



## Pupil Premium Strategy Action Plan 2018-19

**Date of most recent Pupil Premium Strategy Review:**  
**September 2018**

**Next Pupil Premium Strategy Review: April 2019**

**The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM, or have been known to be eligible within the last 6 years, and children who have been in care or previously in care continuously for more than six months.**

- How well do our children achieve?
- How good is the overall personal development and well-being of the children?
- How well do they make a positive contribution to the community?
- How well are additional learning needs of children diagnosed and provided for?
- What opportunities do they have to develop self-confidence and to work in teams?
- How well is equality of opportunity and inclusion promoted?
- How effectively do we make links with parents, other providers, services and organisations to promote the integration of care, education and any extended services to enhance learning and promote well-being?

<b>EYFS</b>	0 PUPILS	<b>Y1</b>	2 PUPILS	<b>Y2</b>	0 PUPILS	<b>Y3</b>	3 PUPILS	<b>Y4</b>	1 PUPIL	<b>Y5</b>	1 PUPIL	<b>Y6</b>	4 PUPILS
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### Effectiveness of Leadership & Management

<b>Objectives</b>	<b>Success Criteria</b>
<ul style="list-style-type: none"> <li>• Ensure high quality early intervention from experienced teaching staff</li> <li>• Analyse progress of disadvantaged pupils to determine and identify strategies / interventions to address any issues in performance</li> <li>• Identify disadvantaged pupils to all staff and track their progress and provision</li> <li>• Assistant Head teacher to oversee provision and impact, reporting to SLT, HT, Governing Body and Parents</li> <li>• Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions</li> </ul>	<ul style="list-style-type: none"> <li>• Action plan identifies provision and expected impact</li> <li>• AHT acts as advocate and is able to carefully track progress and impact of intervention strategies</li> <li>• Named governor and rest of governing body have a detailed knowledge of actions / their rationale / cost and impact</li> <li>• Information collated regarding progress and impact across range of interventions and activities offered to this cohort</li> </ul>

### Quality of Teaching, Learning & Assessment

<b>Objectives</b>	<b>Success Criteria</b>
<ul style="list-style-type: none"> <li>• To ensure never less than good / outstanding teaching</li> <li>• Teaching Assistants are highly trained and understand and use formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Good/outstanding teaching has a positive impact on accelerating the progress of disadvantaged pupils - using pupil achievement data, lesson observations &amp; book scrutiny to evaluate impact (linked to Appraisal Targets)</li> </ul>

- Targeted intervention demonstrate accelerated outcomes for targeted pupils
- Formative Assessment strategies embedded and impacting on quality of teaching and thus progress of children
- Targeted early intervention (EYFS/KS1) in reading, writing and maths established
- Internal data shows a positive gap for disadvantaged pupils

## Outcomes for Pupils

Objectives	Success Criteria
<ul style="list-style-type: none"> <li>• To narrow the gap between disadvantaged &amp; non-disadvantaged pupils in school and with their peers nationally</li> <li>• To provide early targeted intervention for underperforming disadvantaged pupils as identified through achievement data</li> <li>• Analyse progress of disadvantaged pupils termly for the causes of under achievement and through the Achievement &amp; Improvement Cycle</li> <li>• To improve self-esteem and resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils make at least expected year-on-year progress of 3 steps</li> <li>• End of KS results demonstrate expected/more than expected progress</li> <li>• Analysis of children taking part in early targeted intervention demonstrates progress above that expected and is being accelerated</li> <li>• Data demonstrates a positive gap between disadvantaged and non- disadvantaged pupils</li> </ul>

Target	How will this be achieved?	By When?	Responsibility?	Cost?	Success Criteria	Outomes	RAG
To narrow the attainment gap at the end of Key Stage 1 & 2 in Reading, Writing & Maths (all four PP in Y6 are on SEND Register)	Ensure quality of teaching, learning & assessment is good or better	On-going	English and Maths Subject Leaders		<ul style="list-style-type: none"> <li>• % of disadvantaged children reaching AREs increased</li> <li>• Reduced gap between disadvantaged pupils and their peers</li> <li>• Positive internal data across Y6</li> <li>• Positive measure from KS1 – KS2 in KS2 National Curriculum Tests</li> </ul>	All interventions prioritised PP children All staff aware of key children to support in KS1 & KS2 Summer KS1 Outcome: no PP children in Y2 Summer KS2 Outcome (achieving ARE): 75% Reading (25% GD), 50% Writing & Maths  Note: all 4 children on SEND Register (2 EHCPs)	Achievement
	Lead TA running afternoon 'catchup' sessions to target gaps identified through AfL during quality first teaching	On-going	SA and SEN Lead	£2,619.45			
	Achievement & Improvement discussion and analysis of pupil progress & attainment	Termly	Leadership team	£1,930.20			
	Small group/1:1 intervention with teaching assistant for SMtL/MSP/EHCP children not making good progress	Termly	SA and SEN Lead	£2,619.45			
	Year 6 children to have staff mentors	Autumn Term	HH				
	Weekly after-school booster sessions with Y6	On-going	HH	£300.00			

