



'Together We Achieve'

Pupil Premium Strategy Statement 2018-19

Our core aim is:

- Carefully ring fence the funding so that we always spend it on the target group of pupils
- Never confused eligibility for the Pupil Premium with low ability, and focus on supporting disadvantaged pupils to achieve their full potential
- Draw on research evidence (such as the Sutton Trust toolkit⁴; and Education Endowment Foundation) and evidence from our experience to allocate the funding to the activities that are most likely to have an impact on improving achievement
- To raise achievement (attainment and progress) of all pupils eligible for Pupil Premium so that their performance is narrowing the gap with their non-Pupil Premium peers nationally.
- Thoroughly analyse and monitor underachieving Pupil Premium pupils in English and mathematics to identify children making less than expected progress
- Know the importance of ensuring that all first quality day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
- Use achievement data frequently to monitor interventions or techniques to ensure the gap for attainment and progress is narrowed for disadvantaged pupils
- Deliver ongoing CPD for Teaching Assistants to ensure a consistent and robust approach to interventions is followed
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they can improve it. Thus ensuring children become active independent learners
- Deliver CPD to teachers and teaching assistants for metacognition to ensure pupils take a greater responsibility for their learning
- Ensure that a designated senior leader has a clear overview of how the funding is being allocated and to monitor and review the impact on disadvantaged pupils



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Key Actions from SIP Priorities 2018/19

- Pupil Premium advocate to deliver CPD to staff to develop metacognition to ensure pupils take a greater responsibility for their learning
- Small group tuition for SATs preparation
- Additional Easter School tuition in preparation for SATs
- Targeted PP pupils to have regular writing and maths intervention.
- Reading lead to work with cluster and partner schools to support teachers with quality first teaching in order to narrow the attainment gap
- Regular monitoring of intervention groups to ensure quality of delivery to inform next steps
- Well-Being worker to support behaviour/Breakfast Club and lunchtime provision and parents
- Extra-curricular school clubs in place using two school based sports coaches
- Uniform subsidy
- Attendance rewards and incentives
- Curriculum trip subsidy including residential trips
- Regular monitoring of PP children through formative assessment carefully picked up through regular interventions
- Monitor PP children using SPTO so all staff know who they are
- FSM tracker to identify FSM children
- SPTO to identify FSM to all staff
- Regular staff meeting introduction to check and monitor PP books



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Pupil Premium Spending Plan

Number of pupils and pupil premium eligible pupils	
Number of pupils for 2018/19	210
Indicative Number of pupils eligible for Pupil Premium based on Jan 2018 census	72
Amount received per pupil	£1,320
Indicative Pupil Premium spend	£95,040

Strategy 1 Objectives: Achievement of pupils	Allocated Amount £	Key Actions	Impact
To diminish the difference in year three and year 4 between FSM and non FSM children in school To ensure non-pupil premium children meet national standards To ensure PP children are challenged in reading and maths	£15090	<ul style="list-style-type: none"> • Reading and Maths are the main focus • Pupil Premium advocate to deliver CPD to staff to develop metacognition to ensure pupils take a greater responsibility for their learning 	<ul style="list-style-type: none"> • Increase the characteristics of effective learning through the whole school through metacognition training • To enable children to have a language for learning that relate to their learning behaviours. Growth mind set and metacognition • That teachers have a better understanding of meta-cognition and are to use it effectively in classrooms.
	£1000	<ul style="list-style-type: none"> • Small group tuition for SATs preparation 	<ul style="list-style-type: none"> • To close the attainment gap for disadvantaged pupils. Expected progress for year 6 2018/19; <ul style="list-style-type: none"> ○ Reading 79% ○ Writing 93%



