



## **Pupil Premium Strategy 2018-19**

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.
- Home life impact - well being attainment -

### **Planned Expenditure for 2018-19**

Total funding received for this academic year 2018-19 = **£24060**

Total number of pupils: 212

Number of pupils eligible for pupil premium: 13

### **Key objectives for pupil premium funding:**

- To increase the number of disadvantaged children making consistently strong progress in reading, writing and maths to diminish the difference in attainment between disadvantaged and non-disadvantaged children.
- To continue to increase the overall attendance of disadvantaged children so that the difference between disadvantaged and non-disadvantaged pupils is diminished.

<b>Desired Outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Cost</b>	<b>Impact</b>
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 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.	£3 840	
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 in an appropriate designated room with a wide range of resources.	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.	£3124	An improved ELSA room provides a relaxed and calm setting with appropriate books and engaging resources to provide children a safe space to chat and be listened to. The weekly sessions have provided children with strategies to use to help them develop their confidence. Activities they participate in are improving their self esteem having an impact on attendance, peer relationships and attainment.
To increase the number of children attaining the expected level for their age.	An additional teaching assistant withdraws children to work 1:1 or in small groups to focus on	It is important that we provide additional support and interventions to children so that they can	£3242	

	children's areas for development in English and maths lessons so as to accelerate progress and raise attainment.	catch up with their peers. We want pupil premium children to be attaining in line with non pupil premium children.		
	Children to receive high quality in class support from a very experienced TA who works alongside them in English and maths.		£5472	
	A teacher to provide a programme of 1:1 speech and language support to improve literacy skills.		£1335	Improving speaking and listening skills and therefore greater confidence and clarity.
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 to accelerate progress and therefore raise attainment in maths.		£1920	Average progress over the autumn and spring term show that 69% of PP children are making expected progress across reading, writing and maths and 8% are making above expected progress.
	1:1 or small group intervention programmes to raise attainment in English and maths delivered by a skilled Teaching Assistant.		£2541	
To ensure children achieve the expected standard in the Y1 phonics screening check.	A programme of additional small group phonics intervention in addition to daily phonics sessions lead by a highly skilled and experienced Teaching Assistant.	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.	£487	

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.	£1228	So far one year group has attended a residential visit and all PP children attended. The impact on their independence and self confidence was huge.
To diminish the difference in attendance between disadvantaged and non-disadvantaged children.	Check registers daily and log absences for PP children. Chase up if necessary and share information as appropriate. Each half term produce a report and analyse attendance of disadvantaged and non-disadvantaged pupils. Actions and support are swiftly put in place to improve attendance to above 90% and closer to the school average of 97%.	Our school monitors and tracks the attendance of disadvantaged children very carefully and intervenes at the earliest sign of a lack of attendance working closely with our family support worker. The aim of this is to ensure maximum attendance and therefore ensure that disadvantaged children have the most possible learning time.	£900	Strategies continue to have a positive impact on attendance with some exceptional individual improvements.  The attendance of disadvantaged children is currently <b>96.5%</b> an increase from summer 2018- <b>95.42%</b> .  The difference between disadvantaged and non-disadvantaged continues to diminish and is now 1.5%.
<b>Total Planned Spend to date.</b>			<b>£24 089</b>	

**The school's pupil premium strategy will be reviewed January 2019/ July 2019**

How we will measure the impact of pupil premium:

- Has the percentage of disadvantaged children making consistently strong progress in reading, writing and maths increased?
- Has the gap in attainment at the expected standard in reading, writing and maths diminished between disadvantaged and non-disadvantaged children?
- Is the gap in attendance between disadvantaged and non-disadvantaged children further diminished?