

What is Pupil Premium?

Pupil Premium is funding which is provided to schools in addition to the main school funding. It is allocated according to the number of pupils registered at the school who have been eligible for free school meals (FSM) within the past 6 years. There is also an allocation according to the number of children of service families or for each pupil who has been 'Looked After'/in care for 6 months or more.

Each school is responsible for assessing and deciding how best to spend the Pupil Premium Funding, in order to provide effective additional provision for these pupils. Schools are held to account for how the additional funding has been spent and have a duty to report upon the impact of this additional funding and provision.

FUTURE PLANNED PUPIL PREMIUM SPEND**Pupil Premium Funding received in 2018-2019**

NB: School have been allocated £67,320 based on 51 pupils (Actual numbers show only 42 pupils are currently eligible therefore funding has been adjusted below to reflect these changes as it is expected that money will be removed once actual figures are confirmed.

| Eligible Groups | Number of Pupils | Allocation |
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| Total Eligible for FSM PP Funding | 42 | £55,440 |
| Total Eligible for Early Years PP Funding | 3 (varied over year) | £100 per term each Predicted £400 during financial year 2018-2019 |
| Service Children | 0 | 0 |
| LAC Funding | 2 Summer 2018 1 Autumn 2018 1 Spring 2018 | £500 per term Predicted £2,000 during the 2018-2019 financial budget |
| Total Funding | Predicted | £57,840 |
| Total Funding excluding specific funding for Service children or LAC | | £55,440 |

Proposed strategy for 2018-2019 Pupil Premium Funding spend

| Pupil Premium Strategy & Impact 2016-2017 - £55, 440.00 | | | | | |
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| Barrier/Challenge | Strategy/Intervention | Cost | Desired Outcome | Success Criteria | How impact will be reviewed |
| Need for a healthy and calm start to the school day. | (Continuation of 2017-2018 strategy for the Summer Term to enable full academic year to measure impact) Provide free daily access to a healthy start to the school day through a school run 'Breakfast Club'. | £1,166.66 | Pupil Premium learners access a healthy and safe start to the school day, preparing them well for their daily learning. | *Learners access a healthy breakfast. *Learners engage in positive play activities with school staff and their peers. *Learners have a positive start to the school day and are ready to commence their learning. | Termly through analysis of Breakfast Club Register and vulnerable learner's tracker. (Finance & Personnel Committee) |
| Issues outside of school have an impact upon attendance & family engagement in partnership learning. Home-School-Partnership and parental engagement. | (Continuation of 2017-2018 for the strategy for the Summer Term to enable full academic year to measure impact) Family Links Co-ordinator 3 days per week - To provide support to vulnerable learners and their families - engaging hard to reach families. | £8,466.00 | Effective home-school partnership for vulnerable learners and their families ensures improved attendance and personalised access to learning and support. | *Reduction in the number of vulnerable learners within the red and yellow attendance banding. *Clear communication and partnership working between vulnerable families, external agencies and the school's Pastoral Team. *Effective personalised provision plans, support improved access to learning, addressing individual barriers or challenges. *Increased parental engagement with intervention planning and implementation, improving outcomes for the learner and their family. | Termly through analysis of Attendance data and vulnerable learner's attainment tracker. (Pastoral Support Team & Health, Safety & Well-being Committee) |
| Low on entry attainment of learners within communication, | (Continuation of 2017-2018 for the strategy for the Summer Term to | £1,247.00 | Effective personalised phonic provision ensures learners | *Effective on-going AfL within phonics | Half Termly Analysis of Phonics tracker by Reading Leader & |

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| language and literacy. Need to quickly narrow the gap in Reading and writing between national and vulnerable learners. | enable full academic year to measure impact) RWI delivery & resources. Learners benefit from Read Write Inc. phonics pre-teach and catch-up intervention. 4 TA's 4hrs per Week. | | make accelerated progress, narrowing the attainment gap in reading and writing. | informs personalised daily provision. *Intensive tracking of progress accurately identifies targeted learners for 'pre-teach' and 'catch-up' interventions. *Learners have access to high quality daily phonics provision which is applied across the curriculum. *Targeted learners make accelerated rates of progress as a result of prompt intervention. | Termly analysis of Phonics & Reading tracking data. (Teaching & Learning Committee) |
| Improve mathematical attainment for vulnerable learners to narrow the performance gap. | (Continuation of 2017-2018 for the strategy for the Summer Term to enable full academic year to measure impact) Additional Teacher for 7.5hrs per week to support the delivery of Singapore Maths Strategy 'catch-up' up intervention. (3 afternoons per week) | £2,963.00 | Learners at risk of falling behind are effectively supported to 'keep-up', improving their self-esteem and confidence within Maths. | *Learners falling behind are promptly identified and supported through focused 'catch-up' intervention. *CPA maths approaches are effectively used to develop a greater level of understanding of key mathematical concepts. *Targeted learners benefit from high quality learning interventions, ensuring they keep-up with their peers. | Termly analysis of numeracy tracking data and impact of 'catch-up' interventions. (Teaching & Learning Committee) |
| Sub Total for Summer Term continuation of 2017-2018 strategy = £13,842.66 | | | | | |
| Barrier/Challenge | Strategy/Intervention | Cost | Desired Outcome | Success Criteria | How impact will be reviewed |
| Low on entry attainment of learners within communication, language and literacy. Need to quickly narrow | Learners to receive pre-teach and catch-up phonics intervention using RWInc. Strategies. 2 TA's 4hrs per week. | £3,716.00 | Effective personalised phonic provision ensures learners make rapid progress, narrowing the attainment gap in reading and writing. | *Effective on-going AfL within phonics informs personalised daily provision. *Intensive tracking of progress accurately identifies targeted learners | Half Termly Analysis of Phonics tracker by Reading Leader & Termly analysis of Phonics & Reading tracking data. (Teaching & Learning |

