



Pupil Premium Strategy 2017-18

The school publishes the following overview to show how Pupil Premium is being spent within our school and the impact on increasing pupil progress, however due to small numbers we are careful to maintain confidentiality. An action plan for pupil premium is reviewed termly by governors and progress and attainment of pupils is rigorously tracked.

The main barriers to educational achievement faced by eligible pupils are:

- Although the attendance for pupil premium children is 96.4% compared to 96.91% for all children, there are some cases where poor attendance has an impact on pupil progress.
- Baseline assessment in the Early Years shows that some pupil premium children's communication, personal social and emotional and literacy skills can be below typical on entry.
- Various factors have resulted in some children having low self-esteem or significant social and emotional needs.

Planned Expenditure for 2017-18

Total funding received for this academic year 2017-18 = **£27120**

Total number of pupils: 206

Number of pupils eligible for pupil premium: 17

Key objectives for pupil premium funding:

- To increase the number of disadvantaged children achieving the expected standard of attainment in reading, writing and maths to diminish the difference between disadvantaged and non-disadvantaged children.
- To increase the overall attendance of disadvantaged children so that the difference between disadvantaged and non-disadvantaged pupils is diminishing.

| Desired Outcome | Action | Rationale | Cost | Impact |
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| Our most able children make at least good progress from their starting points and an increasing proportion are working above the expected standard for their age. | An additional teacher provides further challenge and enrichment in reading, writing and maths through booster sessions with a small group. | Some of our children in receipt of pupil premium have high starting points. Tracking shows that some children do not make the same progress as non pupil premium children. We want to ensure that they make sufficient progress to attain a high level at the end of and across KS 2. | £2,037 | |
| To increase children's attainment by improving their self-esteem and promoting positive wellbeing. | Provide regular 1:1 or small group sessions with an Emotional Literacy Support Assistant. | Children who have been affected by many circumstances may have low self confidence and struggle with social and emotional skills. They need support to develop a positive well being in order to achieve their potential. | £365 | |
| To increase the number of children attaining the expected level for their age. | An additional teacher provides further in class support to small groups in English and maths lessons so as to accelerate progress and raise attainment. | It is important that we provide additional support and interventions to children so that they can catch up with their peers. We want pupil premium children to be attaining in line with non pupil premium children. | £3089 | |
| | Children to receive high quality in class support from a very experienced | | £2126 | |

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| | TA. A teacher to provide a programme of 1:1 speech and language support to improve early literacy skills. | | £968 | |
| To help children to make rapid progress so that they are achieving closer to the expected standard and to diminish the difference in attainment between disadvantaged and non-disadvantaged children. | Additional teacher booster groups and guided reading sessions to accelerate progress and therefore raise attainment in reading, writing and maths. | | £5438 | |
| | 1:1 intervention programme to raise attainment in maths delivered by an experienced Teaching Assistant. | | £774 | |
| To ensure children achieve the expected standard in the Y1 phonics screening check. | A programme of additional 1:2 phonics intervention in addition to daily phonics sessions. | Children need to acquire their phonics so that they can achieve in reading and writing. A good foundation in literacy skills can only improve outcomes across the curriculum later on. | £990 | |
| To ensure all children have access to residential visits to develop their independence and social skills. | School will fund the cost of residential visits for pupils who are in receipt of free school meals. | No child is to miss out on an extra curricular activity due to financial difficulties. Residential visits have such a positive impact on children's confidence and self esteem. | £1400 | |

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| To diminish the difference in attendance between disadvantaged and non-disadvantaged children. | School a member of staff in the school office who is responsible for monitoring attendance of disadvantaged and non-disadvantaged pupils. | Our school monitors and tracks the attendance of disadvantaged children very carefully and intervenes at the earliest sign of a lack of attendance. The aim of this is to ensure maximum attendance and therefore ensure that disadvantaged children have the most possible learning time. | 20 mins a day all year = £801 | |
| Total Planned Spend to date. | | | £18797.16 | |

The school's pupil premium strategy will be reviewed December 2017 / January 2018.

How we will measure the impact of pupil premium:

- Has the % of disadvantaged children achieving the expected standard in reading, writing and maths increased from the 2016-17 end key stage and year group figures?
- Has the gap in attendance between disadvantaged and non-disadvantaged children diminished?