

Pupil Premium Strategy – 2017/18



Growing Brighter Futures

Read below for the breakdown of the allocation of funding and the impact of this spend for the academic year 2017/18. Initial budget funding allocation based on Local Authority advice: £199,999.00

This strategy outlines planned spending and therefore may be amended to meet the needs of learners and in response to termly monitoring and arising barriers.

What do we know?	How will we plan to overcome these barriers?	Cost	How will we measure the impact? What were the outcomes?
Academic Interventions			
An on entry achievement gap of 22% exists in Year 6 between disadvantaged and non-disadvantaged pupils in reading and in maths.	HLTA Breakfast Booster Tuition – identified pupils are provided with a free breakfast and half an hour tuition before the start of the school day, 5 x 30 minutes weekly.		Pupils attending tuition will meet the expected standard in Reading and Mathematics Key Stage 2 statutory assessments July 2018, enabling the gap to close. Autumn, Spring Term 2018 teacher assessment will demonstrate pupil's progress is on track for this outcome.
An on entry achievement gap of 20% exists in Year 2 and 32% in Year 4 between disadvantaged and non-disadvantaged pupils in reading.	HLTA deployed to deliver 1:1 Eureka Reading Intervention, 4 x 20 minutes weekly for identified pupils.		Reading age assessments completed at the start and end of intervention (12 weeks) demonstrate gains in reading age with a floor standard of an added 6 months.
Baseline assessments in Reception indicate an achievement gap of 29% in Reading and 36% in Writing between disadvantaged and non-disadvantaged pupils.	HLTA deployed to deliver additional phonics tuition to identified pupils, 2 x 1 hour weekly.		The gap closes over time with a disadvantaged cohort target of 58% achieving a good level of development in reading and 53% in writing at the end of the academic year.
An on entry achievement gap of 20% exists in Year 2 between disadvantaged and non-disadvantaged pupils achieving the expected standard in writing.	HLTA deployed to deliver writing tuition to identified pupils, 2 x 1 hour weekly.		Pupils attending the intervention make better than expected progress in Writing and meet the expected standard in writing by the end of the academic year.
49% of pupil premium children have English as an Additional language.	Teaching Assistant deployed to deliver language extension and enrichment projects in Reception, Year 1 and Year 2.		Pupils make progress as confident users of English, moving to the next Stage of English and are more widely engaged with schooling and learning opportunities.
Raising achievement in mathematics is a school development priority. The following on entry achievement gaps exist in mathematics: Year 2 – 18%, Year 3 – 8%, Year 4 – 15%, Year 6 - 22%. Although there is no gap in Year 5, 26% of disadvantaged pupils did not meet age related expectations at the end of year 4, July 2017.	On Track Maths - 5 x 25 minute weekly intervention provided by teaching assistants for underachieving disadvantaged pupils.		Pupils attending intervention will meet age related expectations in mathematics by the end of the academic year or will make accelerated progress so as they are on track to meet age related expectations by the end of the Spring Term. Intervention reviewed in a termly basis.

On entry data indicates that only 39% of disadvantaged pupils in Year 6 are meeting the expected standard in Reading, Writing and Mathematics.	Tuition provided by teachers during half term and Easter 5 x 2 hours weekly.		Pupils attending tuition meet the expected standard in Reading, Writing and Mathematics Key Stage 2 statutory and teacher assessments July 2018, enabling the gap to close with a floor standard of 65%.
On entry data indicates that only 58% of disadvantaged pupils in Year 6 are meeting the expected standard in mathematics and only 16% of pupils are meeting the higher standard.	Senior teacher delivers 2 x 1 hour weekly mathematics mastery intervention enabling a 3 teacher model and reduced class sizes.		Disadvantaged pupils meet the target of 83% achieving the expected standard and 20% achieving the higher standard in mathematics in the Key Stage 2 statutory assessments July 2018.
Some disadvantaged pupils and their families require support accessing home learning.	Homework club delivered by teaching assistants and teachers – 1 x hour per week.		Children complete home learning tasks and are supported in consolidating learning and making progress across the curriculum.
Emotional and Wellbeing Interventions			
A high proportion of disadvantaged pupils have been identified as needing wellbeing and emotional support in order to overcome social and emotional barriers to learning.	Family Support Officer is employed to work with children and families in need.		Children's needs, including child protection and safeguarding commitments are met and families are supported. In doing so, pupils in receipt of this support make expected or better than expected progress from their starting points.
Some children require therapeutic intervention in order to access the curriculum and achieve well in all subjects.	A music therapist is employed to support the social and emotional wellbeing of pupils.		Children are helped to overcome social and emotional barriers to learning. Individual reports are received and confidential.
Some children require financial support to enable emergency access to services, therapies and counselling.	Emergency services are available to pupils and their families. Some pupils may receive counselling and therapies. Referrals for emergency services funding are managed by the Family Support Officer.		Children and families receive the support and intervention that they require and are able to access school journey.
Children in Year 6 require emotional support and academic preparation during SATS week.	A breakfast club is provided to all pupils 5 x weekly.		The achievement gap between disadvantaged and non-disadvantaged pupils is 10% or less in reading, writing and mathematics.
Some disadvantaged children are developing the social and emotional skills to manage playtimes and positive relationships with others.	Children will take part in daily group sessions during lunch times to develop social skills and friendships.		Children develop a stronger network of friends and increased confidence social ability. Playground incidents at lunch time are kept low.
Children receiving Free School Meals are no longer entitled to free milk.	Milk is provided to disadvantaged pupils in the infants to support their health and wellbeing.		Children are helped to receive essential nutrients and are better placed to learn.
Enrichment Interventions			
Home finances may restrict some families from accessing music lessons.	Equality of opportunity for all to access music lessons.		Music lessons will be available to disadvantaged pupils, positively impacting on their engagement with learning.

Some children require financial support to access enrichment opportunities after school and educational excursions.	Pupils will have access to the residential school journey, educational excursions and extra curricula opportunities through subsidised funding.		Broad educational experiences will be available to disadvantaged pupils, positively impacting on their engagement with learning and self-esteem.
Disadvantaged Pupil Champions			
Schools that appoint a senior leader to raise the profile and champion the learning of disadvantaged pupils are successful in closing the achievement gap.	Assistant Headteacher for Achievement and Interventions employed to track and monitor achievement data, pupil progress, make adjustments to interventions, monitor and raise levels of attendance for disadvantaged learners.		The gap over time continues to close with the school meeting or exceeding local authority and national averages in all statutory assessments July 2018. Teacher assessment in non-statutory testing year groups demonstrates value added from previous academic years with the gap closing progressively.
Schools that prioritise quality first teaching as the first point of intervention are successful in closing the achievement gap.	Subject leaders for English and Mathematics are employed to raise attainment and progress in their respective areas of learning, supporting all teachers in delivering the curriculum through good or outstanding teaching.		The gap over time continues to close with the school meeting or exceeding local authority and national averages for disadvantaged pupils in all statutory assessments July 2018. Teacher assessment in non-statutory testing year groups demonstrates value added from previous academic years with the gap closing progressively.