

PUPIL PREMIUM 2018-19

| Number of pupils and amount of Pupil Premium Grant received for 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------|-----------------|---|---|----|---|----|----|---|---|----|---|----|----|---|----|----|---|----|----|---|----|----|--|
| Total number of pupils on roll | 177 | | | | | | | | | | | | | | | | | | | | | | | | |
| Total number of pupils eligible for PPG <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Year Group</th> <th style="width: 25%;">Number of PP</th> <th style="width: 25%;">% of year group</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">R</td><td style="text-align: center;">6</td><td style="text-align: center;">29</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">12</td><td style="text-align: center;">43</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">9</td><td style="text-align: center;">50</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">12</td><td style="text-align: center;">67</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">17</td><td style="text-align: center;">77</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">16</td><td style="text-align: center;">76</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">25</td><td style="text-align: center;">89</td></tr> </tbody> </table> | Year Group | Number of PP | % of year group | R | 6 | 29 | 1 | 12 | 43 | 2 | 9 | 50 | 3 | 12 | 67 | 4 | 17 | 77 | 5 | 16 | 76 | 6 | 25 | 89 | <i>Current data shows school has 94 PP children.</i> |
| Year Group | Number of PP | % of year group | | | | | | | | | | | | | | | | | | | | | | | |
| R | 6 | 29 | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 12 | 43 | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 9 | 50 | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 12 | 67 | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 17 | 77 | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 16 | 76 | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 25 | 89 | | | | | | | | | | | | | | | | | | | | | | | |
| Amount of PPG received per pupil | $£1320 \times 123 = £162,360$ 123 based on census pupil figures | | | | | | | | | | | | | | | | | | | | | | | | |
| Total number of pupils eligible for PP+G <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Year Group</th> <th style="width: 25%;">Number of PP</th> <th style="width: 25%;">% of year group</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">R</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">1</td><td style="text-align: center;">6%</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">1</td><td style="text-align: center;">5%</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td></tr> </tbody> </table> | Year Group | Number of PP | % of year group | R | - | - | 1 | - | - | 2 | - | - | 3 | 1 | 6% | 4 | - | - | 5 | 1 | 5% | 6 | - | - | 2 |
| Year Group | Number of PP | % of year group | | | | | | | | | | | | | | | | | | | | | | | |
| R | - | - | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | - | - | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | - | - | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 1 | 6% | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | - | - | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 1 | 5% | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | - | - | | | | | | | | | | | | | | | | | | | | | | | |
| Amount of PP+G received per pupil | $£2300 \times 2 = £4,600$ | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Amount of PPG received | £166960 | | | | | | | | | | | | | | | | | | | | | | | | |

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| Cost to school | £184275 |
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| Amount of PPG | £166960 |
| Amount deducted from budget | £17,315 |



PUPIL PREMIUM GRANT PLAN: 2018-2019

| Barrier | Item / Action | Objective(s) / Rationale | Target Group | Cost | Timescale | Evaluation |
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| Low attainment due to historic backgrounds. | Smaller class sizes in Year 6 – additional teacher support. | <p>Increase staff to pupil ratio in order to increase impact of Quality First Teaching.</p> <p>Reducing class size is also demonstrated to show increased progress at https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</p> | Y6 | £29630 | January 2018 onwards | - |
| Low attainment due to historic backgrounds. | RWInc | <p>Increase the number of pupils working at ARE for their reading. Ensure that teaching of phonics is focussed and pupils are provided with small group support as well as 1:1 catch up/keep up interventions.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes.</p> | KS1 | £1400 for 1:1 work £4000 for additional small group support staff £1800 for leadership development days with RWInc | January 2018 onwards | |
| Low attainment due to barriers to learning with vocabulary. | Speech and language project | <p>Partnership with Lingo Speech to provide tailored programs focussing on language and vocabulary acquisition. Additional speech therapy support included. The education Endowment Fund notes the impact on focussing in this area here: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p> | | £1600 for SLCN partnership including SaLT support | | |

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| | | | | £1520 for Y6 TA support and training £1520 for FS intervention and training | | |
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| Low attainment due to historic backgrounds. | Provision of ongoing HLTA to support across school. | Target individual pupils, small groups and whole-class support to increase outcomes in Reading, Writing and Maths. | Y1-6 | £16230 | September 2018 onwards | - |
| Low attainment due to historical backgrounds. | Additional support from highly qualified teaching assistants across school. | Ensure that additional capacity of teaching assistants impacts on outcomes for all pupils, especially those with additional needs and disadvantaged children. Impact will come through in-class support and the running of targeted intervention programmes. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ demonstrates that teaching assistants can have a positive impact on outcomes. | All including targeted children for interventions | £24000 | September 2018 onwards | - |
| Low attainment due to historical backgrounds. | Training and CPD for TAs and HLTAs across school. | Regular internal and external training for TAs and HLTAs to ensure the very best support can be provided for children across school, especially those with additional needs and disadvantaged children. Research has found that teaching assistants can have a positive impact on outcomes – https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ - CPD to be provided to ensure this happens. | All including targeted children for interventions | £2200 | September 2018 onwards | - |