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			<ul style="list-style-type: none"> ○ Maths 79% At ARE <ul style="list-style-type: none"> ○ Reading 57% ○ Writing 68% ○ Maths 68% ● To assess, plan and deliver bespoke programmes of work to ensure that children achieve National Expectations by the end of Year 6. Targeted intervention by TA.
	£1000	<ul style="list-style-type: none"> ● Additional Easter School tuition in preparation for SATs 	<ul style="list-style-type: none"> ● Work with children at risk of not achieving the age related standards of attainment for English and Mathematics. ● To close the attainment gap and improve academic progress for Year 6 children. ● Targets for PP children
To continue to provide early targeted intervention for underperforming groups—including those in receipt of PPG – including new / additional support	£1400	<ul style="list-style-type: none"> ● Targeted PP pupils to have regular writing and maths intervention. 	<ul style="list-style-type: none"> ● Work with children at risk of not achieving the age related standards of attainment for English and Mathematics. Focus on year 3 and 4. Expected progress for 2018/19; <ul style="list-style-type: none"> ○ Reading yr3 88% ○ Writing yr3 88% ○ Maths 76% ○ Reading yr4 100% ○ Writing yr4 78% ○ Maths yr4 70%
Strategy 2 Objectives: Quality of Teaching	Allocated Amount £	Key Actions	Impact
To ensure never less than good / outstanding teaching for those children in receipt of PPG	£2000	<ul style="list-style-type: none"> ● Reading lead to work with Crowcroft Primary School and Unity to support teachers with quality first teaching in order to narrow the attainment gap 	<ul style="list-style-type: none"> ● To close the attainment gap for disadvantaged pupils in reading. Target for reading is 67% achieve ARE. ● To ensure attainment is in line with age related expectations: Yr3 3S Yr4 4S ● To bring reading up to the average level for the pupil's age



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		<ul style="list-style-type: none"> • Maths lead to share new teaching techniques following cluster meeting • Maths lead to support teachers planning and pupil activities in year 1, 3 and 4 to ensure good or better progress particularly in reasoning 	
Teaching Assistants are trained, understand and use Formative Assessment Strategies	£500	<ul style="list-style-type: none"> • TAs to have assessment training at next INSET • Regular monitoring of intervention groups to ensure quality of delivery to inform next steps 	<ul style="list-style-type: none"> • To close the attainment gap for disadvantaged pupils by ensuring PP children reach their learning potential in every lesson.
Strategy 3 Objective: Attendance, behaviour, family support and enrichment opportunities	Allocated Amount £	Key Actions	Impact
Attendance / punctuality and behaviour of children in receipt of PPG is monitored and in-line with other children in school and nationally	£25,724	<ul style="list-style-type: none"> • Well-Being worker to support behaviour/Breakfast Club and lunchtime provision 	<ul style="list-style-type: none"> • Improved well-being Leuven scale scores. Reduction in the number of behavioural incidents for targeted pupil by 20%
	£42, 688	<ul style="list-style-type: none"> • Extra-curricular school clubs in place using two coaches (DB/RS) 	<ul style="list-style-type: none"> • That 70% of all PP children regularly attend an afterschool club to improve both academics achievement, opportunities to try new skills and improve physical development outcomes.
	£500	<ul style="list-style-type: none"> • Uniform subsidy 	<ul style="list-style-type: none"> • Improved confidence and parental engagement
	£500	<ul style="list-style-type: none"> • Attendance rewards and incentives 	<ul style="list-style-type: none"> • Improved attendance for targeted pupils; target is 96%



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	£5000	<ul style="list-style-type: none"> Curriculum trip subsidy including residential trips 	<ul style="list-style-type: none"> Part funded visits linked core curriculum to ensure all children including those who are disadvantaged to take part. Raising aspirations and skill development for pupils
Strategy 4 Objectives: Leadership and management	Allocated Amount £	Key Actions	Impact
Ensure high quality early intervention from experienced teaching staff		<ul style="list-style-type: none"> Regular monitoring of PP children through formative assessment 	<ul style="list-style-type: none"> To close the attainment gap for disadvantaged pupils Focus on year 3 and 4. Expected progress for 2018/19; <ul style="list-style-type: none"> Reading yr3 88% Writing yr3 88% Maths 76% Reading yr4 100% Writing yr4 78% Maths yr4 70%
Analyse progress of children in receipt of PPG and Ever 6 pupils to determine and identify strategies / interventions to address any issues in performance	£700	<ul style="list-style-type: none"> Monitor PP children using SPTO 	<ul style="list-style-type: none"> PP children to make good or better progress compared to non-PP children see above objective impact
Identify children in receipt of FSM to all staff and track their progress and provision	£700	<ul style="list-style-type: none"> FSM tracker to identify FSM SPTO to identify FSM Regular staff meeting intro PP books 	<ul style="list-style-type: none"> All staff actively monitor and check PP children to ensure PP children to make good or better progress compared to their peers nationally <ul style="list-style-type: none"> SLT to monitor usage of SPTO SU to monitor PP progress using SPTO SLT to use book scrutiny to compare PP children to non-pp children. Ensuring quality is consistent between groups.