

Details of intended support of Pupil Premium pupils for the Academic Year 2018-2019 in order to close the gap between them and pupils not in receipt of the Pupil Premium

The strategic and targeted use of Pupil Premium will enable us to achieve the best learning experiences and outcomes for our pupils.

- To ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be disadvantaged and not all pupils who are socially disadvantaged are eligible for free school meals

Main barriers to achievement:

- **Low attainment on entry**
- **Gaps in learning and recall of age-related expectations**
- **Special educational (cognitive development) needs**
- **Social, emotional and mental health needs that affect learning**
- **Social and communications needs**
- **Speech and language difficulties**
- **Medical and physical needs**
- **Access to learning resources**
- **Diet**
- **Attendance and punctuality**

| Year | Amount per child | Total amount received |
|--------------------|--------------------------------------|------------------------------|
| 2016 - 2017 | £1,318 £1,900 (LAC) | £52,640 |
| 2017 - 2018 | £1,320 £1,900 (LAC) | £55,120 |
| 2018 - 2019 | £1,320 £2,300 (LAC) | £42,500 |

| Strategy | Estimated allocation for the intervention | Brief summary of the intervention | Intended outcomes: How will the intervention or actions improve achievement for eligible pupils for the Pupil premium? | How will the activity be monitored and by whom? | Actual impact: what did the intervention or activity achieve? To be reviewed in July 2019 |
|---|--|---|--|--|--|
| Staff Teacher led intervention groups (includes teachers from Special Support Unit) | £21,800 | Pre-teaching Mathematics Writing intervention Mathematics intervention Spelling Intervention Touch Typing Club | To improve key English and Mathematics skills so that children eligible for Pupil Premium who are not currently on track to meet age related expectations at the end of the year will make accelerated progress. | Pupil conferencing Data tracking by DHT including impact review Half Termly Pupil Progress meetings with class teachers to identify gaps Impact reported to Governors each term | |

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|------------------------------------|---------|---|--|---|--|
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| Termly Parents' Meetings | | Parents will be invited to attend meetings with a mathematics or literacy focus | To improve attendance and punctuality To provide the skills and resources for helping at home | Data tracking Attendance scrutiny | |
| LSA led intervention groups | £10,700 | Learning Mentor Nurture Group Cooking Club 1:1 class support | To improve basic English and Mathematics skills. To boost self-esteem and independence through improved access to learning | Data tracking by DHT Half Termly Pupil Progress meetings with class teachers to identify gaps Pupil voice interviews AHT (Inco Lead) Impact reported to Governors each term | |
| Therapies | £3,800 | Counselling Speech and Language teacher | Targeted support for children with specific emotional needs. Improved understanding of adults in order to support the learning of children in receipt of Pupil Premium | Data tracking by DHT Half Termly Pupil Progress meetings with class teachers to identify gaps AHT (Inco Lead) Impact reported to Governors each term as | |

| | | | | | |
|---|--------|--|--|---|--|
| | | | | part of Head Teacher's report | |
| Clubs and Trips | £2,000 | Gardening Club Chess Club Karate Club Tennis Ink Pots Football lessons Year 5 residential Year 6 residential Year 2,3,4,5,6 day trips Swimming sessions | Children will be able to access the same clubs and trips as their peers, therefore, social integration and self- esteem are being developed and enhanced | Data tracking by DHT Half Termly Pupil Progress meetings with class teachers to identify gaps AHT (Inco Lead) | |
| Edison Learning and Staff Training | £3,000 | All staff will receive training on identifying underachievement and how to close the gap | Specific gaps in foundational learning will be identified and Accelerating Progress Learning Sequences planned and taught | Data tracking by DHT Half Termly Pupil Progress meetings with class teachers to identify gaps AHT (Inco Lead) Impact reported to Governors each term | |
| ICT Resources to support learning | £500 | RMeasimaths Reading Wise Reading Eggs Matheletics | Children will be able to practise and consolidate Reading and Mathematics skills at home and at school. This will help to accelerate progress | Data tracking by DHT Half Termly Pupil Progress meetings with class teachers to identify gaps | |

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|---------------------------|----------------|---------------------------------------|--|--|-----------------------------|
| | | | | Impact reported to Governors each term | |
| Home Learning club | £350 | 1 LSA for 2 1 hour sessions each week | KS2 children will be able to use school resources to complete Home Learning tasks. | Data tracking by DHT Half Termly Pupil Progress meetings with class teachers to identify gaps | |
| Numicon packs | £250 | First step Numicon at Home sets | Children from EYFS and Year 1 will be able to practise and consolidate Mathematics skills at home using a familiar resource and parents will know how to support. This will help to accelerate progress. | Training for parents provided by DHT Data tracking by DHT Half Termly Pupil Progress meetings with class teachers to identify gaps Impact reported to Governors each term | |
| Bus fare | £200 | | Pupil was able to attend school while waiting to be rehoused | Pupil Progress meetings with HT Impact reported to Governors each term | Pupil's attendance was 100% |
| Total | £42,400 | | | | |

Attainment and progress of Pupil Premium Pupils at the end of Key Stage 2017- 2018

| KS2 | Reading | Writing | Maths |
|---|----------------|----------------|--------------|
| Progress of disadvantaged pupils | -0.23 | 3.21 | -1.35 |
| Progress of all pupils | 0.77 | -0.15 | 0.04 |
| National average for non-disadvantaged | 0.31 | 0.24 | 0.31 |

| KS2 | Reading | Writing | Maths |
|--|----------------|----------------|--------------|
| Attainment of disadvantaged pupils at the expected standard | 57% | 86% | 43% |
| Attainment of all pupils | 76% | 85% | 74% |
| National average for all pupils | 75% | 78% | 76% |

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|--|----------------|----------------|--------------|
| Attainment of disadvantaged pupils at the expected standard | 57% | 86% | 43% |
| Attainment of all pupils | 76% | 85% | 74% |
| National average for all pupils | 75% | 78% | 76% |

| KS1 | Reading | Writing | Maths |
|--|----------------|----------------|--------------|
| Attainment of disadvantaged pupils at the expected standard | 75% | 25% | 38% |
| Attainment of all pupils | 82% | 70% | 70% |
| National average for all pupils | 75% | 70% | 76% |

| Year 1 Phonics | Disadvantaged | All pupils | National for all pupils |
|-----------------------|----------------------|-------------------|--------------------------------|
| | 57% | 89% | 83% |

| EYFS GLD | Disadvantaged | All pupils | National for all pupils |
|-----------------|----------------------|-------------------|--------------------------------|
| | 60% | 65% | 74% |

Attendance has improved from 94.7% in 2016-17 to 95.4% in 2017-18