We will see progress on the PM benchmarking assessment for targeted children.
	Purchase new reading scheme and Badger books (non-scheme).	£4000	48	Sabrina Gardom	Children will be able to access appropriate and engaging texts, supporting them to become better readings – this will be evidenced through various assessment methods.

	Daily small group guided reading for decoding and comprehension skills.	£5000	48	Class teachers	We will see an improvement in comprehension and fluency for targeted children.
Review Term 1					
Review Term 2					
Review Term 3					

Objective 3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years:					
Writing attainment progress	We will improve writing outcomes across the school with targeted interventions.	£1000	48	Sabrina Gardom and class teachers	We will see an improvement in writing across the school.
	Children will be able to write at ARE in terms of handwriting,	£500 – Letterjoin purchase	48	Sabrina Gardom and class teachers	We will see an improvement in handwriting across the school.
Review Term 1					
Review Term 2					

Review Term 3	
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Objective 4					
Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
GLD attainment progress	Support will be put in place to develop QFT across EYFS.	£1500	32	Sabrina Gardom	We will see an improvement in the teaching profile in EYFS and in turn we will see improved outcome for EYFS pupils.
	We will audit provision in EYFS and ensure that we have the most support provision in place to support progress.	£750	32	Sabrina Gardom	Children will be able to access resources that will support progress and challenge.
	Pre-writing opportunities will be maximised in EYFS will appropriate opportunities and resources being available in both indoor and outdoor provision.	£3000	32	Sabrina Gardom	Children will receive on-going opportunities and encouragement to engage in regular pre-writing opportunities. Work will be celebrated, creating a positive writing culture and driving progress.
Review Term 1					

Review Term 2	
Review Term 3	

Objective 5	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: ALL					
Attendance and punctuality improvement	The Learning Mentor will lead initiatives to reduce absence and the school will reward initiatives to improve attendance.	£4000	48	Linda Light	We will see improved attendance. All cases of persistence absence will be pursued and FPN will be issues as no term time holidays will be approved.
	Attendance will be promoted through parent communication – raising the profile of attendance.	£100	48	Jo Sercombe	Parents will receive half termly pupil reports which will highlight individual attendance. On a weekly basis JS will report on school and individual class attendance levels.
Review Term 1					

Review Term 2	
Review Term 3	

Objective 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years:					
SALT	We will provide individual SALT support for children with SALT needs.	£1000	5	Sarah Scattergood	Our children will follow specific programme of support provided by the LA SALT services. They will make progress in communication and well-being/SEMH, as they will be more confident.
Review Term 1					
Review Term 2					
Review Term 3					

Objective 7 Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Maths fluency	There will be daily arithmetic sessions for every class (KS1-2)	£5000	48	Maths lead	We will see an improvement in ARE arithmetic and this will have a positive impact on ARE assessment and pupil progress.
	Children will be accessing ARE times table levels – we will use Times Table Rock Stars to support this	£500	48	Maths lead	Children will be able to complete times tables at ARE levels, which will allow them to access maths ARE levels.
	DOL will support Y6 maths	£9000	11	Rob Barr	The DOL will support maths progress in Y6 leading to progress in attainment at ARE.
Review Term 1					
Review Term 2					
Review Term 3					