



PUPIL PREMIUM STRATEGY PLAN 2018-19

Background

The Pupil Premium is additional funding given to help schools close the gap between children from low-income families and other disadvantaged families and their peers. Schools receive additional funding for any pupil who has been eligible for free school meals at any point over the last six years; pupils who are looked after by the Local Authority or who are in care and for pupils from families where a parent serves in the armed forces. This money is known as Pupil Premium Grant.

The funding awarded to schools to help fund projects and strategies to close the gap is as follows:

- Those who have been in receipt of free school meals at any point in the past 6 years (Ever 6 FSM)(£1320 per pupil)
- Those who have been continuously looked after for the past six months (LAC) (£2300 per pupil)
- Those who are adopted from care under the Adoption and Children Act 2002 or those who have left care under a Special Guardianship or Residence Order (Post-LAC)(£2300 per child)
- Those pupils whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per pupil)

Funding for children who are looked after is now held by the Local Authority and released to schools when the action plan for the individual child is agreed with the team around the child. As a result LAC Pupil Premium will no longer be included in this report.

Overview of the school

Number of Pupils and Pupil Premium Grant 2018	
Total number of pupils on roll (excluding Nursery)	289
Total number of pupils eligible for PPG	160 (55%)
Indicative amount of PPG	£211,200

Identified Barriers to Future Educational Achievement

- Speech impairment, limited vocabulary and access to quality language both spoken and written.
- Less developed visual and auditory learning strategies resulting in poor attention, particularly affecting progress in reading and Maths.
- Behaviour – pupils with specific social and emotional needs affecting their ability to access the curriculum.
- Poor Attendance
- Fixed growth mindset, lower resilience and poor mental health.

Key Objectives

- 1. Teaching and Learning:** To prioritise high quality targeted teaching and learning to ensure that all pupils make the necessary progress to attain well.
- 2. Behaviour and Safety:** To develop pathways for pupils with significantly challenging behaviours and high levels of emotional needs thus enabling all pupils to make the necessary progress to attain well.
- 3. Attendance:** To raise attendance of disadvantaged pupils to at least national average and reduce PA.
- 4. Attitudes to Learning:** To improve pupils' resilience, self-belief and enjoyment of learning.

In order to spend the allocation effectively, we have drawn on research by the Education Endowment Foundation which identifies the approaches having the greatest impact on pupil achievement.

Overview of Planned Grant Expenditure 2017 - 18

Key Objective addressed	Intervention	Rational	Success Criteria	Led by	Cost
1.	Teachers to target support in each key stage to deliver small single aged classes teaching for English and Maths and intervention focusing on phonics and reading.	To enable teachers to better meet the needs of most able and least able pupils (Inspection outcomes identify mixed aged classes as being a detrimental factor.)	Pupil progress accelerated. % attaining age related expectations throughout the school increased. Gap reduced.	RC	£83,948
	Specialist dyslexia and dyscalculia Teacher.	To enable specific needs of pupils to be met by high quality, specialist staff.		RC	£31,603

	Additional Nursery Nurse to target early intervention, particularly language and communication in Foundation Stage	The EEF toolkit suggests communication and language approaches are effective for developing young children's expressive vocabulary and early reading skills learning, including their spoken language skills. Furthermore, Phonics approaches have been consistently effective in supporting younger readers to master the basics of reading.	% attaining GLD increased. Gap reduced.	RC	£20,054
	Small group booster support to deliver pre teaching and out of school hours learning specifically targeted at Y2 and Y6.	The EEF toolkit suggests that interventions matched to specific pupils needs can be effective, particularly when delivered through 1:1 or through small group support.	Targeted pupils make positive VA progress. % attaining age related expectations increased. Gap reduced.	AC	£3000
	Speech and Language targeted support for FS & KS1 plus other identified children throughout the school.	The EEF toolkit suggests that the development of oral language interventions can be effective.	Spoken language, expressive vocabulary and early reading improved, impacting on % GLD and Y1 Phonics.	JR	£7693

2	Behaviour Mentors to target pupils at risk of exclusion.	EEF toolkit and further research (Elaine Hannen, educational psychologist) suggests that on average, Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	Target group reduction in fixed term exclusions.	JR	£29,985
3	Mini buses plus driver costs target pupils identified as at risk of PA.	DfE research published February 2015 (The link between absence and attainment at KS2 and KS4) identifies that the higher the attendance rate the more likely to attain expected and above standards.	PA reduced. Targeted pupils - positive progress measures.	RC	£7,727
	Employment of Pupil Welfare Officer		Attendance at least at national averages overall. Gap reduced.	RC	£8,000
4	Therapy support to nurture and develop pupils' resilience.	EEF toolkit suggests evidence that by promoting a growth mindset, children's academic performance is enhanced. Children are given lots of opportunities to develop their meta-cognition and self-regulation through reflection, evaluating and talking about their learning so that they know their strengths; what they need to improve and have the strategies and resilience to do so.	SDQ and Boxhall profile scores demonstrate increased resilience.	JR	£19,599
Total planned expenditure					£211,791

Measuring the Impact

Pupils entitled to the pupil premium are tracked extensively throughout their time at school. Data is scrutinised termly at Pupil Progress meetings and outcomes reported to the Governing Body and the Trust through the termly Head of School's Report.