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| <p>the gap in Reading and writing between national and vulnerable learners.</p> | | | | <p>for 'pre-teach' and 'catch-up' interventions.</p> <p>*Learners have access to high quality daily phonics provision which is applied across the curriculum.</p> <p>*Targeted learners make accelerated rates of progress as a result of prompt intervention.</p> | <p>Committee)</p> |
| <p>Improve mathematical attainment for vulnerable learners to narrow the performance gap between those eligible for Pupil Premium and other learners.</p> | <p>Additional HLTA support for 4hrs per week to enable the release of the Maths Leader to deliver a Singapore Maths Strategy 'catch-up' up intervention. (4 afternoons per week)</p> | <p>£3,882.00</p> | <p>Learners at risk of falling behind are effectively supported to 'keep-up', improving their self-esteem and confidence within Maths.</p> | <p>*Learners falling behind are promptly identified and supported through focused 'catch-up' intervention.</p> <p>*CPA maths approaches are effectively used to develop a greater level of understanding of key mathematical concepts.</p> <p>*Targeted learners benefit from high quality learning interventions, ensuring they keep-up with their peers.</p> | <p>Termly analysis of Numeracy tracking data and impact of 'catch-up' interventions. (Teaching & Learning Committee)</p> |
| <p>Lack of practical manipulatives and Maths resources to support the development of mathematical knowledge and understanding.</p> | <p>Purchase of additional class packs of Numicon and Maths apparatus to support 'manipulative' application of learning.</p> <p>Training to support effective use of 'Numicon' and Maths manipulatives.</p> | <p>£779.00</p> | <p>All learners have access to a wider range of manipulatives to support a greater depth of understanding in Maths.</p> | <p>*Staff are skilled in modelling the use of manipulatives to support teaching and learning within Maths.</p> <p>*Learners have daily access to high quality maths lessons, underpinned by CPA strategies and development.</p> <p>*Observations and learning walks indicate that learners access manipulative resources effectively, supporting independent learning and a greater depth</p> | <p>Termly analysis of numeracy tracking data and impact of 'catch-up' interventions. (Teaching & Learning Committee)</p> |

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| | | | | <p>of understanding of mathematical concepts.</p> <p>*Effective use of CPA manipulatives, enables an increased amount of learner to access, age related curriculum expectations within the new Maths Curriculum.</p> | |
| <p>Narrow attainment between vulnerable learners and national within Writing and Numeracy.</p> | <p>Teacher to deliver personalised small group teaching of core literacy and maths skills, informed by on-going AfL. 5hrs per week. Personalised catch-up programme to ensure that targeted learners keep up with their peers.</p> | <p>£3,099.00</p> | <p>Learners with low starting points make accelerated progress in order to get back on track to achieving ARE in Writing and Maths.</p> <p>Learners at risk of falling behind are effectively supported to 'keep-up', improving their self-esteem and confidence within Writing and Maths across the curriculum.</p> | <p>*Learners falling behind or with low starting points are promptly identified and supported through focused 'catch-up' intervention.</p> <p>*Targeted learners benefit from high quality learning intervention delivered by a qualified teacher, ensuring they quickly catch-up or keep-up with their peers.</p> | <p>Termly analysis of Numeracy and Writing tracking data and impact of 'catch-up' interventions. (Teaching & Learning Committee)</p> |
| <p>High proportion of learners with social, emotional and behavioural challenges impacting upon behaviour for learning and social interaction. Low self-esteem negatively impacting upon confidence in lessons.</p> | <p>Whole school staff training on 'Attachment' and intervention strategies to support self-regulation and resilience building.</p> <p>Focused support for disadvantaged learners with complex needs through Pastoral Support/and positive social engagement activities -</p> | <p>£4,842.00</p> | <p>Learners with social, emotional and behaviour challenges approach both social and academic situations with a greater resilience and positive attitude.</p> | <p>*Staff are competent and confident in facilitating and modelling self-regulation strategies to help develop a resilient approach to learning.</p> <p>*Effective tracking of learner's behaviour informs targeted pastoral intervention.</p> <p>*Analysis of BfL data demonstrates improved outcomes for targeted learners.</p> <p>*Reduction of incidents being recorded in behaviour logs during unstructured times</p> | <p>Half Termly analysis of vulnerable learner's tracker data. (Teaching & Learning Committee)</p> <p>Half Termly analysis of BfL tracking data. (H& S Committee and Teaching and Learning Committee)</p> |

