



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:

- The attendance for pupil premium children is 94.26% compared to 97.15% for all children, and 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
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.	£2,888	Children identified with high prior attainment made consistently strong progress in reading, writing and maths.
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.	£914	The impact of this support is that it continues to have a significant impact on the well being of our pupils, raising their self esteem and confidence as well as their ability to achieve.
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.	£5110	In reading 27% of children made substantial and sustained progress. In writing and maths 20% of children made substantial and sustained progress. Although progress has increased, the number of children attaining the expected standard overall has not increased.
	Children to receive high quality in class support		£3064	

	<p>from a very experienced TA.</p> <p>A teacher to provide a programme of 1:1 speech and language support to improve early literacy skills.</p>		£3090	Teacher continues to work closely with qualified speech and language therapist and is delivering strategies that are having a positive effect on improving literacy skills.
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.		£7938	<p>In reading 73% of children made consistently strong progress. In writing 47% made consistently strong progress. 80% of children made consistently strong progress in maths. However, the difference between disadvantaged and non-disadvantaged children has not diminished.</p>
	1:1 intervention programme to raise attainment in maths delivered by an experienced Teaching Assistant.		£1549	
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.	£1156	100% of children met the phonics screening check.

<p>To ensure all children have access to residential visits to develop their independence and social skills.</p>	<p>School will fund the cost of residential visits for pupils who are in receipt of free school meals.</p>	<p>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.</p>	<p>£933</p>	<p>All children attended the residential trip for their year group. For the majority of children this was their first experience of being away from home and really developed their skills of independence. It was a great opportunity for them to participate in new and exciting activities which they might not otherwise get to experience, as well as engage socially with their peers.</p>
<p>To diminish the difference in attendance between disadvantaged and non-disadvantaged children.</p>	<p>School a member of staff in the school office who is responsible for monitoring attendance of disadvantaged and non-disadvantaged pupils.</p>	<p>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.</p>	<p>20 mins a day all year = £801</p>	<p>Strategies have had a positive impact on attendance.</p> <p>The attendance of disadvantaged children increased from 94.26% to 95.42%</p> <p>The difference has diminished by 0.81% to 2.17%.</p>
<p>Total Planned Spend to date.</p>			<p>£27,443</p>	

Attainment 2018

EYFS

50% of disadvantaged children achieved a good level of development compared to 82% of other children.

Phonics Yr 1

100% of disadvantaged children achieved the expected standard in the phonics screening check, compared to 81% of other children.

Phonics Yr 2

100% of disadvantaged children achieved the expected standard in the phonics screening check, compared to 100% of other children.

KS1

33% of disadvantaged children achieved the expected standard in reading, writing and maths, compared to 83% of other children.

KS2

50% of disadvantaged children achieved the expected standard in reading, writing and maths, compared to 88% of other children.

Progress

Expected progress across the year is 5 steps. On average disadvantaged children made the following progress:

Reading: 5.9 steps

Writing: 5.5 steps

Maths: 5.8 steps

Progress from KS1-2

Disadvantaged
children

Reading	1.45
Writing	-5.16
Maths	-5.76