



Pupil Premium Strategy

2018-2019

Headteacher – Paula Whysall

Pupil Premium Leader – Rachel Dixon

Pupil Premium Governor – Ken Torr

What is Pupil Premium funding?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

In the academic year 2017-18 the school received **£77,880** Pupil Premium funding, which was used to support Pupil Premium funding in the following ways:

- Pupil Premium and Intervention Leader:£42,000
- An additional teacher: £31,000
- Child and parent support officer-£10,000
- Extracurricular, residential, wraparound care - £1540

The following interventions took place:

- Small group literacy lessons across all year groups
- Small group maths lessons across all year groups
- Reading interventions across all year groups
- Forest School
- Lego club
- Craft club
- Pastoral interventions
- Family support as needed
- Behaviour intervention

The lunchtime clubs and small groups have offered children the opportunity to develop their self-esteem and confidence and to learn new skills. They have taken on challenges, which have given them the confidence to try things in different settings. It has been observed that these experiences have had a positive impact on the children's learning and behaviour in the classroom, also benefitting their social and emotional well-being.

Children have had the opportunity to receive support to deal with a range of social and emotional issues, either individually or in a group setting. This has provided the opportunity to establish good links between school and home, thus enabling children to develop more positive relationships at home or in the classroom. For many children this has been a life-changing experience and has enabled them to fulfil their academic potential and take a fuller part in the life of the school.

Parents access confidential one-to-one sessions with our Child and Parent Support Officer over a wide range of issues. They are sign-posted to specialist agencies, if needed, and receive ongoing support throughout the process.

Financial year 2018 to 2019

In the 2018 to 2019 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £300 for children from families in the services.

Schools will also receive £1,900 for each pupil who has left local-authority care because of one of the following:

- adoption

- a special guardianship order
- a child arrangements order
- a residence order

The academic year 2018-19:

The allocation for the year 2018/19 is £79,780 for 59 pupils.

19% of the school roll will receive pupil premium funding:

Reception: 4

Year 1: 6

Year 2: 3

Year 3: 7

Year 4: 5

Year 5: 13

Year 6: 21

Details of the main barriers to educational achievement:

- parental engagement – attendance at parents evenings, curriculum workshops, completion of reading tasks and homework
- the number of pupils who are in receipt of pupil premium funding and also in SEN register for cognition and learning (4)
- Access to ‘life’ experiences
- Social and emotional barriers affecting learning
- Reading and access to books at home

How the allocation will be spent to address the barriers and why these approaches were taken:

The funding will be allocated as follows:

Area of expenditure	Focus	Total allocation
Pupil Premium Leader	Lead interventions across school in phonics, literacy, maths and pastoral areas.	£43,424
Child and Family Wellbeing Leader	Emotional and social barriers Parental engagement	£12,190
Additional Teacher for small group work	Teach Year 6 small group maths and literacy interventions.	£13,899
Forest School Practitioner	Forest School sessions to develop social and emotional skills.	£1808

The Summer 2 2018 (block 5) interventions were reviewed on July 11th 2018 and their impact shown below:

Year group	Focus	Impact at July 11th 2018
Academic progress and achievement		

Reception	Speech and language/ phonics	The children made progress with their speech and language and their phase 3 phonic knowledge.																																																	
Year 1	Phonics	73% of children passed the phonics screening test, which was above expected. 3 new children joined the school part way through the year. Due to ill-health the attendance of one of the group is poor.																																																	
Year 1	LA maths	<table border="1"> <tr> <td colspan="3">Year 1 Maths Intervention groups with RD (5 children)</td> </tr> <tr> <td colspan="3">60 mins x 3 per week for 7 weeks = £667.80</td> </tr> <tr> <td></td> <td>Progress</td> <td>Attainment</td> </tr> <tr> <td>Intervention Group</td> <td>2</td> <td>5.4</td> </tr> </table> <p>Summary: The group made better than expected progress and is working within ARE. Due to ill-health the attendance of one of the group is poor. This group will be in a small class of 15 next year.</p>	Year 1 Maths Intervention groups with RD (5 children)			60 mins x 3 per week for 7 weeks = £667.80				Progress	Attainment	Intervention Group	2	5.4																																					
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		2 out of the 3 groups made better than expected progress. One child in the group that did not, only attended 4 out of the 12 sessions. Next year these children will be the focus of the Giant Steps interventions in the classroom.												
Year 5	LA reading	<table border="1"> <tr> <td colspan="3">Year 5 reading intervention with RF (10 children)</td> </tr> <tr> <td colspan="3">30 mins x 4 per week for 6 weeks = £327.60</td> </tr> <tr> <td></td> <td>Progress</td> <td>Attainment</td> </tr> <tr> <td>Intervention Group</td> <td>2.4</td> <td>23.7</td> </tr> </table> <p>Summary: This group made better than expected progress but is still working towards expected levels. This group will be the focus for interventions next year.</p>	Year 5 reading intervention with RF (10 children)			30 mins x 4 per week for 6 weeks = £327.60				Progress	Attainment	Intervention Group	2.4	23.7
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Social and Emotional Development														
Forest school	20 pupils from years 1,2,3,4,5 and 6 led by PP leader	The social and emotional benefits of attending Forest School were recorded for selected children as case studies. An open afternoon for parents of children attending Forest School was held at the end of the summer term. The PP governor also attended and wrote a report on his observations and findings. All feedback was extremely positive in terms of the behaviour of the children, their enthusiasm to share their new skills and knowledge and all parents who attended were of the opinion that Forest School had been beneficial for the development of their child.												
Circle Time, Lego Club.	Led by a parent helper	All pastoral interventions have targets around social and emotional well-being and are assessed individually by the CPSO and PP leader.												

The Autumn 1 (block 1) interventions will be as follows and reviewed on October 16th 2018.

Year group	Focus	Intervention
1	Phonics	30 minute phonics teaching with the whole of year 1 initially, then with the LA children x 5 per week, 4 sessions with PP manager and 1 with TA
4	WTS maths	60 minute intervention with 12 children x 4 per week with PP

		manager
4	WTS literacy	60 minute intervention with 10 children x 4 per week with PP manager
6	WTS maths and literacy	60 minute interventions with HLTA x 5 per week
All year groups	Social and Emotional Development	1 x Forest School group per week with PP manager.
		Lego Club with parent helper
		Small group Circle Time x 2 per week with CPSO
		One-to-one sessions with CPSO.
Outdoor Learning sessions	Whole class sessions	Each class will have one afternoon per term accessing the outdoor environment and linking activities to their topic. The sessions will be led by PP leader and Forest School Practitioner

How the school will measure the impact of the pupil premium:

The interventions will take place in 6 week blocks, followed by an assessment week for all Pupil Premium children in writing, reading, SPAG and maths. Year group plans will be followed for most sessions, with specific targets being set for others. The CPSO and the Pupil Premium leader will meet to discuss progress in pastoral interventions. All information and data gathered will be discussed in Pupil Progress meetings involving the headteacher, Pupil Premium and Intervention Manager, the governor responsible for Pupil Premium children, class teachers, intervention teachers and teaching assistants who have been involved with the child.

The success of the interventions will be measured by the number of band points progress made by the children, with 2 points being the expected progress per full term (1 per half term).

In order to measure the impact of social and emotional interventions, the teachers, CPSO and PP leader will make an assessment at the beginning and end of the programme.

When will the Pupil Premium Strategy be reviewed:

- w/b 22nd October 2018
- w/b 17th December 2018
- w/b 11th February 2019
- w/b 8th April 2019
- w/b 1st July 2019