## **Pupil Premium Strategy Statement 2018 to 2019**

Barrio	ers to future attainment (for pupils eligible for PP)								
In-sc	hool barriers (issues to be addressed in school)								
Α.	To maintain high attainment and accelerated progress in reading and mathematics.								
В.	To maintain and increase attainment and progress in writing.								
C.	To maintain and increase attainment and progress in Early Phonics, reading, writing and mathematics.								
D.	Attachment disorder.								
E.	Self-esteem and confidence of children eligible for pupil premium funding is often lower than that of their peers.								
Exter	nal barriers (issues which also require action outside school, such as low attendance rates)								
F.	Attendance rates are high for children entitled to Pupil Premium funding (2017/18 – 97.8%). Tracking of atter persistent absenteeism are in place. It is monitored by the Headteacher and reported at QA visits with the attendance needs to be maintained.	•							
Desire	ed outcomes (Desired outcomes and how they will be measured)	Success criteria							
Α.	Children make accelerated progress in their reading and mathematics.	Attainment will be at Greater Depth in reading and mathematics at the end of Year 2. 7+ steps of progress a year is accelerated.							
В.	Accelerated progress towards the end of year expectations in writing.	Attainment will be at age related at the end of Year 2. Aim for Greater Depth. 7+ steps of progress a year is accelerated.							
C.	Children make rapid progress in their Early phonic, reading, writing and mathematics from on entry baseline.	A Good Level of Development (GLD) will be reached at the end of EYFS across all areas of learning.							

D.	Improved self-esteem and confidence.	Positive interactions with peers and adults. Improved self- esteem and lower anxiety levels in class work and social situations.
E.	Improved confidence and resilience when approaching new learning experiences.	Improved resilience when working, shown by engagement with activity and time on task. As a result of more time on learning, attainment will improve. The difference between PP and national average will diminish.
F.	Continued high attendance rates for pupils eligible for PP.	Overall PP attendance continues to remain high. There will continue to be no persistent absentees among pupils eligible for PP.

## **Planned expenditure**

## Academic year

2018 to 2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

## Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children make rapid	Daily phonic small	Phonics approaches have been	Regular half termly assessment of	Phonic	Reviewed half termly
progress in their Early	RWI group which	consistently found to be effective in	children's phonic learning and	Manager/	throughout the year.
Phonic knowledge, and	teaches to children's	supporting younger readers to master	moved to new groups accordingly.	SLT	
this is developed so	gaps of knowledge	the basics of reading, with an average	One to one phonic support	JLI	
that they are able to	and understanding.	impact of an additional four months'	monitored and adjusted		
apply and use sounds	One to one extra	progress. Research suggests that	accordingly.		
to support their	phonic support.	phonics is particularly beneficial for			
reading.		younger learners (4-7 year olds) as			
		they begin to read. (Education			
		Endowment Foundation).			
To maintain high	In class support	Small group supported work by	Prioritise TA support work when	SLT	Mid-term review and termly
attainment and	provided by TA to	highly experienced TA staff. Children	other activities need covering.		Pupil Progress Meeting.
accelerated progress	work with small	respond well to the extra support	Ensure support is outlined in		Analysis of class data half
in reading, writing and	groups and support	and this has been successful	planning. TAs well briefed before		termly.
mathematics.	individuals in class	previously.	lesson.		
	sessions.				

in literacy and maths via mastery learning approach.  supported group work.  supported group with learly specified objectives which are pursued until they are achieved.  Children are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level.  There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Within whole class teaching, teachers use guided work to address misunderstandings and barriers to learning, often adapting lessons to facilitate this. High quality feedback has been identified as having a positive impact on children's attainment (Education Endowment Foundation).  Children make rapid progress in their Early reading, writing and mathematics from on mathematics from on mathematics from on group and mathematics from on group and support the group and support the group and progress.  supported freedback. Pupil Voice activities.  Book looks. Improved pupil place.  Classroom observations of feedback. Pupil Voice activities.  Book looks. Improved pupil place.  Ongoing to ensure it is in place, Pupil Progress Meetings and whole school monitoring to assess impact on children's skills, knowledge or understanding related to reading or writing. Common progress.		A -1 -1:4: 1 !	Markey language by the Color	Clarama ala anno 11 C	CLT	Outside to the second state of
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	reading, writing and	targeted individual	knowledge or understanding related	Book looks. Improved pupil		Meetings and whole school
	mathematics from on	and small group	to reading or writing. Common	progress.		monitoring to assess impact
	entry baseline via	support	approaches include: storytelling and			on progress.
Early Literacy and group reading; activities that aim to	·		group reading; activities that aim to			
	Early Numeracy		develop letter knowledge, knowledge			

