



## Pupil Premium Strategy 2018/19

School context							
Year Group	Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
Year R	9	5	4	N/A	1	0	0
Year 1	11	4	7	N/A	0	0	0

### Main barriers faced by eligible pupils

Total pupil premium allocation for 2018/19: £26400

1. EYFS data for PP children in Y1 shows that they perform less well in **Reading** than non-PP children.

Last year 74% of non-PP achieved the ELG in reading whereas 64 % of PP achieved the ELG.

Baseline data for YR children shows that 100% of PP children are below expected starting points in reading and a large majority of PP children (

67%) are well below expected starting points.

2. EYFS data for Y1 PP children show that they perform less well in **Writing** than non-PP children.

Last year 74% of Non-PP achieved the ELG in writing whereas 64% of PP children achieved the ELG.

Baseline data for YR children shows that 100% of PP children are below expected starting points in writing and a large majority of PP children ( 67%) are well below expected starting points.

3. EYFS data for Y1 PP children show they perform less well in **Maths** than non-PP children.

Last year 74% of Non-PP achieved the ELG in maths whereas 64% of PP children achieved the ELG.

Baseline data for YR children shows that 56% of PP children are well below expected starting points in maths.

4. EYFS data for Y1 PP children showed they performed less well in the **Managing Feelings and Behavior** area of learning.

Last year 79% of Non-PP children achieved the MFB ELG whereas 73% of PP children achieved the ELG.

Baseline data for YR children shows that 100% of PP children are below expected starting points in Managing Feelings and Behaviour and a large majority of PP children ( 67%) are well below expected starting points.

5. **Attendance** of PP children last year was 93.24% which is well below our 97% target. Although the absence rate of 6.76% is below the national average for PP children ( 7.3% - 2016/17 – Pupils Absence in Schools in England:2016-17, DfE), we have high aspirations for our PP children.

**Actions and Spending to address barrier 1: Reading**

<b>Actions</b>	<b>Impact Measures</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>Cost/resource implications</b>
Use rich, real books as the basis of literacy teaching – from Power of Reading Texts.	PP children enjoy high quality texts and begin reading for pleasure.	Ongoing	SW - Literacy lead	Purchase PoR texts - £500
Monitor data half-termly to ensure PP children are on track to make accelerated progress.	PP children are tracked closely. PP children who are underperforming are identified and included in interventions.	Half-Termly	SW	N/A
Use data to prioritise underperforming children for interventions.	PP children who are underperforming are identified and included in	Half-Termly	SW	N/A

	interventions.			
Provide interventions for PP children who are identified as at risk of not achieving targets	PP children access relevant interventions  PP children receive a tailored curriculum resulting in accelerated progress.	Half-Termly following pupil progress meetings.	SW and Class teachers	TA Time - £1500
Monitor quality and impact of interventions during Pupil Progress meetings.	Effectiveness of interventions are evaluated.	Half-Termly	SW and MP	N/A
Implement phonics booster programme for YR and Y1.	In YR children make accelerated progress in reading.  In Y1 83% of children pass the phonics screening test.	YR – From October Y1 – From September	MP – Work with 2 volunteers – CR – YR and BL – Y1  HP – Y1 daily	TA x 5 hrs weekly - £2500
Purchase high quality guided reading texts for YR and Y1.	PP children make accelerated progress in reading.  At least 73% of PP children achieve ARE in reading.	July 2018	Principal	£2500
1:1 reading support	PP children have daily reading with an adult.  PP children make accelerated progress in their reading.	Recruitment drive – September 1:1s begin October	SW with support from AW and CR in recruiting volunteers.  SW to train volunteers.	N/A

### Actions to address barrier 2: Writing.

Actions	Impact Measure	Timescales	Person responsible	Cost/resource implications
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Monitor data half-termly to ensure PP children are on track to make accelerated progress.	PP children are tracked closely. PP children who are underperforming are identified and included in interventions.	Half-Termly	SW	N/A
Use data to prioritise underperforming children for interventions.	PP children who are underperforming are identified and included in interventions.	Half-Termly	SW	N/A
Provide interventions for PP children who are identified as at risk of not achieving targets	PP children access relevant interventions  PP children receive a tailored curriculum resulting in accelerated progress.	Half-Termly following pupil progress meetings.	SW and Class teachers	TA Time - £1500
Monitor quality and impact of interventions during Pupil Progress meetings.	Effectiveness of interventions are evaluated.	Half-Termly	SW and MP	N/A
Purchase 15 Chrome books as a tool for writing for Y1 curriculum.	PP children to have access to Chrome books as an incentive to write.  PP children's productivity and engagement with writing imp	September 2018	SW and N P-G	£3400
Implement clever hands programme to improve fine motor skills	Clever hands programme is embedded in the curriculum  Target children work on fine motor skills daily.  Target PP children improve pencil grip and stamina for mark-making.	By the end of the Autumn Term	Class teachers	£0
Purchase resources to improve fine motor skills:	Children have daily access to quality resources which	September 2018	SW and N P-G	£100

-Tweezers, Chunky triangular pencils and pens, peg boards, chunky chalk.	support their fine motor skills and mark making.			
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### Actions to address barrier 3: Maths.

