



Pupil Premium Grant 2018/9



Summary Information	
Total number of pupils on roll	454
Total number of pupils eligible for PPF	91 (55 current FSM)
Total amount of PPF received	£159,106

Attainment overview as at July 2018	Pupils eligible for PPF	All Pupils
EYFS		
% pupils achieving a good level of development	67%	67%
Year 1		
% achieving expected standard in the phonic assessment	70%	80%
KS1		
% achieving expected standard or above in reading	59%	64%
% achieving expected standard or above in writing	41%	61%
% achieving expected standard or above in maths	41%	64%

KS2		
% achieving expected standard or above in reading, writing and maths	50%	67%
% achieving expected standard or above in reading	72%	77%
% achieving expected standard or above in writing	67%	81%
% achieving expected standard or above in maths	67%	84%
% achieving expected standard or above in grammar, punctuation & spelling	78%	89%

Barriers to future attainment for pupils eligible for PP
Current attainment gaps in reading, writing and maths between pupils eligible for PPF and other pupils
Language deficit evident across the school especially at entry into EYFS
Social and emotional intelligence - poor behaviour for learning and self-regulation in some pupils in the PP group
Attendance rate for pupil eligible for PPF (for the academic year ending July 2018) is 93.2% which is below the attendance rate for all pupils of (95.7%). 7% of the school cohort are in receipt of PPF and are persistent absentees. Reduced school hours results in reduced progress
A significant percentage of pupils eligible for PPF have complex needs including SEN. 33% of these pupils also have SEN. 75% have another need in addition to financial disadvantage.
Some families within the PP group are reluctant to work in partnership with the school

Desired outcomes	Success criteria
Pupils demonstrate improved behaviour for learning and speak about themselves as successful learners	<ul style="list-style-type: none"> Pupils are ambitious and believe in their potential to succeed Pupils are engaged in learning and feel part of the learning process Pupils are reflective about themselves and their learning Pupils show a greater understanding of themselves as learners through their attitudes and the language they use

<p>The gap between the attainment and progress of PPF pupils in reading, writing and maths and their peers is diminishing</p>	<p>Pupil assessment data shows improved trends over time Increased percentage of pupils working at age related expectations in reading, writing and maths Interventions are carefully planned and regularly monitored for impact All staff have high expectations of all pupils</p>
<p>The average attendance of PPF pupils meets the 96% school target</p>	<p>The number of absences decreases The percentage of persistent absenteeism decreases There is no gap between the attendance of PP and non-PP pupils Pupils enjoy coming to school</p>
<p>Families will work in partnership with the school and feel part of the school community</p>	<p>The school actively seeks to support hard to reach parents and begins to understand the barriers to partnership working There is open and regular dialogue between staff and families Families understand how they can support their children's learning Increased numbers of families attend and support school events Families feel they have their voices heard and can contribute to the success of the school</p>

Nature of support overview 2018/9	
<p>Focus on curriculum learning</p>	<p>70%</p>
<p>Focus on social, emotional and behaviour</p>	<p>18%</p>
<p>Focus on enrichment beyond the curriculum</p>	<p>7%</p>
<p>Focus on families / community (including attendance and extended day provision)</p>	<p>5%</p>
<p>Curriculum Focus: Increased % of PPF pupils working at age related expectations in reading, writing and maths</p>	

Planned Pupil Premium Fund spending by item / project 2018/9

Item / Project	Cost	Rationale	Objectives	Outcome
Pupil premium ambassador	£20,000	<p>Evidence shows that providing a clear, strategic and responsive leadership focus on PPF is common in schools which are more successful in raising attainment for disadvantaged pupils.</p> <p>Reference: Education Endowment Fund</p>	<ul style="list-style-type: none"> ● Monitor PPF spend to ensure its within budget and impact is measured ● Set high aspirations and lead by example ● Deepen understanding of each individual pupil's challenges and interests to identify best strategies for support ● Hold staff accountable for raising attainment through termly progress meetings and ongoing dialogue ● Work closely with families to improve punctuality and attendance ● Act upon research/evidence, share thinking and invest in staff training ● Analyse termly assessment data and use it to inform decision making ● Provide support for families ● Raise awareness of the pupil premium and how families can apply ● Share best practices with other schools 	

