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**PUPIL PREMIUM**

**STRATEGY STATEMENT**

**2018-19**

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| 1. **Summary Information** | | | | | |
| School |  |  | |  |  |
| Academic Year | **2018/2019** | Total PP budget | Estimate £183,280 | Dates of most recent PP review | January 2017 |
| Total number of pupils | 354 (15/10/18) | Number of pupils eligible for PP | 146 (15/10/18) | Date for internal review of this strategy. | July 2019 |

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| 1. **Current attainment** | | | |
|  | PPG chn other sch | Other Nat |  |
| % who achieved expected standard in reading writing and maths end of KS2 2018 (combined) | 45% 64% | 64% |
| % Expected standard in reading 2018 | 55% 73% | 75% |
| % Expected standard in writing 2018 | 60% 77% | 78% |
| % Expected standard in maths 2018 | 60% 78% | 76% |
| % on track for expected standard on entry into Y6 in reading, writing and maths | 55% 61% |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
| **In-school barriers** (issues to be addressed in school, such as poor oral language skills) | |
| A | Pupils have poor communication, spoken language and verbal reasoning skills |
| B | Some pupil premium children have fallen behind or at risk of falling behind in English and Maths, from their starting points. |
| C | Pupil premium children are making slower rates of progress and failing to achieve expected rates of progress than other pupils |
| D | There is a higher proportion of PP with SEND than non PP SEND |
| E | Effective feedback (pupil & teacher), questioning, metacognition and growth mind-set are not fully embedded within Quality First Teaching |
| F | Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school |
| G | School needs to further support and engage parents and carers with their child’s learning |
| **External barriers** (issues which also requires action outside school, such as low attendance rates) | |
| H | Pupils may have social, emotional and mental health needs which prevent them from fully accessing the curriculum. |
| I | Pupils across school have poor communication, language and literacy skills from an early start |
| J | High percentage of pupil premium pupils with persistent absence or safeguarding needs |
| K | Pupils have limited life experiences |

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| 1. **Outcomes** | | |
|  | Desired outcomes and how they will be measured | Success Criteria |
| A | To develop communication, spoken language and verbal reasoning skills | To improve language skills so that PPG make rapid progress in reasoning (Maths) and English (S & L, reading, writing) as evidenced in NFER data |
| B | To improve outcomes for PPG pupils so that attainment is in line with Age Related Expectations (ARE) nationally through target teaching ‘Catch Up Groups’ | Pupils eligible for PP make accelerated progress so that there is diminishing gap in the attainment of FSM and non FSM pupils in all years from Sept 2018 – July 2019 in English (Reading, Writing, SPAG/Phonics) and Maths levels  Target – to close the gap to National All Pupils |
| C | To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths through targeted interventions (Teaching Assistants) and teaching | Improvement in attainment in English & maths.  Y1-6 the proportion of disadvantaged pupils achieving ARE will be Maths >70% Reading >70%, Writing >70% and and achieving Greater Depth will be >10% |
| D | To ensure that SEND pupils make at least expected progress | SEN children make a least expected progress with a majority making more than expected progress. |
| E | Ensure effective feedback (pupil & teacher), questioning, metacognition and growth mind-set are embedded consistently in all teaching | Improved questioning skills evident in all teaching and pupil questioning skills. |
| F | Ensure the curriculum provides opportunities for pupil engagement in arts projects, residential trips and after school clubs (Wider engagement) | Equality of opportunity, improved attitudes to learning, resilience, perseverance and pupil well being |
| G | Parents and carers are fully engaged with their child’s learning | Parents understand what their child is learning and how they can support them with this. |
| H | Develop pupils’ social, emotional and mental health so they fully access all aspects of school life. | Improved pupil well-being through whole school culture, mentoring, PHSE, social & emotional interventions/support and parent partnership etc.  Pupils demonstrate improved attitudes to, and behaviour for learning. |
| I | Pupils across school who have poor communication, language and literacy skills from an early start | To improve language skills so that PPG make rapid progress in reasoning (Maths) and English (S & L, reading, writing) |
| J | To reduce persistent absence for PPG children to ensure they are fully safe | Attendance >= 96% & reduced PA for PPG; Family Liaison & Welfare Officer support for pupils and families and parent partnership |
| K | Through the curriculum provide life experiences for pupils | Ensure that pupils are provided with breadth and balance within the curriculum |