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| | Lunchtime BfL intervention 5 hrs per week from Pastoral Leader | | | of the school day, | |
| High proportion of learners with social, emotional and behavioural challenges impacting upon behaviour for learning and social interaction. Low self-esteem negatively impacting upon confidence in lessons. | Chameleons 'Chill Out' Club 1 hr daily (with HLTA) Targeted vulnerable learners to receive personalised support during lunchtimes with a focus on managing social situations effectively. | £4,842.00 | Vulnerable learners benefit from personalised pastoral support and guidance, improving their confidence and self-esteem in managing social situations. | *Vulnerable learners have daily access to adult support and guidance from trained staff during lunchtimes. *Vulnerable learners feel 'listened to' and supported improving their emotional well-being. | Termly analysis of vulnerable learner's tracker data. Vulnerable learners Questionnaire Analysis (Teaching & Learning Committee) Termly analysis of BfL Tracking and impact of IBSP. (Health, Safety & Well-being Committee) |
| Narrow attainment between vulnerable learners and national within Literacy and Numeracy. | Additional TA Support 2 TA's 10 hrs per week per class - to enable focused guided teacher input during daily Literacy and Maths lessons for vulnerable learners. All groups of learners receive personalised explicit teacher input and feedback during daily Literacy and Numeracy lessons | £13,574.34 | Vulnerable learners benefit from 'targeted intervention' from the Teacher during daily Literacy and Numeracy sessions, bringing their attainment and progress in line with their peers. | *Learners benefit from systematic and high quality guidance and feedback during lessons, quickly addressing misconceptions and helping to move learning on. *Effective deployment of adult support during lessons, ensures that learners are encouraged to actively engage in the learning process. *Learning in lessons and books demonstrate vulnerable learners are making good progress, narrowing the attainment gap. | Termly analysis of Tracking and performance data for Literacy and Numeracy. (Teaching & Learning Committee) |
| On entry data trend to Nursery and Reception shows learners are | Additional TA in Early Years 5hrs per week. 'Text Talk' intervention across | £3,483.00 | Effective modelling and promotion of exciting language by adults, stimulates good | *'Team Text Talk' planning, effectively informs daily learning opportunities within | Half Termly tracking and analysis of performance of learners within the Foundation |

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| <p>significantly behind behind ARE in Language, Literacy and Maths skills.</p> | <p>the Early Years to encourage and promote language development.</p> <p>Learners within the Early Years benefit from increased exposure to new language linked to texts and RWInc. Development.</p> <p>Daily Counting Principles Maths Intervention for targeted learners.</p> | | <p>language development within the Early Years.</p> <p>Daily access to focused precision teaching on the 5 principles of counting ensures that learners secure key number skills within the Foundation Stage.</p> | <p>the Early Years.</p> <p>*A language rich learning environment encourages and promotes language and discussion.</p> <p>*Staff maximise opportunities to model and promote language development through role-play and effective questioning.</p> <p>*Staff and learners use RWInc strategies to promote both the spoken and the written word.</p> <p>*Learners demonstrate a secure conceptual understanding of the 5 basic skills of counting, preparing them well for number and calculation.</p> <p>*Learning journeys and learners books evidence vulnerable learners making good progress within CLL and Maths.</p> | <p>Stage. Analysis of progress rates of targeted learners. (Teaching & Learning Committee)</p> |
| <p>Poor presentation and lack of appropriate equipment for school negatively impacting upon self-esteem and learner engagement.</p> | <p>Access to funded school uniform and PE Kit.</p> | <p>£3,380.00</p> | <p>Learners demonstrate a sense of belonging and pride in their presentation and attitude to school life and learning.</p> <p>Learners are appropriately equipped to access all 'active learning' opportunities on offer.</p> | <p>*Learners take pride in their presentation and attitude to school life and learning.</p> <p>*Learners are equipped for all learning opportunities on offer and positively engage with a 'resourceful' approach to their learning.</p> | <p>Termly Review</p> <p>Parent and Pupil Questionnaires on attitude to school life and learning.</p> <p>(Teaching & Learning Committee)</p> |
| <p>NB LAC children & Service Children will receive their own specific funding linked to their personalised provision plans.</p> | | | | | |

