



**Pupil Premium Strategy 2018-2019**

<b>1. Summary Information</b>					
<b>Academic year</b>	<b>2018/2019</b>	<b>Total PP Budget</b>	<b>£29,340 (inc 3 chn with PP+)</b>	<b>Date of most recent PP review</b>	<b>November 2018</b>
<b>Total number of pupils</b>	<b>480</b>	<b>Numbers of pupils eligible for PP</b>	<b>20 (33 when census is sent January 2019)</b>	<b>Date of next review</b>	<b>November 2018</b>

<b>2. Outcomes from 2017</b>		
	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP</b>
% achieved GLD in the EYFS 2017	80%	71.9%
% achieved at least Expected in reading	83.3%	88.6%
% achieved at least Expected in writing	100%	86%
% achieved at least Expected in maths	83.3%	85.1%

### 3. Main barriers to educational achievement

1.	Low starting points
2.	Lack of pre-school experiences
3.	English as an Additional Language
4.	Lack of stability in, for example, housing
5.	Lack of parental engagement with the school
6.	Lack of available income to join all school activities

### 4. How we plan to overcome these barriers

	Barrier	How we will spend the pupil premium funding	Total spent	Measured impact of spending
1	Low starting points	<ul style="list-style-type: none"> <li>School operates a slow transition into Reception and nursery to ensure children have time allocated where needed.</li> <li>Home visits are carried out so staff can plan for individual children on entry to school.</li> <li>Staff are allocated to appropriate interventions e.g. fine motor activities, Colourful Semantics, Bucket time to ensure that children make progress as quickly as possible in school.</li> <li>High quality CPD is provided for all staff to ensure that children have access to latest developments in learning.</li> <li>Pupil premium progress data is collated and analysed by HT</li> </ul>	<p>£2400</p> <p>£300</p> <p>£500</p>	<p>Interventions available in reception are evaluated by Year Group leader and HT after data on progress is analysed termly.</p> <p>TA in Reception has part of her role funded to ensure that appropriate interventions take place on a daily basis.</p> <p>Class teachers across the school allocate time to work with targeted groups to ensure equality for all.</p> <p>Staff are trained to a high standard to ensure that children get the best quality support available.</p> <p>PP progress is closely monitored to ensure appropriate progress made.</p>

2	Lack of pre-school experiences	<ul style="list-style-type: none"> <li>Funds available for children to participate when requested e.g. music lessons.</li> <li>Wide range of lunch time clubs provided by the school focus on PP need.</li> <li>Children targeted to attend Forest Schools to enable them to extend 'beyond school' experiences.</li> <li>Development of physical playground resources</li> </ul>	<p>Variable</p> <p>£2000</p> <p>£1800</p> <p>£1000</p>	<p>Children closely tracked for on-entry data and then progress made by HT.</p> <p>Tracking takes place to ensure that priority is given to PP children in terms of attending extra curricula activities such as Forest Schools, Multi-skills competition and lunch time provision.</p> <p>Attendance at above activities monitored by DHT and progress and participation is liaised between provider and HT.</p> <p>Monitor Physical Development scores.</p>
3	English as an Additional Language	<ul style="list-style-type: none"> <li>DH time allocated to supporting children in small groups.</li> <li>EAL texts purchased and maintained for home/school use.</li> <li>EAL coffee mornings/parent workshops held to connect communities and promote value of second language.</li> <li>Children's progress assessed and collated termly by DHT.</li> <li>SLT members leads on 'Language of the Term' initiative to ensure that all children are valued.</li> </ul>	<p>£14400</p> <p>£1100</p>	<p>Children are identified before entry to school because of home visit programme and early provision is put into place.</p> <p>Progress is closely monitored by Reception staff. Intervention groups are planned for and delivered to ensure children have access to opportunities to develop oral language skills.</p> <p>SLT staff member released to lead on EAL workshop. Attendance monitored with targeted invitations on some occasions. Attendance is then evaluated to ensure maximum participation in the future.</p>
4	Lack of resilience and self-confidence that impacts on attitudes to learning	<ul style="list-style-type: none"> <li>School carries out range of interventions e.g. Circle of Friends, Language for Thinking that enables children to have a voice in a small group or on a 1:1 with an adult</li> <li>Children are targeted in Y2 to attend Forest Schools sessions that help develop emotional and social skills.</li> <li>School delivers P4C and Values Based</li> </ul>	<p>See above</p> <p>£1800</p>	<p>Interventions are monitored and evaluated termly to ensure best value practice. Progress is monitored using the schools assessment system to ensure interventions are targeted correctly.</p> <p>P4C and Values Based Education is led by SLT and Philosophy Coordinator and impact is monitored in terms of school behaviour and ethos by all staff.</p>

		<p>Education to ensure that children develop a positive attitude to barriers and can overcome these independently.</p> <ul style="list-style-type: none"> <li>• Children are allocated Drawing and Talking Therapy sessions where appropriate.</li> <li>• Training for staff member in Drawing and Talking</li> </ul>	£200	<p>Staff meet with appropriate parents and work together to ensure children show resilience and confidence. SENCO monitors targeted children and carries out relevant referrals to in-school and external support.</p> <p>Do children feel supported through times of anxiety/emotional stress?</p>
5	Lack of parental engagement with the school	<ul style="list-style-type: none"> <li>• Parent workshops have been amended to ensure that there is one evening session for each year group.</li> <li>• Parents are reminded with text messages to encourage attendance.</li> <li>• Teachers earmark times to meet with individual parents that may not attend consultation sessions.</li> <li>• Materials are produced by staff for use at home to fulfil request from parents to support their children learning at home.</li> <li>• Meetings are held with HT and EWO to ensure attendance and punctuality is good.</li> </ul>	<p>£500</p> <p>£200</p> <p>£500</p>	<p>Staff target appropriate parents to engage by carrying out individual meetings and giving suitable resources to use at home. Meetings are repeated if necessary.</p> <p>Attendance at all parent workshops monitored and analysed to ensure best attendance possible.</p> <p>Parent questionnaire responses acted upon to ensure that parent workshop times are arranged to make attendance as accessible as possible.</p> <p>Attendance is rigorously monitored and including on progress data by HT.</p>
6	Lack of available income to join all school activities	<ul style="list-style-type: none"> <li>• Money is earmarked from pupil premium funds to pay for voluntary contributions, any milk required plus £150 is offered to purchase uniform, equipment for school etc.</li> </ul>	<p>£1580</p> <p>Plus any take up of £150</p>	<p>All PP children are able to access all extra curricula opportunities.</p> <p>Any children selected to learn to play an instrument can have their fees covered-priority is given to PP children who show the appropriate aptitude.</p> <p>Children have access to any school equipment needs just as their peers.</p>