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| 1. **Planned expenditure** | | | | | | | |
| Academic year | | 2018/2019 |  | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and whole school targets. | | | | | | | |
| **i Quality teaching for all** | | | | | | | |
| Desired Outcomes | Chosen action/ approach | | | What is the evidence and rationale for this approach? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A. To develop communication, spoken language and verbal reasoning skills | Teaching Assistant | | | Sutton Trust Oral language interventions 5+ months | Teaching staff questionnaires  Pre teaching of vocabulary during guided reading sessions  Monitoring of spoken language / vocabulary activities  Intervention evaluations | AS (HT)/JO’D (DHT)/ KW(AHT) | July 2019 |
| C. To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths through targeted interventions (Teaching Assistants) and teaching | Daily Maths Intervention | | | Sutton Trust Small group tuition 4+ months; | Intervention evaluations  Pupil progress data reviewed termly at PPM’s  TA monitoring of pupil voice  SL Monitoring | AS (HT)/JO’D (DHT)/KW(AHT)  Maths Curriculum Team (JOD / SA / RS) | Review of identified pupils at termly PPM’s |
| E. Ensure effective feedback (pupil & teacher), questioning, metacognition and growth mind-set are embedded consistently in all teaching | Lesson Study to further develop metacognition  **Costs £1,500**  P4C Training Sapere – EEF **Supply Cost** **£1,600** | | | Sutton Trust Feedback 8+ months progress  Sutton Trust Meta cognition & self-regulation 8+ months progress | Coaching Pairs, Lesson observations, team evaluations and action plans  Embedding P4C across school | AS (HT) JOD (DHT) | July 2019 but with monitoring throughout the year |
| F. Ensure the curriculum provides opportunities for pupil engagement in arts projects, residential trips and after school clubs (Wider engagement) | Music Projects  **Cost £7,600** | | | Sutton Trust Arts participation 2+ months progress | Pupil questionnaires - attitudes & dispositions to learning  Pupil Progress Data | KW (AHT) - Curriculum Team Leader  MB - Music SL | July 2019 but with monitoring throughout the year |
| Arts and Drama Projects  **Costs £4,500** | | | Sutton Trust Arts participation 2+ months progress | Pupil questionnaires - attitudes & dispositions to learning  Pupil Progress Data | KW (AHT) - Curriculum Team Leader  KW - Art SL | July 2019 but with monitoring throughout the year |
| After School Activities | | | Increased involvement and commitment in school life | Pupil questionnaires - attitudes & dispositions to learning  Pupil Progress Data | JO’D (DHT)  Pupil Premium Leader | Termly reviews at PPM’s  After school club attendance data |
| H. Develop pupils’ social, emotional and mental health so they fully access all aspects of school life. | PASS - Pupil Attitudes to Self & School  **Cost £610** | | | Accurate and clear understanding of pupil’s attitudes and dispositions | Online survey with individual pupil progress meetings | JO’D (DHT)  Pupil Premium Leader | Spring term reviews at PPM’s  July 2019 |
| Toast & breakfast club | | | Pupils make a positive start to the day | Monitoring by HT | AS (HT) & JB (Family Liaison Officer) | On going |
|  |  | | |  | **Total budget cost** | **£15,810** | |
| **ii Targeted support** | | | | | | | |
| Desired Outcomes | | Chosen action/ approach | | What is the evidence and rationale for this approach? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| B. To improve outcomes for PPG pupils so that attainment is in line with Age Related Expectations (ARE) nationally through target teaching ‘Target Groups’ | | Targeted intervention including small group intervention & mastery teaching (gap, corrective or greater depth)  **Teaching Costs £46,930** | | Sutton Trust Small group tuition 4+ months; Mastery teaching 5+ months; | Intervention monitoring JO’D (DHT)  Pupil progress data reviewed termly at PPM’s | AS (HT)/JO’D (DHT)/KW(AHT) | Termly review at PPM’s & identification of pupils |
| C. To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths through targeted interventions (Teaching Assistants) and teaching | | Intervention programmes (Talk Boost, Better Readers Programme, Elklan, NELI)  **Teaching Assistant Costs £78,482** | | Talk Boost:  Better readers : Reading age 12+ months, Comprehension age 5+ months | Intervention monitoring HMcC SENCo &  JO’D (DHT)  Intervention evaluations (CT/TA’s)  Pupil Voice (TA’s)  Pupil progress data reviewed termly at PPM’s | HMcC (SENCo)  AS (HT)/JO’D (DHT)/KW(AHT | Termly review at PPM’s & identification of pupils |