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| <p>Low attainment due to historic backgrounds.</p> | <p>Hegarty Maths for children in Year 6 to access at home and in school.</p> | <p>Provision of Hegarty Maths for Year 6 children – provides opportunities for children to access booster videos and activities to improve Maths attainment. Training for staff plus provision of after-school clubs run by TAs for children not completing work at home.</p> <p>Pilot research into Hegarty Maths found that there were “very strong positive correlations between Hegarty Maths usage and SATs attainment for disadvantaged pupils.” - https://www.shinetrust.org.uk/impact-2/stories/hegartymaths/</p> | <p>Year 6 children</p> | <p>£2500</p> | <p>First use with Year 6 in January 2018</p> | <p>-</p> |
| <p>Improve attendance and punctuality</p> | <p>Breakfast Club Provision</p> | <p>Disadvantaged children can access breakfast club and ensure a nutritious and punctual start to the day. School combines this with a morning sports coach to support active lifestyle (costed under PE grant spend).</p> <p>Ensure that Y6 and Y2 children have had breakfast during SATS week and are in school on time.</p> | <p>All year groups</p> | <p>£2200</p> | <p>September 2018 onwards</p> | <p>-</p> |

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| <p>Behaviour, social and emotional issues as a barrier to creating strong friendship groups and positive learning behaviours.</p> | <p>Additional support and interventions for behaviour of targeted pupils (self-esteem, behaviour choices, nurture work, gardening etc) through the work of the Families and Safeguarding Officer, Positive Behaviour Lead,</p> | <p>Positive behaviour lead is employed to focus on pupils struggling with social and emotional needs and reduce barriers to their learning. SENDCo leads nurture provision and ensures those with the most significant needs have a bespoke education, thus removing barriers. Work of the safeguarding and families lead increases the capacity for Early Help and Family Interventions, reducing barriers to accessing education. These approaches are used to reduce exclusions for pupils who are at risk of exclusion. This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an</p> | <p>All – including targeted PP children</p> | <p>£50000</p> | <p>September 2018 onwards</p> | <p>-</p> |
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| | SENDCo interventions | <p>identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>This approach is in line with research:</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> | | | | |
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| Behaviour, social and emotional issues as a barrier to creating strong friendship groups and positive learning behaviours. | Families & Safeguarding Officer role to run social and emotional interventions and family support. | <p>Families have access to additional support where necessary, including increased Early Help capacity and bespoke support.</p> <p>Attendance improves. Pupils are able to access learning more effectively and therefore more pupils are on track and making at least expected progress. This approach is in line with research:</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> | Children and families that need support | £30000 | All year | - |
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| Speech, language and communication issues. | WELCOMM to be used for pupils entering school to accelerate outcomes for those pupils | Improve children's speech and language acquisition at an early age and support pupils with specific language difficulties through targeted support. | Pupils with limited and/or immature early | £10000 | January 2018 onwards | - |
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| | with known difficulties (particularly in the FS profile). | Research also shows that oral language interventions have a positive impact on outcomes: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ | language and specific language difficulties | | | |
| Wider opportunities and understanding place within local, national and international society. | Subsidising the cost of school visits, residentials and visitors into school to enhance the curriculum. | Ensure all pupils have access to school visits to enrich their curriculum and remove the cost barrier. Having broad range of visits and experiences to develop SMSC opportunities and develop the acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - this is in line with the research, improving the quality of teaching and learning of disadvantaged pupils should lead to improved outcomes but also contribute to the improved attendance figures due to more positive engagement by pupils with the curriculum. | All children including targeted PP children | £2000 | All year | - |

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| Wider opportunities and understanding place within local, national and | Work with local community hubs | Raise aspirations and understanding of adult life. Widen outlook and understanding of skills required in the world of work. | Year 5/6 | £1000 | Events throughout the year | - |
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| international society. | | <p>This is in line with DFE research that promotes actions to raise aspirations to higher education for higher attaining pupils: https://www.gov.uk/government/publications/school-level-strategies-to-raise-aspirations-to-higher-education</p> | | | | |
| Self-esteem and emotional literacy. | <p>Celebration of achievements through events including the Year 6 end-of-year celebrations.</p> | <p>Recognise and reward outstanding effort and attitude of pupils – focusing on the REACH dispositions leading to improved engagement in learning and improved outcomes.</p> <p>Last year, the additional support led to continued improved progress for disadvantaged pupils in Year 6 in Reading, Writing and Mathematics.</p> | All children | £1500 | Events throughout the year | - |
| Wider opportunities and pupil resilience. | <p>Music lessons to develop pupil skills and enjoyment.</p> | <p>Improve pupil engagement. Provide opportunities to enrich the curriculum and experiences for pupils.</p> <p>Research led by Dr. Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help disadvantaged children improve their reading skills: http://www.bbc.co.uk/news/health-28703013</p> | Year 4 children | £1175 | All year | - |