



Pupil Premium Strategy Statement 2018 19 Review

| | i Quality Teaching for All | |
|---|---|-------------|
| Action | Impact Evaluation | Cost |
| Accelerated learning for pupils who are not working in the appropriate year group to enable catch up. | There has been an in-year decrease in the number of pupils working out of year group: Reading 22% (from 27%), Writing 22% (from 30%), maths 19% (from 22%) Data has been affected by mobility with 40% of in-year admissions working out of year group. | £32,333 |
| No pupils learning disturbed by pupils with Behaviour needs. | Effective behaviour support, using the school's Behaviour Policy successful in ensuring learning is not disturbed by poor behaviour. Specific behaviour plans and 1:1 support in place for children with high levels of need. Children who do not settle in class are removed – supported by senior leaders. Observations show that learning behaviour is good. | £13,000 |
| Acquisition of vocabulary which enables access to learning opportunities particularly for EAL pupils. | Data shows 18% EAL PP pupils have made accelerated in-year progress in reading. 15% accelerated progress in writing. | £3,800 |
| Improved outcomes for higher ability pupils to bring to national | Increase number of disadvantaged in pupils reaching higher standard to 5.4% which slightly exceeds national for disadvantaged pupils (5% national) although lags behind non-disadvantaged nationally (13%) | £666 |

| Season 1 Review | ii Targeted Support | |
|---|--|----------------|
| Action | Impact Evaluation | Cost |
| <p>Diminish the difference for pupils achieving combined at KS2 SATs compared to non-disadvantaged nationally, bringing combined score in line with subject scores.</p> | <p>51.4% disadvantaged pupils achieved ARE which is in line with disadvantaged pupils nationally (51%), but is below 2018 school data and lags behind non-disadvantaged nationally (71% of non-disadvantaged pupils met ARE nationally). Success of three class system was impacted by staffing changes through the year. Mobile pupils who were in school for less than two years impacted data. Excluding new arrivals from Jan 2018, 58% achieved ARE.</p> | <p>£16,453</p> |
| <p>All targeted pupils make accelerated progress to diminish the difference and meet expected levels by the end of the year.</p> | <p>All 1;1 pupils made accelerated in-year progress. 80% achieved ARE</p> | <p>£5,000</p> |
| <p>Pupils with SEMH needs are able to fully access the taught curriculum.</p> | <p>!7 children with high levels of social and emotional need accessed thrive provision; plus a whole class thrive approach for a KS1 class with multiple needs. Of the children accessing this approach 82% made expected progress or more in Reading; 73% in writing and 73% in maths. Using the Thrive progress markers 64% have made expected progress. Of those who did not 6 are new to the programme and 4 will need specialist provision through ECHPs. 7 SEMH groups have been run. Pupil voice has been positive. 3 members of staff are now trained to deliver SEMH interventions.</p> | <p>£3,000</p> |

| Season 1 Review | iii Other Approaches | |
|--|---|-------------|
| Action | Impact Evaluation | Cost |
| Improved attendance and fewer persistent absentees | PP attendance 94.8% which shows slight decrease from 2017/18. Data affected by hard to reach families (mainly EAL/GRT), seasonal illness and extended Christmas holidays (EAL). Persistent absence has improved from 2017/18 figures to 9.3% | £11,566 |
| Reduce lateness to ensure learning time is not lost at the beginning of the school day | Close tracking of lateness using Inventory. Attendance team relentless in efforts to improve – letters/phone calls/meetings. Lateness/punctuality raised through highlighted at Social Services meetings etc. | £1,000 |
| Provision of Milk | Milk offered as an option to all pupils ensuring healthy choice is encouraged. | £667 |
| Provide School uniform and shoes to ensure self-esteem is promoted. | Welfare support given to 16 families – uniform and/or shoes, to ensure good levels of self-esteem and children are not stigmatised. Additionally, food (fruit and lunches) given where children have not been provided with food or have not had breakfast. | £100 |
| Provide extra-curricular activities enabling pupils to access external competitions. Provide a comprehensive before and after school club provision | 23% of pupil premium pupils attended after school activity clubs during the year. Wide variety of clubs offered and take-up encouraged. Some lack of parental engagement identified as a barrier to wider take-up. | £667 |