

PUPIL PREMIUM STRATEGY

2018-2019

Definition

Pupil Premium funding is an allocation of funds paid to directly to schools in order to support and raise attainment and ensure the good progress of 'disadvantaged' pupils.

The Government terms disadvantaged pupils as those who are in receipt of Free School Meals (other than the Key Stage 1 Universal Free School Meals strategy), or a child who has been in receipt of Free School Meals within the last 6 years (Ever 6). Some other groups of children are also entitled to Pupil Premium. These include:

- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
- Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence

School allocation of funds

Our school has a lower than average eligibility for Pupil Premium (21% against the 2017 National Average of 27%). Importantly, however, this group has grown in size across the last 4 years, as in 2012/13 only 18% of the school were eligible for the additional funds.

2018-2019	Pupil Premium Designation					TOTAL PUPILS
	Current FSM	Ever 6	LAC	Adopted	Forces	
Number of pupils	23	15	0	5	0	43
% of PP Allocation	53.4%	35%	0%	11.6%	0%	
Funding breakdown	£30,360	£19,800	£0	£11,500	£0	20.5%
	TOTAL FUNDING ACADEMIC YEAR £61,660					

Main Barriers to Educational Achievement

Across our school, the typical barriers to educational achievement for children entitled to the funds could be seen as:

- Early Language Acquisition:** Children's starting points are often below those typically found of their peers, so need to catch up rapidly. This is particularly true in term of early language and communication skills.
- Access to digital technology:** Children from disadvantaged backgrounds have limited access to digital technology for learning purposes. They may have gaming devices but there are limited examples of educational opportunities through technology that can either reinforce learning or widen educational knowledge.

- C. **Parental engagement:** Often children from disadvantaged backgrounds are not fully supported to complete learning tasks at home because some parents lack confidence in their own understandings to be able to offer consistent guidance.
- D. **Social and Emotional Resilience:** Some disadvantaged children lack resilience and struggle to maintain focus when part of a large class size. They often lack self-esteem and too easily see they themselves as less able than their peers.
- E. **Extended opportunities:** Families who cope well with the day to day care of their children, but may struggle to pay for the 'additions' to the curriculum, such as school trips, residential and experiences. Some disadvantaged children have few opportunities to learn outside of the school/classroom environment.

Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase the proportion of disadvantaged pupils exceeding expected progress in Communication and Language in Nursery and Reception from a low starting point.	In 2019, the percentage of disadvantaged pupils making better than expected progress in Communication and Language will match or exceed that of their non-disadvantaged peers. (Nursery outcomes 2017 indicate that 17% of disadvantaged children made better than expected progress in C and L compared to 32% their of non-disadvantaged peers).
B.	To enable disadvantaged pupils to access educational digital technology at home to support learning.	By July 2019, all disadvantaged pupils will have home access to educational resources via digital technology. This will be utilised for pre- teach activities, basic skills interventions and knowledge research tasks.
C.	To enable all parents to develop curriculum knowledge to allow them to fully support pupils' learning at home.	By July 2019, parents will have access to tutorials which model teaching methods and exemplify curriculum content. Parental questionnaires will indicate that parents feel more skilled in supporting learning at home having accessed the training resources.
D.	To further develop the self-confidence and resilience of learners in independently tackling higher order thinking and problem solving activities.	Lesson observations will demonstrate pupils' learning desire and behaviours whereby they can independently draw upon effective problem solving strategies, working collaboratively with their peers.
E.	To ensure equality of opportunity for all in terms of the wider aspects of school life including extra-curricular opportunities, sporting and musical opportunities and educational visits.	All children entitled to pupil premium will be able to describe their involvement in wider school opportunities, including outdoor learning.

