

Pupil Premium Strategy Statement 2018 to 2019

| Barriers to future attainment (for pupils eligible for PP) | | |
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| In-school barriers (issues to be addressed in school) | | |
| A. | To maintain high attainment and accelerated progress in reading and mathematics. | |
| B. | 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. | |
| External 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 attendance is half termly and actions to tackle persistent absenteeism are in place. It is monitored by the Headteacher and reported at QA visits with the School Improvement Partner. This high attendance needs to be maintained. | |
| Desired outcomes (Desired outcomes and how they will be measured) | | Success criteria |
| A. | 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. |
| B. | 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. |

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

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| Accelerated progress in literacy and maths via mastery learning approach. | Additional learning supported group work. | <p>Mastery learning breaks subject matter and learning content into units with clearly 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.</p> <p>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).</p> | Classroom observations of feedback. Pupil Voice activities. Book looks. Improved pupil progress. | SLT | Ongoing to ensure it is in place. Pupil Progress Meetings and whole school monitoring to assess impact on progress. |
| Children make rapid progress in their Early reading, writing and mathematics from on entry baseline via Early Literacy and Early Numeracy | Early Literacy/ Numeracy Support targeted individual and small group support | Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing. Common approaches include: storytelling and group reading; activities that aim to develop letter knowledge, knowledge | Classroom observations of feedback. Pupil Voice activities. Book looks. Improved pupil progress. | SLT | Ongoing to ensure it is in place. Pupil Progress Meetings and whole school monitoring to assess impact on progress. |

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| 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 and resilience when approaching learning experiences | Training for staff on Attachment Disorder. | Research from Education Endowment Foundation supports this approach. | Observations of attachment disorder therapeutic interventions. | SLT | Ongoing to ensure it is in place. Whole school monitoring to assess impact on progress. |

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| Total budgeted cost | <p>Early phonics, reading, writing and maths support: TA2, 15 mins each day £1035 per year</p> <p>In class support provided by TA2: £2400 per year</p> <p>Attachment Disorder Training via MTSA: £1000</p> <p>Book Club led by TA2: 15 mins per week £150</p> <p>Total Costs: £4585</p> |
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| ii. Targeted support | | | | | |
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| 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 progress in their phonic knowledge, and this is developed so that they are able to apply and use sounds to support their reading. | 1:1 Phonics | <p>This enables an additional adult to intervene quickly as soon as an issue in learning is identified or if progress stalls. Keeping up is more important than catching up.</p> <p>In a 1:1 situation the additional adult is able to take positive steps to raise the aspirations of this group of pupils.</p> | <p>Observations of 1:1 Phonic teaching to ensure intervention sessions are targeting accurately.</p> <p>Regular half termly assessment of children's phonic learning and moved to new groups accordingly.</p> | <p>Phonic Manager</p> <p>SLT</p> | Reviewed half termly throughout the year. |
| Accelerated progress in literacy and maths. | Accelerate maths /English sessions. | <p>Small group intervention work has had impact in previous years.</p> <p>Research from Education Endowment Foundation supports this approach.</p> | Provision map with details of who/where/when. Provision overseen by SENCO and DH. | <p>SENCO</p> <p>SLT</p> | Termly Pupil Progress Meetings with all teachers. |

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| To improve social interactions, self-esteem and confidence. | Star Club Sessions for 45 minutes per week for 10 weeks with a TA3 & 2. Recorder Sessions Singing Club Other Clubs | The Education Endowment Foundation Toolkit suggests that targeted interventions matched to specific children with particular needs or behavioural issues can be effective. School ran these sessions last year and they proved to be very successful in improving confidence. | TA's are accountable to school for delivering the programme agreed. Ensure children are available to attend. Feedback from parents and children at the end of the programme to evidence impact. | SLT | Weekly briefings from TA's. Impact reviewed at the end of the programme. |
| Total budgeted cost | | | Star Club TA costs and resources = £100 Recorder Sessions: £50 Singing Club: £40 Other clubs/ activities: £100 Phonics/ Reading/ Writing/ Maths catch up sessions as budgeted in previous section Total Costs: £290 | | |

iii. Other approaches

| 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? |
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| Improved Attendance, wellbeing and readiness to learn. | Free attendance at Breakfast Club. | The DfE document 'Wraparound and Holiday Care' 2016 reiterated the 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. | Improved Attendance. | SLT | Reviewed termly throughout the year. |

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| To ensure all pupils have access to school visit to enrich their curriculum and remove the potential cost barrier. | Subsidising the cost of school visits/visitors to schools (i.e. free books when an | In a National Audit Office survey of children (2015) 40% believed that going on educational visits helped them to learn. | Access to a broad and balanced curriculum | SLT | Reviewed termly throughout the year. |
| Total budgeted cost | | | Breakfast Club = £0 (subsidised by school if used) School trips and enhancements - £100 per child = £200 Total 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.