



# Pupil Premium Statement 2018-19

**The pupil premium is allocated to schools for;**

- **Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)**
- **Children who have been looked after continuously for more than six months**
- **Children whose parents are currently working in the armed forces**

**The level of pupil premium is £1320 per pupil.**

**The DFE offer the following guidance;**

*In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*

**However they also state that;**

*Schools are free to spend Pupil Premium as they see fit. However, they will be held accountable for how they have used additional funding to support pupils from low income families.*

**The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.**



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Academic Year	2018-19	Total PP budget	£ 154,312
Total number of pupils	433 on roll *27% PP	Number of pupils eligible for PP 110 + 6 EYFS	(Ever 6) 109 (LAC) 3 (Forces)2 (EYFS) 6 ( 1 in F1)
Lead member of staff	Rachel Clegg	Lead governor	Eileen Prince

	Total Number of Pupils	Total Number of PP	% PP
Reception	58	5	9%
Yr 1	60	12	20%
Yr 2	58	13	22%
Yr 3	59	22	37%
Yr 4	60	24	40%
Yr 5	60	25	42%
Yr 6	44	14	32%

## 1. 2018 Outcomes attainment (end of last academic year)

Whole school – all pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Year 6 - 53% achieving expected in reading, writing &amp; maths</b>	<b>32% (9/28)</b>	70%



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Year 2 -	54% achieving expected in reading, writing & maths	43% (10/24)	76%
Year 1 -	82 % expected standard in phonic check	80% (12/15)	85%
EYFS -	52 % GLD EYFS	25% (3/12)	74%

## 2. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. Children enter Reception with starting points well below their peers.
B.	Poor Behaviour and attitudes to learning. Pupils do not always arrive ready for learning – hunger/ emotional/social well-being difficulties have a detrimental effect on academic progress.
C.	Identified SEND need
D.	Higher ability pupils who are eligible for PP are making less progress than other higher ability pupils across KS1. This prevents sustained achievement in KS2.

### External barriers *(issues which also require action outside school, such as low attendance rates)*

E	Poor health – lack of access to medical, dentistry etc. and impact of poor diet/lack of exercise
F	Lack of exposure to cultural/ extra curricular experiences and understanding of the World
G	Attendance – if left unsupported many vulnerable PP pupils would be in danger of becoming non-attenders, reducing school hours causing them to fall behind on average.



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What is the intended outcome?	What will we do?	How much will it cost?	How many pupil premium pupils will benefit?	Who will be responsible?	Who and how will this be checked?	What was the impact?	Will we continue this next year? Yes/No
<b>1. Quality of teaching for all</b>							
<b>ORACY/S and L (A)</b>  Improved oral language skills in Reception	Screen all F1 children as enter school. Phonological Awareness and Language in colour. Individualised programmes where necessary. Incorporate into daily classroom practice.	<b>£14,247</b> (appendix 1)	All in F1/2.	Foundation Staff/ SALT/CB and DR	CB to meet regularly with SALT and Foundation Staff. PA Screening Data – on entry and exit.		
Improve Vocabulary and Oracy for PP children who are EAL	1-1 Support Assistant working on S and L intervention (15 hours)	<b>£8,141</b>	EAL PP	JJ to deliver	CB review impact of intervention		
<b>(C)</b> Lower Ability PP achievement at the end of KS2 is at least in line with their peers	Am HUB provision – bespoke curriculum delivered by SENDCO , supported by TA	<b>£27,569</b>	8 pupils Yr 2-6	CB	HT /DHT Ongoing triangulation Pupil progress data		
<b>2. Targeted support</b>							

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<b>(D)</b> Ensure PP pupils make at least expected progress from their starting points (EYFS- KS1 (KS1 – KS2)	1:1 Tuition delivered after school by experienced teachers for KS2  Small Group Intervention (precision teaching, Reading and Maths in KS1) and 1 morning additional teacher in Yr 2	<b>£10,247</b> (Appendix 3)  <b>£24,700</b> (Appendix 4)	14  23	Y6 Team/ SLT.  Inclusion Lead  RC JC	Teacher assessment data, End of Key Stage results. HT and Deputy HT Feb mid point and PProgress, Jan, Feb and June		
<b>(B and G)</b> Increased % of PP pupils arriving to lessons ready to work	Free breakfast club for all PP pupils. Meet and greet vulnerable pupils.	<b>£22,406</b> (Appendix 5)	110 pupils	EWB Team RC	RC to monitor attendance register termly		
<b>(B and G)</b> Ensure pupils are emotionally supported and ready to learn	Full Time Emotional Well Being worker  School Nurse 1 afternoon per week as Health/mental support	<b>£30,368</b> (Appendix 7)  <b>£3,724</b> (Appendix 7)	110 pupils	LR EWB team	LR and CB half termly reviews Power training impact CPOMS analysis with DR		
<b>3. Other approaches</b>							
<b>(F)</b> Increase opportunities for PP	Introduce 'SPARK' to learning for each termly topic	<b>£6,000</b> (Appendix 8)	108	Head CTs	Head Curriculum Lead- termly		

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to experience learning beyond the classroom through visits and experiences	Residential for PP in Yr 6	<b>£ 1,400</b>	14				
<b>(F)</b> Increased % of PP pupils who access extra curricular activities which impact on sense of achievement and well being	Offer a wide range of extra-curricular activities to encourage take-up Music and the Arts	<b>£ 7,000 Music tuition/Arts</b>	110	RC and KT	RC to monitor club attendance- termly		
<b>(E)</b> Ensure pupils are taught how to live healthy lifestyles	Brush bus – purchase of toothbrushes and toothpaste Dental hygiene education	<b>£1,261</b> (Appendix 10)	108	RC	Dental team once per year		
<b>(B)</b> Ensure pupils have correct uniform and feel part of the community	Free jumper for all new PP children	<b>£500</b>	All new eligible	AT	Head teacher- termly		
Spend	Total	<b>£157,653</b>					



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## Spending Allocation Against Barriers

Barrier	Total Spend	% of total allocation
<b>A-</b> Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. Children enter Reception with starting points well below their peers.	<b>£22,388</b>	<b>14%</b>
<b>B-</b> Poor Behaviour and attitudes to learning. Pupils do not always arrive ready for learning – hunger/ emotional/social well-being difficulties have a detrimental effect on academic progress.	<b>£28,499</b>	<b>19%</b>
<b>C-</b> Identified SEND need	<b>£27,569</b>	<b>17%</b>
<b>D-</b> Higher ability pupils who are eligible for PP are making less progress than other higher ability pupils across KS1. This prevents sustained achievement in KS2.	<b>£34,947</b>	<b>22%</b>
<b>E-</b> Poor health – lack of access to medical, dentistry etc. and impact of poor diet/lack of exercise	<b>£1,261</b>	<b>1%</b>
<b>F-</b> Lack of exposure to cultural/ extra curricular experiences and understanding of the World	<b>£13,000</b>	<b>8%</b>
<b>G-</b> Attendance – if left unsupported many vulnerable PP pupils would be in danger of becoming non-attenders, reducing school hours causing them to fall behind on average.	<b>£28,499</b>	<b>19%</b>





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