

What is the Pupil Premium?

The Pupil Premium (PP) Grant is additional funding provided to schools for supporting more disadvantaged pupils to ensure they benefit from the same opportunities as all other children. Schools are required to provide strong evidence to report to governors and other stakeholders how well their strategies of spending the PP is having an impact on those pupils eligible. Stakeholders should be able to assess how the funding is being spent, to ensure it is meeting the planned aspirations and impact with the greatest effect.

School leaders should keep abreast of the most successful strategies being implemented (Sir John Dunford National Pupil Premium Champion 2013-2015)

1. Set an ambition for what you want your school to achieve with Pupil Premium funding.
2. The process of decision-making on Pupil Premium spending starts with an analysis of the barriers to learning for Pupil Premium pupils.
3. Decide on the desired outcomes of your Pupil Premium spending.
4. Against each desired outcome, identify success criteria.
5. Evaluate the effectiveness and impact of your current Pupil Premium strategies and change them if necessary.
6. Research the evidence of what works best.
7. Decide on the optimum range of strategies to be adopted.
8. In-depth staff training.
9. Monitor the progress of Pupil Premium-eligible pupils frequently.
10. Put an audit trail on the school website for Pupil Premium spending.

There are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals (FSM) or who have been entitled over the last six years
- Looked after children (LAC/ children in public care) and Post Looked After Children.
- Armed forces children

Our School Vision:

- To enable all young people to develop and achieve their full potential, regardless of background or barrier.
- To develop a love of lifelong learning, specifically reading for pleasure, fostering enjoyment in coming to school.
- To encourage all pupils to be resilient, responding positively to challenge, developing a 'can do' approach to life.
- To support social and emotional understanding, enabling children to develop caring, respectful relationships.

- To broaden the experiences of disadvantaged children.
- To identify all possible barriers to children’s learning, taking swift action to support and remove the barriers.
- To systematically track progress and attainment of pupils eligible for funding, reviewing the impact of actions to ensure that they are appropriate.
- To ensure that the attainment gap between our small group of disadvantaged children and non-disadvantaged children is diminished.

Pupil Premium Funding 2018/19 £15,160			
Main areas to address to support Educational Achievement:			
<ol style="list-style-type: none"> 1. Read with confidence and for deepening comprehension 2. Extend and broaden vocabulary in order to give children the tools to articulate more detailed responses 3. Write legibly, composing interesting sentences 4. Ability to form relationships, resolve conflict and be resilient 5. Widen pupils’ life experiences through a range of enrichment activities 6. Attendance of pupils eligible for additional funding to be in line with non-funded pupils 			
Planned Actions	Anticipated Impact	Approx. Cost	How impact will be measured
ENTITLEMENT			
Staffing:			Attainment and progress data (Autumn 2019 following summer data analysis)
- Teaching	Includes high quality, small group teaching targeted to specific pupil learning and development needs; on-going collaborative assessment and ‘spotlight time’ to enable pre-teaching of PP pupils to enhance motivation and confidence during whole class lessons	£5,000	
- Support	Includes developing and supporting high quality one to one reading opportunities, focus on expanding vocabulary and comprehension in English and Maths through small group and intervention time	£7,000	
- Training	Facilitate staff mentoring to develop forming positive relationships, exploring emotions, encouraging pupil well-being and promoting positive attitudes to learning	£2,000	
Resources	Purchase of books matched to pupil interests and reading abilities in order to increase confidence, enjoyment and progress in reading	£500	

Specialist equipment	Intervention through reading apps (NESSIE) to develop and apply a progressive reading programme	£500	
Professional Services - Engage Support Service Referrals x 1	Engage Support Service seeking appropriate professional advice and support to match pupil needs to desired outcomes Parents are an integral part of specialist support programmes, receiving appropriate advice and feedback	£500	Recommendations and agreed actions take place Improved pupil well-being, behaviour and attitude towards learning evident through observations, pupil conferencing and feedback
ENCOURAGEMENT			
Access to Cluster Family Support worker	Confidential advice/support available providing reassurance to parents and an approachable, supportive culture in school High attendance at Parent Meetings, workshops, school events Parents in receipt of funding value the relationship, time and support	-	Good attendance data at Parents' Meetings Parent Questionnaire will reflect positive engagement with the school Attendance data
Access to Head Teacher on a daily basis			
ENRICHMENT			
Trips	Enrichment Activities: After School Clubs, Theatre visits/visitors, residential activities Art based activities Provide opportunities for pupils to widen their experiences and confidence to try new activities Broaden children's horizons using aspirational activities to motivate them to achieve	£2000	After school clubs will be well attended. Enjoyment in attendance of clubs will be evident.
Other	n/a	£0	
Balance Bfwd 18-19 £7,633			
Balance Cfwf 19-20 £5,293			