<p>TA professional development</p> <p>Key areas of focus: meeting the needs of vulnerable pupils; setting focused targets to meet specific needs; leading change.</p>	<p>£4000</p>	<p>Evidence shows that quality teaching has the most significant impact on pupil attainment.</p> <p>EEF report: Making Best Use of Teaching Assistants advises that schools should provide sufficient time for TA training</p>	<ul style="list-style-type: none"> ● Raise staff awareness of PPF, key strategies and the school's aims ● Build support staff confidence and expertise through a year-long programme of development projects ● Provide regular subject knowledge training and learning opportunities 	
<p>Termly Pupil progress meetings with SLT and inclusion team</p>	<p>£4000</p>	<p>NFER research identified as having a whole-school ethos for attainment for all and meeting individual needs are effective strategies in improving attainment for PPF pupils. Our ambassador ensures a specific focus on pupils eligible for PP at each meeting (1 day per year group per term) and leads a PP review in the Spring term.</p>	<ul style="list-style-type: none"> ● Identify barriers to learning ● Provide appropriate and timely support ● Review impact of previous support and intervention ● Identify where other stakeholders and professionals need to be involved 	
<p>Collaborative learning groups</p>	<p>£4000*</p>	<p>Three teacher focus groups to develop:</p> <ul style="list-style-type: none"> ● Parental engagement ● Curriculum design ● Effective feedback <p>These are 3 areas which research shows can positively impact on pupil achievement, especially for pupils in receipt of PP</p> <p>This figure* is a contribution to the overall cost</p>	<ul style="list-style-type: none"> ● Teachers will work collaboratively to strengthen the learning community and build intellectual capital to benefit the pupils ● Teachers will be empowered to lead change and bring about positive improvements ● School will build knowledge through the development work ● Pupils will benefit from project aims, namely: <ul style="list-style-type: none"> ○ Improved parental 	

			<p>engagement</p> <ul style="list-style-type: none"> ○ A rich curriculum designed to meet their needs ○ More effective feedback to increase progress 	
Inclusion team: provide targeted intervention to vulnerable pupils	£15,826*	<p>Small group support allows teaching to be adapted to meet the social and academic needs of pupils. Learning is personalised and structured to meet the needs of individual pupils.</p> <p>This figure* represents a 25% contribution to costs</p>	<ul style="list-style-type: none"> ● Run Learning Bases (Pelicans, Puffins, Albatross and Squids) for vulnerable pupils requiring tailored support. 5 x mornings per week ● Provide targeted interventions 4 x afternoons per week including nurture and forest school alongside academic support ● Pupils individual learning needs are met ● Pupils make progress to diminish the difference between their attainment and national ARE and between their attainment and non-PPF pupils 	
Classroom based TAs will provide in class support as well as learning interventions bespoke to the needs of pupils to bridge the gaps in maths, reading, writing and phonics	£43,681*	<p>Evidence shows that deploying staff effectively to work with pupils who need the most support has a positive impact on the attainment of disadvantaged pupils.</p> <p>This figure* represents 25% of the overall cost of the TA workforce.</p>	<ul style="list-style-type: none"> ● Pupils make progress to diminish the difference between their attainment and national ARE and between their attainment and non-PPF pupils ● Interventions are smartly targeted, reviewed regularly and changed to reflect need ● Class teachers, alongside phase leaders play an active part in managing intervention programme and assessing 	