						2018 outcomes: 100% R, 66% W & Maths	
To raise the % of disadvantaged pupils achieving a good level of development (if identified)	Ensure quality of teaching, learning & assessment is good or better	On-going	Leadership team	£600.00	<ul style="list-style-type: none"> <li>• % of disadvantaged children achieving GLD increased</li> <li>• Reduced gap between disadvantaged pupils and their peers</li> <li>• % of disadvantaged children achieving ELG in PSED, Literacy &amp; Mathematics increased, leading to gap reduction</li> <li>• Parents feel confident in supporting learning and development at home</li> </ul>	No PP children identified	
	Ensure early identification of disadvantaged pupils through admissions procedure	Autumn Term	SA and SEN Lead				
	Provide additional parent support for disadvantaged pupils	Spring Term	CL				
	Review provision available for PSED & Literacy and Mathematics	Autumn Term	Leadership Team	£500.00			
To ensure the attendance of disadvantaged pupils remains above 96%	Half-termly monitoring of disadvantaged pupils' attendance & punctuality in Behaviour & Safety Report	Autumn Term	SA	£1,930.20	<ul style="list-style-type: none"> <li>• Attendance for disadvantaged pupils is at least 96%</li> <li>• The attendance gap between disadvantaged and non-disadvantaged pupils is reduced</li> </ul>	2018-2019 PP Attendance = 96.63% All pupils = 97.01% 0.34% negative gap, however remains higher than national Punctuality: 41 lates recorded (11* of which were PP) an improvement on last year	Attendance
	Work with parents to target key disadvantaged pupils through use of incentives/rewards at an age appropriate level	Autumn Term	Class Teachers	£100.00			
To ensure the in school provision meets the needs of pupil premium children at EYFS, KS1 & KS2	Review the range of targeted provisions in school	Termly	SA, SENCo & SENCo Support	£150.00	<ul style="list-style-type: none"> <li>• Provision available reflects impact evidenced by Sutton Trust</li> <li>• Interventions demonstrate accelerated progress over time</li> </ul>	Attainment and progress data tracked and analysed half-termly through A& I Cycle –	Provision
	Wave 3 interventions target key disadvantaged pupils	Termly	SA, SENCo & SENCo Support				

	Identify additional provisions which can be used to support teaching & learning	Termly	SA	£200.00	<ul style="list-style-type: none"> <li>Disadvantaged pupils make at least good, and often better, progress term on term</li> <li>Additional provision is delivered consistently each term</li> <li>PP pupils' attendance at breakfast, lunch time and after school clubs</li> <li>Weekly Inclusion Meetings with SLT</li> </ul>	interventions continued if accelerated progress made – intervention map amended to reflect this.
	Offer breakfast club interventions to all PP pupils (focus on Reading & Maths)	Ongoing	SA/RK	£3,420.00		Whole school PP Attainment: 8/12 ARE+ in Reading, 5/12 in Writing & 7/12 in Maths
	Offer Athletics lunch club once per week to all KS1 & KS2 PP pupils	Ongoing				Interventions were delivered consistently – to continue to build on this next year.
	Offer lunch time Reading Club once per week to all KS2 PP pupils	Ongoing				11/12 PP children attended after-school clubs/lunch clubs
	Prioritise PP pupils following release of after-school club activities to parents	Ongoing		£330.00		*3 children (same family) attended Breakfast Club to improve punctuality, provide them with breakfast and access to IT/homework support, including reading
	Provide school meals, milk and subsidy on educational visits and peripatetic music tuition to PP pupils	Ongoing		£3,392.40		4 children (3 from same
	To improve self-esteem and resilience through: <ul style="list-style-type: none"> <li>whole-school work on growth mindset/PSHE Curriculum</li> <li>the provision of a safe place/person to talk to</li> <li>the provision of Structured Play at break and lunchtimes</li> </ul>	Ongoing		£2,027.00		

family) received  
ELSA to support  
with  
social/emotional  
issues

## Pupil Premium Financial Plan 2018-19

### Anticipated Income Academic Year 2018 – 2019

**£14,818**

Based on :-

- 7/12<sup>th</sup> confirmed allocation for 18/19 £8,085
- 5/12<sup>th</sup> estimated allocation for 19/20 £6,733

### Anticipated Expenditure :-

#### Staffing specific including :-

- TA targeted interventions
- Lunchtime supervisor led lunchtime clubs
- Leadership time for monitoring, review and impact analysis

**£11,126**

#### Pupil specific including :-

- Pupil meals and milk for eligible FSM
- Music Tuition
- Support for education visits
- Breakfast Club
- After School Clubs

**£7,079**

#### Resource specific including :-

- Improved provision English and Maths
- Parent Support (Targeted workshops)
- Incentives / rewards

**£1,850**

### Total Planned Expenditure

**£20,055**

### Pupil Premium Balance Remaining

**- £5,237**