Desired outcome	Action	Evidence and rationale	Monitoring	Staff lead	Review	Cost
B.To increase the proportion of disadvantaged pupils from a middle starting point exceeding expected progress in mathematics across Key Stage 2.			Pupil Progress meetings Lesson Observations EDP monitoring Outcomes Governor sub committee monitoring	PT NS	Termly	

DISADVANTAGED PUPILS ACCESSING PROVISION

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
				4	5	4	4	18	38%

Desired outcome	Action	Evidence and rationale	Monitoring	Staff lead	Review	Cost
C.To increase the proportion of pupils from a high starting point making expected progress in Reading across Key Stage 1 and 2.	<p>Deploy an additional teaching assistant in KS1/KS2 to target underachievement both in small groups and through 1 to 1 tuition using RWI/ Fresh start approaches through interventions in non-core subjects.</p> <p>Deploy DHT to teach small groups of Year 6 pupils for daily English sessions to ensure that all progress for targeted pupils are accelerated in Reading.</p>	<p>RWI stands as one of the most rigorously researched, independently evaluated, and respected reading programs in the world with 7 studies published in peer-reviewed journals in addition to a repository of internal research briefs, product development research, and external Organisation reviews. Where class sizes are smaller, individual pupils are much more likely to be the focus of a teacher's attention for more time; there is more active interaction between pupils and teachers; and more pupil engagement.</p> <p>(Class size and education in England Evidence report'- Research Report DFE-RR169)</p>	RWI consultant monitoring Work scrutiny Pupil Progress meetings	PT EW	Termly	<p>0.5 x TA £10,000</p> <p>DHT teaching time £8775</p>

DISADVANTAGED PUPILS ACCESSING PROVISION

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
		2	4	0	2	2	2	12	10%

Desired outcome	Action	Evidence and rationale	Monitoring	Staff lead	Review	Cost
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D.To further develop the self-confidence and resilience of learners in independently tackling higher order thinking and problem solving activities.	<p>Provide small group High5ers interventions where pupils can learn coping and resilience strategies.</p> <p>Access to other professional services where tangible links to raising attainment can be established e.g. additional Ed. Psych hours to assist with provision/Counselling services</p> <p>Train specific staff in Counselling qualification to be allocated personnel for pastoral support.</p>		Learning Walks Lesson Observations Personal development and welfare Governor sub committee monitoring	SN MC	Termly	Counseling Qualification for 2X staff members £4300
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DISADVANTAGED PUPILS ACCESSING PROVISION

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
0	3	2	5	1	3	4	4	22	46%

Other Approaches

£7,120

Desired outcome	Action	Evidence and rationale	Monitoring	Staff lead	Review	Cost
To ensure equality of opportunity for all in terms of the wider aspects of school life including extra-curricular opportunities, sporting and musical opportunities and residential visits.	<p>Provide Breakfast to vulnerable families who request it, free of charge. This will provide a healthy start to the day (ensuring children receive at least 2 of the three daily meals at school). Furthermore it will improve punctuality and ensure pupils are ready to learn.</p> <p>Ensure that children entitled Pupil Premium gain equality of opportunity for wider school experiences. These include:</p> <ul style="list-style-type: none"> - Music tuition - Residential visits - Other educational visits - Extended school opportunities eg specialist coaching 	<p>Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in schools and parenting support. They help create the conditions under which improved teaching and learning approaches can work.</p> <p>(Extended services in practice – A summary of evaluation evidence for head teachers, DfE, 2011)</p> <p>Extensive research points to the benefits of developing resilience and raising self-esteem through allowing children opportunities to engage in outdoor adventure. We strongly believe that the values acquired in such engagement transfer directly into school and help children to become more efficient learners.</p>	Learning Walks Lesson Observations EDP monitoring Governor sub committee monitoring	SN	Termly	<p>Yearly cost per child £390 X8 pupils £3120</p> <p>Private Music Tuition IN2 places offered £100 per child per year. Allocation: £1000</p> <p>Approx. £200 per residential Allocation: £2000</p> <p>Allocation to trips / experiences £1000</p>

DISADVANTAGED PUPILS ACCESSING PROVISION

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
6	6	5	7	5	5	6	8	48	100%

TOTAL EXPENDITURE

£62584

* £636 unallocated which can be distributed across the budgeted areas if required or allocated to additional activities and foci for any specific resources / changing priorities across the year 2017/18.