

Pupil Premium Impact and Spend Detail 2018/19

Total Funding Allocation	£77,220
Total Budget Allocation	£77,500
Total Budget Remaining	-£280

Identified Barrier to learning	Internal or External	How we intend to overcome the barrier	Our measure of success	Lead Person	Budget	Budget Category
Barrier A and E: To increase the percentage of Y2 pupil premium pupils attaining the expected standard in Reading. To increase the progress and percentage of Y6 pupil premium pupils achieving expected standard in writing.	Internal	Daily / weekly small group sessions in reading and writing for pupil premium pupils with experienced STA's, in addition to quality first teaching in lessons. We want to provide targeted support and extra support for identified pupils to improve attainment of pupil premium pupils. Small group and one to one sessions have been shown to be very effective, as evidenced through sources such as 'Visible learning' by John Hattie and the EEF Toolkit. Data evidence will be analysed and the attainment and progress of pupil premium pupils will be monitored each half term, with in depth analysis each term. Progress towards individual targets will be monitored and interventions and support programmes will be delivered as needed.	The % of Pupil Premium children achieving a at least expected is at least in line with national non disadvantaged pupils percentage (KS1 and KS2)	Key Stage Leaders / SLT+E25	£ 15,000	Staffing - Teaching
Barrier A and E: To increase the percentage of Y2 and Y6 pupil premium pupils working at greater depth in reading, writing and maths.	Internal	In school data has evidence that the use of interventions programmes and the use of STAs/ TAs to provide classroom support for pupil premium pupils has enabled these pupils to increase their progress and develop confidence. We want to ensure that the difference in attainment and progress between pupil premium pupils and their peers and other pupils nationally diminishes. Whole staff are aware of pupil premium pupils and their targets. Targeted intervention programmes and staff support in class used effectively to 'plug gaps' in pupils' knowledge. Continue to provide small group and individual booster sessions for identified pupils, introduce whole class guided reading and Accelerated Reader.	Half termly to termly reviews of interventions, support programmes and in class targeted support will show that pupil premium pupils are making at least expected progress. Discussion with staff will inform future interventions and support for pupils. Tracking of pupil progress will indicate if programmes are working effectively or if they need to be modified.	Key Stage Leaders / SLT	£ 13,500	Staffing - Support
Barrier C: To continue to increase pupil premium pupils' experiences of the wider world in order to raise aspirations, develop their knowledge and understanding and help develop their vocabulary	Internal	First Hand experiences linked to curriculum topics/ units of work. Time table of visits and visitors to enhance the curriculum and motivate and interest pupils. Evaluations of visits and visitors from pupils and staff. Pupils' work and discussions with pupils will be monitored to give an indication of how the visit / visitor has impacted on their learning. Parents will be asked for feedback on which visits/ visitors their child enjoyed the most and why.	Increased engagement in visits, residential, aspirational visitors which impacts positively on pupils understanding and views (work scrutinies / pupil questionnaires / evaluation evidence)	Head	£ 9,000	Staffing - Teaching

Barrier E: To increase attendance rates for pupils eligible for pupil premium in particular boys.	Internal	Internal School Attendance Officer to monitor absence and implement reviewed attendance policy and procedures. Attendance officer will work with pupils and parents to identify and reduce barriers to attendance. Pastoral mentoring for pupils and family support / individual support. Promote attendance at Breakfast Club.	Overall attendance improves from 95.6% to 96.5%. Male 95.2% to 96% FSM 94.5% to 95.5% Male persistent 83.8% to 91% FSM persistent 81.1% to 84.9%	Learning Mentor	£ 8,000	Staffing - Support
Barrier A: To continue to increase the percentage of pupil premium pupils achieving a GLD at the end of Reception.	Internal	Targeted one to one and small group support using evidence from teacher assessment and Speech and Language assessment. Use of visits and visitors to develop pupils experiences and give pupils first hand experiences – making vocabulary real. Teacher assessment, using Development Matters, indicates that pupils enter Nursery and Reception with language and communication skills below their chronological age. Identified pupils will be given targeted support and intervention language catch up to develop these skills. We would like to develop pupils' first hand experiences to make learning and vocabulary real.	The % of Pupil Premium children achieving a GLD at the end of Reception is at least broadly in line with national non pupil premium pupils.	EYFS Leader / Head	£7,000	Staffing - Teaching
Barrier F: - Improve parental involvement in pupils' learning by equipping them with the skills to support their child's learning.	Internal	Vulnerable families identified and supported through Early Help or mentoring. Continued support for vulnerable families with Learning Mentor input. Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Schools and early years settings can support parents to engage with their children's learning in a wide range of ways, for example, by: <ul style="list-style-type: none"> •providing regular feedback on children's progress, •offering advice on improving the home learning environment, and •running more intensive programmes for children struggling with reading or behaviour. 	Pupil premium pupils come to school ready to learn and parents feel equipped to help their child's learning. Improved school and parent partnership.	Learning Mentor / Headteacher	£5,000	Non Staffing Costs
Barrier C: To develop concentration and attention skills in KS2 by giving pupils the opportunity to develop a talent – playing the Ukulele and guitar.	Internal	External music teachers will deliver weekly lessons (60 minutes). Children from Year 2 to Year 6 will learn to play the guitar/ ukulele. Science has shown that "When children learn to play music, their brains begin to hear and process sounds that they couldn't otherwise hear. This helps them develop "neurophysiological distinction" between certain sounds that can aid in literacy, which can translate into improved academic results for kids.	Raised aspirations and improved self esteem. Increase in concentration levels by pupils which will help improve pupil progress and attainment.	Music Subject leader	£8,500	Staffing - Teaching

Barrier B and A: To continue to improve oral language (vocabulary) skills in the Early Years	Internal	Targeted one to one and small group support using evidence from teacher assessment and NFER Baseline. Use of visits and visitors to develop pupils experiences and give pupils first hand experiences – making vocabulary real. Continue to develop Narrative Therapy intervention to identified pupils.	Increase in understanding of key vocabulary during topics - correct pronunciation and application of vocabulary. Pupils able to use vocabulary in the classroom environment and in their work. Increase in scores from NFER baseline to end of year assessments.	EYFS Leader	£7,000	Staffing - Support
Barrier A: To continue to increase the percentage of pupil premium pupils achieving a phonics pass at the end of Reception.	Internal	Data driven response and responding to evidence from monitoring indicates that the attainment of more able pupil premium pupils is less than other more able pupils in the class. We will set phonic targets for pupils to meet their individual needs and ensure staff are aware of the best ways to assess pupils, ensuring their progress and attainment is recorded accurately. Six weekly review of pupil progress and areas of need addressed the following term. Increased phonics teaching time which is dedicated to 'plugging' the gaps in pupils' phonic knowledge.	the % of Pupil Premium children achieving a phonics pass at the end of Year 1 is at least broadly in line with national non pupil premium pupils.	Phonics Leader	£4,500	Staffing - Support