| 1:1 Teaching targeted Y5 & Y6  **Teaching Costs £13,507** | | Sutton Trust Small group tuition 4+ months; One to one tuition 5+ months | Intervention monitoring HMcC SENCo &  JO’D (DHT)  Intervention evaluations (CT/TA’s)  Pupil progress data reviewed termly at PPM’s | AS (HT)/JO’D (DHT)/KW(AHT | Termly review at PPM’s & identification of pupils |
| Targeted support by SENCO for SEND/PP Pupils  **Teaching Costs £10,599** | | Sutton Trust Small group tuition 4+ months; One to one tuition 5+ months | Intervention evaluations  Pupil progress data reviewed termly at PPM’s | HMcC (SENCo)  AS (HT)/JO’D (DHT)/KW(AHT) | Termly review at PPM’s & identification of pupils |
| D. To ensure that SEND pupils make at least expected progress | | 1:1 and small group teaching for targeted SEN pupils  **Cost £31,392** | | Sutton Trust Small group tuition 4+ months; One to one tuition 5+ months | Intervention monitoring HMcC SENCo &  JO’D (DHT)  Intervention evaluations (CT/TA’s)  Pupil progress data reviewed termly at PPM’s | AS (HT)/JO’D (DHT)/KW(AHT | Termly review at PPM’s & identification of pupils |
| F. Ensure the curriculum provides opportunities for pupil engagement in arts projects, residential trips and after school clubs (Wider engagement) | | Residential trips  **Cost £2,485** | | Sutton Toolkit Outdoor Education 3+ months progress | Parent questionnaires pre & post visits  Parent interviews  Pupil progress data reviewed termly at PPM’s | AS (HT)/JO’D (DHT)/KW(AHT) | Termly review at PPM’s & identification of pupils |
| H. Develop pupils’ social, emotional and mental health so they fully access all aspects of school life. | | Pupil Counsellor for identified pupils  **Costs £2,000** | | To provide counselling for pupils affected by bereavement, friendship issues, domestic violence and marital breakdown | Pupil progress data reviewed termly at PPM’s | HMcC (SENCo)  AS (HT)/JO’D (DHT)/KW(AHT)  Pastoral Team | Termly review at PPM’s |
| Learning mentor programme, SEALS & behaviour interventions | | Sutton Toolkit Behaviour Interventions 4+ months | Intervention monitoring HMcC (SENCo) &  JO’D (DHT)  Intervention evaluations (CT/TA’s)  Pupil progress data reviewed termly at PPM’s | HMcC (SENCo)  AS (HT)/JO’D (DHT)/KW(AHT)  Pastoral Team | Termly review at PPM’s & support plans reviews if appropriate |
| Nurture Lunch  Nurture Group | | Sutton Toolkit Behaviour Interventions 4+ months | Intervention monitoring HMcC (SENCo) &  JO’D (DHT)  Intervention evaluations (CT/TA’s)  Pupil progress data reviewed termly at PPM’s | HMcC (SENCo)  AS (HT)/JO’D (DHT)/KW(AHT) | Termly review at PPM’s & support plans reviews if appropriate |
| G. Parents and carers are fully engaged with their child’s learning | | Extensive support for parents – EYFS Stay & Play, Y1 & 2 Inspire, KS2 Parent Workshop  Achievement for All – structured conversations  **Cost £1,500** | | Sutton Trust Parental Involvement 3+ months | Parent questionnaires - parent consultations, workshop evaluations  RAG ratings  Parent Consultation Group  AfA structured conversation meetings | AS (HT)/JO’D (DHT)/KW(AHT) | July 2019 but with on-going evaluation |
| K. Through the curriculum provide life experiences for pupils | | Class Trips  **Costs** **£1,000** **estimated** | | Sutton Toolkit Outdoor Education 3+ months progress | Pupil questionnaires  Parent questionnaires | AS (HT)/JO’D (DHT)/KW(AHT) | July 2019 but with monitoring throughout the year |
| I. Pupils across school who have poor communication, language and literacy skills from an early start | | Speech and Language intervention | | Sutton Toolkit Oral Language Intervention 5+ months progress | Intervention monitoring HMcC (SENCo) &  JO’D (DHT)  Intervention evaluations (CT/TA’s)  Pupil progress data reviewed termly at PPM’s | HMcC (SENCo)  AS (HT)/JO’D (DHT)/KW(AHT) | Termly review at PPM’s & support plans reviews if appropriate |
|  | |  | |  | **Total budget cost** | **£187,895** | |
| **iii Other approaches** | | | | | | | |
| Desired Outcomes | | Chosen action/ approach | | What is the evidence and rationale for this approach? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| J. To reduce persistent absence for PPG children to ensure they are fully safe | | Ensure pupils attendance is good and safeguarding needs are met  **Family Welfare and Liaison OffIcer Cost £14.000** | | To reduce persistence and overall absence rates.  To ensure that pupils are safe and safeguarding needs are met | Punctuality & attendance monitoring  Pastoral Team Meetings | AS (HT)  JB Family Welfare & Liaison Officer | Half termly attendance monitoring  Weekly HT/Welfare Officer supervision |
|  | |  | |  | **Total budget cost** | **£14,000** | |

Total - £217,705