Pupil Premium Funding 2017-18
£18,320

Planned Actions	Anticipated Impact	Approx. Cost	How impact will be measured
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ENTITLEMENT

<p>A commitment to increased adult support during Quality First Teaching (QFT) with investment in:</p> <ul style="list-style-type: none"> - Support staff in English and Maths throughout the school. - Small group, single age teaching of English and Maths in KS1. - Additional teacher/HLTA support time allocated in KS2. 	<p>High quality teaching provides regular small group support targeted at specific pupil learning needs.</p> <p>Ongoing, collaborative formative assessment quickly identifies areas to target, with actions swiftly put in place and reviewed regularly.</p> <p>Pupils regularly receive tailored, constructive feedback on how to improve their learning.</p>	£8000	Attainment and progress data
<p>Dedicated time where teachers are available to spend time addressing identified needs – pre-teaching or precision teaching</p>	<p>Effective assessment methods enables teachers to swiftly address the needs of children so that they don't fall behind. In addition to this, 'spotlight time' enables teachers to pre-teach PP pupils to ensure they are motivated and confident during lesson time.</p>	£3000	Progress and Achievement from given starting points Attainment data
<p>Head Teacher to act as Pupil Premium Champion, tracking and analysing data and using this to inform Pupil Progress Meetings with Class Teachers.</p>	<p>Data will be analysed and teachers will be held to account for the progress of PP children. This will inform whole school needs, ensure agreed actions are taken and monitored and reviewed.</p>	-	Quality teaching enables pupil to make expected or better progress
<p>SENCO support visits, one day per half term</p>	<p>Specialist information, advice and support is received - Specialist support programme provided is matched to pupil needs with desired outcomes achieved Parents are an integral part of specialist support programmes, receiving appropriate advice and feedback</p>	£1000	<p>Recommendations and agreed actions take place Improved pupil well-being, behaviour and attitude towards learning evident through observations, pupil conferencing and feedback</p>
<p>Engage Support Service Referrals x 2</p>		£500	
<p>Support staff focus time on 1:1 Reading</p>	<p>Regular and high quality reading opportunities are provided for all PP children Focus on comprehension and expanding vocabulary supports children's understanding of texts Increased confidence and enjoyment in reading Focused intervention time is spent using and applying reading skills on a progressive reading programme</p>	£2000	<p>Children read for enjoyment During group reading children feel more confident to contribute to discussions, demonstrating increased understanding Increased vocabulary is evident in discussions and writing</p>
<p>Reading Assistant (Autumn 2) 2 x afternoons a week</p>		£500	
<p>Purchase books matched to pupil interests and matched to ability</p>		£200	
<p>Intervention using Reading Apps (NESSIE)</p>		£300	
<h2 style="color: green;">ENCOURAGEMENT</h2>			
<p>Access to Cluster Family Support worker</p>	<p>Confidential advice/support available providing reassurance to parents and an approachable, supportive culture in school High attendance at Parent Meetings, workshops, school events</p>	-	<p>Good attendance data at Parents' Meetings Parent Questionnaire will reflect positive engagement with the school Attendance data</p>
<p>Access to Head Teacher on a daily basis</p>			

	Parents in receipt of funding value the relationship, time and support		
Support staff Mentoring	Regular opportunities provided to explore emotions and how to deal with them. Positive relationships formed with peers, with strategies to resolve conflict and develop teamwork skills	£500	Improved pupil well-being, behaviour and attitude towards learning and school life
ENRICHMENT			
Enrichment Activities: - After School Clubs - Theatre visits/visitors - Art based activities	Provide opportunities for pupils to widen their experiences and confidence to try new activities Broaden children's horizons using aspirational activities to motivate them to achieve	£2000	After school clubs will be well attended. Enjoyment in attendance of clubs will be evident.
Residential/ Trips Funding Support	Enable an equitable experience to be provided for all.	£500	Trips/residential are purposeful and support learning in a well-rounded curriculum. Improved pupil well-being, confidence and independence.
IMPACT			
<p>At the end of Year 1:</p> <ul style="list-style-type: none"> All disadvantaged pupils reached the expected level in the Phonics Screening Check. <p>At the end of KS2:</p> <ul style="list-style-type: none"> All disadvantaged children achieved expected levels in Reading, Writing and Maths. One disadvantaged pupil achieved Greater Depth in Reading and Science. <p>Whole school attendance 2017/18: 96.48% ; attendance of disadvantaged pupils 94.28%</p> <p>Whole School Parent Questionnaire October 2018:</p> <ul style="list-style-type: none"> 100% agree that My child is happy at school. 100% agree that The school provides a nurturing environment for my child. 100% agree that The school promotes a love of reading. 100% agree that The school provides a broad and balanced curriculum. 100% agree that My child's education has been enhanced by a varied programme of school visits. 			

Review date : January 2020.