approaches.		of sounds and early phonics; and			
		introductions to different kinds of			
		writing. Early literacy approaches have			
		been consistently found to have a			
		positive effect on early learning			
		outcomes. The early literacy			
		approaches evaluated to date led to			
		an average impact of four additional			
		months' progress, with the most			
		effective approaches improving			
		learning by as much as six months.			
		Early numeracy approaches (i.e.			
		White Rose Maths) aim to develop			
		number skills and improve young			
		children's knowledge and			
		understanding of early mathematical			
		concepts. On average, early numeracy			
		approaches have a positive impact on			
		learning equivalent to approximately			
		six additional months' progress for			
		early mathematics outcomes			
		(Education Endowment Foundation).			
Improved confidence	Training for staff on	Research from Education	Observations of attachment	SLT	Ongoing to ensure it is in
and resilience when	Attachment Disorder.	Endowment Foundation supports	disorder therapeutic		place. Whole school
approaching learning		this approach.	interventions.		monitoring to assess impact
experiences					on progress.

	Total budgeted cost

Early phonics, reading, writing and maths support: TA2, 15 mins each day

£1035 per year

In class support provided by TA2: £2400 per year

Attachment Disorder Training via MTSA: £1000

Book Club led by TA2: 15 mins per week £150

Total Costs: £4585

ii. Targeted support								
Desired outcome	Chosen action /	What is the evidence and	How will you ensure it is	Staff lead	When will you review			
	approach	rationale for this choice?	implemented well?		implementation?			
Children make rapid	1:1 Phonics	This enables an additional adult to	Observations of 1:1 Phonic	Phonic	Reviewed half termly			
progress in their phonic		intervene quickly as soon as an issue	teaching to ensure intervention	Manager	throughout the year.			
knowledge, and this is		in learning is identified or if progress	sessions are targeting accurately.					
developed so that they		stalls. Keeping up is more important	Regular half termly assessment of	SLT				
are able to apply and		than catching up.	children's phonic learning and	JLI				
use sounds to support		In a 1:1 situation the additional adult	moved to new groups accordingly.					
their reading.		is able to take positive steps to raise						
		the aspirations of this group of pupils.						
Accelerated progress	Accelerate maths	Small group intervention work has	Provision map with details of	SENCO	Termly Pupil Progress			
in literacy and maths.	/English sessions.	had impact in previous years.	who/where/when. Provision	SLT	Meetings with all			
		Research from Education	overseen by SENCO and DH.		teachers.			
		<b>Endowment Foundation supports</b>						
		this approach.						

To improve social	Star Club Sessions for 45	The Education Endowment	TA's are accountable to school	SLT	Weekly briefings from
interactions, self-	minutes per week for 10	Foundation Toolkit suggests that	for delivering the programme		TA's. Impact reviewed at
esteem and	weeks with a TA3 & 2.	targeted interventions matched to	agreed. Ensure children are		the end of the
confidence.		specific children with particular	available to attend. Feedback		programme.
	Recorder Sessions	needs or behavioural issues can be	from parents and children at the		
	Singing Club	effective. School ran these session	end of the programme to		
	Other Clubs	last year and they proved to be ve	Y evidence impact.		
		successful in improving confidence			
		Total budgeted cost			
		Sta	r Club TA costs and resources = £10	0	
		Re	corder Sessions: £50		
		Sir	ging Club: <b>£40</b>		
		Oti	ner clubs/ activities: £100		
		Ph	onics/ Reading/ Writing/ Maths catch นุ	sessions as bud	dgeted in previous section

Total Costs: £290

iii. Other approaches							
Desired outcome	Chosen action /	What is the evidence and	How will you ensure it is	Staff lead	When will you review		
	approach	rationale for this choice?	implemented well?		implementation?		
Improved Attendance,	Free attendance at	The DfE document 'Wraparound and	Improved Attendance.	SLT	Reviewed termly		
wellbeing and readiness to	Breakfast Club.	Holiday Care' 2016 reiterated the			throughout the year.		
learn.		evidence that 'that for many parents					
		it can be difficult finding something					
		and affordable'. In a National Audit					
		Office survey of children (2015)					
		31% believed that After School					
		Clubs helped them to learn.					

To ensure all pupils have	Subsidising the cost of	In a National Audit Office survey of	Access to a broad and balanced	SLT	Reviewed termly
access to school visit to	school visits/visitors to	children (2015) 40% believed that	curriculum		throughout the year.
enrich their curriculum and	schools (i.e. free	going on educational visits helped			
remove the potential cost	books when an	them to learn.			
barrier.					
		Total budgeted cost Bro	eakfast Club = <b>£0</b>		
		(SU	ubsidised by school if used)		
		Sc	hool trips and enhancements - £100	per child = £20	00
		То	tal costs: £200		

**TOTAL COSTS: £5075** 

Link governor for PP meets with Headteacher termly to discuss this strategy in individual detail. Headteacher reports to governors and School Improvement Partner termly regarding overall effectiveness of the strategy/ the attainment and progress of children eligible for Pupil Premium funding. Strategy reviewed annually to assess lessons learned in order to inform future work.