			impact	
Speech and language therapist	£4,200	Identified language gap in school. Overall, evidence from school internal tracking tells us that early years and pre-school intervention is beneficial	<ul style="list-style-type: none"> Wellcomm assessments of all EYFS pupils and pupils new to the school Opportunities for focused learning and intervention identified Progress of pupils reviewed regularly Members of staff Ekklan trained to maximise opportunities for developing language Investment in S&L programmes such as Early Talk Boost 	
Specialist therapist employed	£9,500	EEF shows meta-cognition and self-regulation as potentially having 8+ months impact on learning. These strategies address emotional barriers to learning, raise children's self-confidence and teaches them self-regulation and how to become effective learners	<ul style="list-style-type: none"> Pupils are more ready to learn in the classroom Emotional needs are less of a barrier to learning Attitudes to learning are improved SDQs and Boxall Profiles demonstrate positive impact 	
HABs Family support service. Specialists available to support and work with families undergoing difficulties	£6,212	Research and our own data analysis shows that many vulnerable families have complex needs beyond financial difficulties. Early intervention and support can often prevent escalation and / or significant impact of pupils' well-being and education	<ul style="list-style-type: none"> Specialist support and advice available to our disadvantaged families 	
Manta-ray breakfast	£6,700	Morning manta-rays provides a	<ul style="list-style-type: none"> Opportunity for pupils to have a 	

<p>and lunch club and before school learning club</p>		<p>calm start to school in mornings for those pupils that need it. It also aims to improve low attendance and / or poor punctuality Breakfast is provided for pupils and parents who wish to stay Some pupils do not cope well on the playground at lunchtime or need a calm place to eat lunch and talk with adults.</p> <p>NFER and EEF research indicates the value of addressing family needs to improve outcomes</p>	<p>more settled start to the day by meeting in a calm environment</p> <ul style="list-style-type: none"> ● Breakfast provided ● Attendance and punctuality will improve ● Calm nurturing environment at lunchtime ● Opportunity for pupils to complete home learning tasks and independent learning ● Provide access to computers and other resources ● Adult support on hand 	
<p>Reading Gladiators: Reading groups run in Y2,4 & 6 for high attaining pupils eligible for PPF</p>	<p>£2,000</p>	<p>Research shows that a love of reading benefits learning across the curriculum at all ages. Our SATs results show that our pupils in receipt of PPF do not score as well as their peers in questions relating to word choice and word definition</p>	<ul style="list-style-type: none"> ● Teacher to run a group in each group 1x week ● Purchase scheme for 12 pupils @ £75 per pupil ● Pupils read a number of rich texts and engage in activities designed to promote a love of reading and deepen thinking about texts ● Pupils will build vocabulary and strategies for building meaning 	
<p>Training & resources</p>	<p>£500</p>	<p>Ambassador and other staff (as appropriate) to attend relevant courses and research groups - including the annual pupil premium conference - to build capacity and improve teaching & learning for pupils in receipt of PPF</p>	<ul style="list-style-type: none"> ● Staff to remain up to date with current research and thinking around closing the attainment gap ● Materials such as academic books available to staff 	

<p>Enrichment activities</p> <p>Range from the provision of equipment / clothing to support with school trips, music lessons and holiday clubs</p>	<p>£13,407</p>	<p>NFER research indicates that ensuring high quality opportunities for all is effective in promoting good attainment. To ensure the well-being of individual pupils and their readiness for learning.</p>	<ul style="list-style-type: none"> ● Nurture helps our children to develop socially and emotionally ● Pupils are ready for learning ● Pupil well being is improved along with their readiness for learning ● Pupils have a broad range of learning opportunities 	
<p>Planned total spend: £134,026 (in addition £25,080 has been set aside to cover expected claw back over the year due to reduced numbers of pupils eligible for PPF)</p>				

Date for review

The impact of pupil premium spend on individual pupils and the PPF cohort as a whole is reviewed each half term and next steps are planned for individuals and groups. The date of the next review of the school's pupil premium strategy will be July 2019, when the overall impact of each action will be evaluated. Objectives will then be set for the academic year 2019/20.

Appendix: Evidence on effective support of disadvantaged pupils

EEF: Closing the attainment gap

NFER: seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment

EEF report: Making Best Use of Teaching Assistants

Marc Rowland: A practical guide to the pupil premium

Marc Rowland: Learning without labels - Improving outcomes for vulnerable pupils

Daniel Sobel: Narrowing the Attainment Gap

Ian Gilbert: The Working Class