



### **Pupil Premium**

In 2017-2018 we received £148,774

| School Summary  |          |
|---|----------|
| Total number of pupils on roll                          | 403      |
| Total number of pupils eligible for Pupil Premium grant | 145      |
| Amount of pupil premium grant per pupil                 | £1,320   |
| Total amount of pupil premium grant                     | £148,774 |

**The main barriers to educational achievement faced by eligible pupils in our school:**

1. Socio-economic disadvantage i.e. poverty;
2. Low aspirations of some disadvantaged families, regarding academic and career goals and expectations leading to limited life experiences for the children;
3. Impoverished language and social skills;
4. Parental engagement can also act as a barrier to learning, engaging hard to reach families and ensuring regular attendance. Broken family structures - family stress and low resilience;
5. Increasing number of English as additional language (EAL) families and families where English is the second language spoken in the home - some with limited understanding of the education system;
6. Increasing Safeguarding and welfare issues which may lead to Social Services involvement.



| Barriers to future attainment  | How do we know?  | Proposed action?  | Cost?   | Timescale                 | Proposed Impact  | Evaluation   |
|--|--|---|---|---------------------------|--|--|
| 1,2,3.<br>Impoverished language and social skills in EYFS on entry.      | Low self-help skills with toileting (nappies and pull ups)<br>Attachment difficulties - many children crying at start of year in Nursery and Reception | Extra TA 2 days per week for 6 weeks – low level facilitation to develop understanding and social skills. Support with potty training. Developing oral and aural skills - Letters and Sounds through music. Specialist music provision 2-3 sessions per week.   | £1400<br><br>£2000  | 6 weeks<br>Sept -Oct 2017 | Children are ready to learn incl toilet training   | Review at half term  |
| 1,2,3,4.<br>Attainment and progress in KS2 is lower than National Others | KS2 test results – Maths and GPS (FSM6)<br><br>Analysis of test results show poor grammar and basic maths skills with very weak reasoning skills.      | Professional development – staff<br><br>2 maths coordinators trained WRH and materials<br><br>INSET English Coordinator for spelling, grammar and punctuation<br>Review assessment for writing strands<br>Additional teachers and TAs for Intervention groups. DH, Y4 TA, Y5 TA extra teachers and those returning from Maternity<br>Third Space Learning Y5 and Y6 for 1:1 maths tuition | 12500<br><br>£2000 plus cover<br><br>£3000<br><br>£35000<br><br>£7800 | Sept onwards              | Closing the gap between PP and others nationally in Reading, Writing and Maths through quality first teaching, real life experiences and a broad and balanced curriculum.<br>% of children achieving A.R.E at end of Y6 is at least inline with national and non pp. | Ongoing.<br>Regular pupil progress meetings.<br>CPD staff meetings for maths and English |



| Barriers to future attainment   | How do we know?  | Proposed action?  | Cost? | Timescale      | Proposed Impact  | Evaluation                                |
|---|--|---|-------|----------------|--|---|
| 1,2,3,4.<br>Some parents find it hard to provide support for their children at home.  | Pupil progress meetings<br>Parents' evening  | Information meetings and workshops. EYFS Bandings, Characteristics of Effective and overviews sent to parents.<br>Nursery story-time and library time<br>INSPIRE workshops<br><br>Further develop school website and app to share information with parents. | £4000 | Sept onwards   | Attainment of pp pupils is in line with non - disadvantaged pupils and at least in line with national attainment   | Assessment data regularly reviewed.       |
| 4.<br>Greater numbers of children with EAL making it very difficult to teach whole class at age related curriculum. More challenging in KS2 with more EAL pupils arriving in Y3, 4 and 5. | Perspective Lite shows bigger gap between EAL and Non EAL in KS1<br><br>Census, Learning walks | TEFL trained staff member to withdraw these pupils 5x mornings per week.  | £9000 | January - July | Pupils can speak and understand English enabling to access the curriculum. Quality first teaching including regular feedback verbally and in marking has great impact on learning. | Ongoing. Regular pupil progress meetings. |
| 1,2.<br>Monetary issues prevent   | Unauthorised days off on trip days   | Subsidise school visits and trips to enrich and increase life experiences.  | £6000 | Sept onwards   | To enable pupil premium children to access the   | Ongoing.                                  |



| Barriers to future attainment                         | How do we know?   | Proposed action?   | Cost?   | Timescale    | Proposed Impact   | Evaluation  |
|---|---|--|---|--------------|---|---|
| attendance for trips and visits                       |   | Subsidise music tuition  | £8000   |              | wider life of the school leading to positive attitudes to learning  | Regular pupil progress meetings.  |
| 1,2,3,4,6. Readiness to learn.                        | <p>Baseline in Nursery and EYFS</p> <p>Pupil progress meetings<br/>Learning walks<br/>Discussion with Learning mentors</p> <p>Increased numbers of CIN, FCAF, early help meetings</p> | <p>Further develop Safeguarding climate in school so that changes in pupil's home circumstances are quickly identified and necessary action taken through a pastoral team: FSW, attendance officer, health mentor (Evolve), Robert Aymer and DSLs.</p> <p>Development of electronic safeguarding and welfare system- CPOMs.</p> <p>Dedicated weekly family support worker to signpost families to relevant services. Ed Psychologist, Health Ed Service, SALT team</p> | <p>ESW<br/>£13000</p> <p>R.<br/>Aymar<br/>£6000<br/>Evolve<br/>£2000</p> <p>£1500</p> <p>£35000</p> | Sept onwards | <p>To ensure that progress of PP children not inhibited due to home circumstances.</p> <p>Excellent communication between all staff so that all families can be supported with other agencies as necessary.</p> | <p>Ongoing. Regular pupil progress meetings.</p> <p>DSLs monitoring CPOMs incl referrals from staff about vulnerable families</p> |
| 4. 6. Attendance is a barrier for a small minority of | Pupil Progress meetings. We closely monitor the attendance and punctuality of all   | Pastoral team to follow up on absences and provide first-day response provision. Half termly meetings to monitor individual  | ESW   | Sept onwards | Attendance of PP will be in line with non-PP children and above the   | DSLs monitoring CPOMs incl referrals from staff about   |



| Barriers to future attainment | How do we know?  | Proposed action?  | Cost? | Timescale | Proposed Impact  | Evaluation          |
|-------------------------------|--|---|-------|-----------|--|---------------------|
| pupil premium pupils.         | pupils to ensure this is not the case.<br>Monitoring of persistent absence<br><br>eSchools dashboard<br><br>Registration | attendance of all PP children below 95%. Employ attendance officer to complete administration work to go forward for Spotlight. |       |           | national average. Parents are more confident and well placed to assist children with learning. | vulnerable families |