Actions	Impact Measure	Timescales	Person responsible	Cost/resource implications
TAs to deliver immediate interventions for children including targeted PP children.	PP children make accelerated progress in Maths. 83% of PP children achieve ARE.	2 hours weekly.	SW	2 x TAs 2hours weekly - £1500
Monitor data half-termly to ensure PP children are on track to make accelerated progress.	PP children are tracked closely. PP children who are underperforming are identified and included in interventions.	Half-Termly	SW	N/A
Use data to prioritise underperforming children for interventions.	PP children who are underperforming are identified and included in interventions.	Half-Termly	SW	N/A
Provide interventions for PP children who are identified as at risk of not achieving targets	PP children access relevant interventions PP children receive a tailored curriculum resulting in accelerated progress.	Half-Termly following pupil progress meetings.	SW and Class teachers	TA Time - £1500
Monitor quality and impact of interventions during Pupil Progress meetings.	Effectiveness of interventions are evaluated.	Half-Termly	SW and MP	N/A
TA Trained to support MM lesson	TAs confident to support MM lessons	September	Principal	Equivalent cost- £100
Enrol with Maths mastery	PP children make	September onwards	SW	£5000

	accelerated progress in Maths.			
Purchase hands-on maths resources - Numicon.	Children have access to high quality manipulatives supporting their understanding of number.	By end of Autumn term.	SW and N P-G	£1000
Volunteer to teach Maths intervention programme – First steps with Numicon.	Pupil Premium children make good/outstanding progress in the Maths: Number area of learning.  Pupil premium children close the gap between themselves and non-pp children.	Spring Term	SW	£0

#### Actions to address barrier 4: Managing their Feelings and Behavior.

Actions	Impact Measure	Timescales	Person responsible	Cost/resource implications
Develop TA led nurture group for PP children.	Child make accelerated progress in MFB area of learning.	Wb: 29 <sup>th</sup> October	SW and MP	TA time - £1500
Implement narrative intervention programme	Pupil premium children close the gap between themselves and non-pp children.	Implementation from wc: 08/10/18  3 20 minute sessions weekly.	CB	£1000
Employ a TA for 2 hours a week to provide Emotional Literacy Intervention	Pupil Premium children make good/outstanding progress in the PSED: MRandB area of learning.  Pupil premium children close the gap between themselves and non-pp	Aut 2	SW and NP-G	£1000

	children.			
Provide staff with Emotional Literacy Training	Staff are confident to provide Emotional Literacy interventions and daily routines.	Spring Term	SW	£500

### Actions to address barrier 5: Attendance

Actions	Impact Measure	Timescales	Person responsible	Cost/resource implications
Initial explanation of attendance policy in newsletter.	Parents are aware of the importance of attendance and potential consequences of poor attendance in terms of effect on learning and in terms of potential involvement of Educational Welfare team.	21/9/18	SW	N/A
Attendance on Agenda in all staff meetings	Any patterns of absenteeism are discussed and issues passed on to Principal and FLO.	Ongoing	SW	N/A
Weekly attendance rewards during Lovely Hat assembly -100% attendees in hat for Treasure Dip	Pupils are excited about coming to school and can explain the reward system.	Ongoing	SW	Treasure dip- £200 PA
Attendance cup to be awarded to class with the best attendance each week.	There is a sense of group pride for being at school developing an awareness of the importance of being at school.	Ongoing	SW	£40
Attendance discussed during all coffee mornings.	Parents are regularly reminded about the significance of attendance.	Ongoing	SW/AW/CR	N/A
FLO to call all parents who	All calls are logged and	Ongoing	FLO	N/A

have been late or unexplained absentees.	used as evidence in case of the need to involve Educational Welfare.			
Principal to call all persistently late families (more than once during a half-Term) in order to discuss importance of punctuality.	Call are logged and parents are made aware of the seriousness of lateness for the welfare and education of their child.	Ongoing	SW	N/A
Half-Termly attendance reports to be sent to all parents. Any persistent absentees to meet Principal to discuss attendance.	Parents are regularly reminded about the significance of attendance.	Half-Termly	SW, CR and TF	N/A
Weekly newsletter to include names of all children with 100% attendance.	Parents are regularly reminded about the significance of attendance.	Weekly	TF	N/A
An Attendance display to be produced in order to celebrate good attendance and highlight its importance.	Parents are regularly reminded about the significance of attendance.	Updated weekly	AT and TF	N/A
Establish a breakfast club and invite PP children to attend free of charge.	All PP children who have poor attendance or persistent absence are invited to breakfast club and the majority of them attend.	w/b: 29 <sup>th</sup> October	SW and N P-G	Cost of Peadiatric First Aid training: £160  1 Subsidised Breakfast club worker: £2,400

*This KeyDoc is featured in our article 'Pupil premium action plans'. To read the article, visit <https://schoolleaders.thekeysupport.com> and enter the reference number 10594 in the search box.*

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