



Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2018/19	Total PP budget	£147,800	Date of most recent PP Review	15 th June 2018
Total number of pupils	210	Number of pupils eligible for PP 2018/19	98	Date for next internal review of this strategy	Dec 2018

Current attainment		
EYFS Attainment Prime Areas for 2017 - 18 (9 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above in PSED	78%	92%
% achieving expected or above in Communication and Language	78%	69%
% achieving expected or above in Physical Development	89%	77%
EYFS Attainment Specific Areas for 2017-18 (9 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above in Literacy	67%	69%
% achieving expected or above in Mathematics	67%	69%
% achieving expected or above in Understanding the World	56%	85%
% achieving expected or above in Expressive Arts and Design	89%	85%
Y1 Attainment for: 2017-2018 (11 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	83%	100%
% achieving expected standard or above in writing	73%	93%
% achieving expected standard or above in maths	91%	100%
Y2 Attainment for: 2017-2018 (14 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	79%	68%
% achieving expected standard or above in writing	79%	68%
% achieving expected standard or above in maths	71%	79%
Y3 Attainment for: 2017-2018 (17 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	82%	87%
% achieving expected standard or above in writing	82%	60%
% achieving expected standard or above in maths	88%	73%
Current attainment		

Y4 Attainment for: 2017-2018 (18 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	67%	86%
% achieving expected standard or above in writing	83%	93%
% achieving expected standard or above in maths	83%	86%
Y5 Attainment for: 2017-2018 (14 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	71%	89%
% achieving expected standard or above in writing	57%	78%
% achieving expected standard or above in maths	64%	79%
Y6 Attainment for: 2017-2018 (18 pupils)	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	Not measured	Not measured
% achieving expected standard or above in reading	67%	67%
% achieving expected standard or above in writing	78%	75%
% achieving expected standard or above in Grammar, Punctuation and Spelling	89%	75%
% achieving expected standard or above in maths	88%	75%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

A.	Limited English Language skills and experience of quality spoken English
B.	Limited experiential learning
C.	Life skills achieved , not age related
D.	Low self-esteem
E.	Emotional difficulties

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased conceptual and vocabulary understanding resulting in improved progress in reading, writing and maths	Pupil Premium children make better progress in reading, writing and maths – narrowing gap from on entry
B.	English language and numeracy skills are developed resulting in improved progress in reading, writing and maths	Pupil Premium children achieve better attainment in reading, writing and maths
C.	Confidence, emotional development, self-esteem and well-being are enhanced resulting in improved attitudes and readiness for learning	Pupil Premium children make better progress in reading, writing and maths – narrowing gap from on entry
D.	Effective partnership with home resulting in enhanced pupil learning	Pupil Premium children make better progress in reading, writing and maths – narrowing gap from on entry

4. Planned expenditure					
Academic year	2018/19				
Targeted support					
Desired outcomes A & B	Chosen action / approach/ PP Funding	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A & B. Increased conceptual and vocabulary understanding with English language and numeracy resulting in improved progress in reading, writing and maths	Additional staff and additional staff hours £123,800	Individual and small group support has previously enabled our children to achieve more	Senior Leadership Team will evaluate impact of specific interventions in relation to progress	Senior Leadership Team	Dec 2018
A & B. Increased conceptual and vocabulary understanding with English language and numeracy resulting in improved progress in reading, writing and maths	Y6 SATs Booster classes £2,000	Individual and small group support has previously enabled our children to achieve more	Senior Leadership Team will evaluate impact in relation to SATs practice results	Senior Leadership Team	April 2018
Other approaches - Pastoral					
Desired outcomes C & D	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Increased self-esteem and confidence resulting in improved progress in reading, writing and maths	Additional staff and additional staff hours £20,000	Individual and small group pastoral support has previously enabled our children to achieve more	Senior Leadership Team will evaluate impact of specific interventions in relation to progress	Senior Leadership Team	Dec 2018
D. Effective partnership with home resulting in increasing pupils' learning	Homework equipment packs £2,000	Children poorly equipped at home	Class teachers will monitor provision Senior Leadership Team will evaluate impact of homework	Senior Leadership Team	Dec 2018

Evaluation of Pupil Premium Strategy 2017-18

QUALITY TEACHING FOR ALL																																	
Chosen Action	Evidence Base and Rationale	Desired Outcome	Impact	Cost	Recommendation for Next Year																												
Reading and Maths Resources	Improved progress in reading, writing and maths	Improved progress in reading, writing and maths	Improved outcomes for disadvantaged pupils <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="2" style="text-align: center; padding: 2px;">Key Stage 1</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Reading Expected Standard</td> <td style="text-align: center; padding: 2px;">79%</td> </tr> <tr> <td style="padding: 2px;">Reading Greater Depth</td> <td style="text-align: center; padding: 2px;">29%</td> </tr> <tr> <td style="padding: 2px;">Writing Expected Standard</td> <td style="text-align: center; padding: 2px;">79%</td> </tr> <tr> <td style="padding: 2px;">Writing Greater Depth</td> <td style="text-align: center; padding: 2px;">7%</td> </tr> <tr> <td style="padding: 2px;">Maths Expected Standard</td> <td style="text-align: center; padding: 2px;">71%</td> </tr> <tr> <td style="padding: 2px;">Maths Greater Depth</td> <td style="text-align: center; padding: 2px;">14%</td> </tr> <tr> <th colspan="2" style="text-align: center; padding: 2px;">Key Stage 2 18 pupils</th> </tr> <tr> <td style="padding: 2px;">Reading Expected Standard</td> <td style="text-align: center; padding: 2px;">67% Nat 75%</td> </tr> <tr> <td style="padding: 2px;">Reading 110+</td> <td style="text-align: center; padding: 2px;">28%</td> </tr> <tr> <td style="padding: 2px;">Writing Expected Standard</td> <td style="text-align: center; padding: 2px;">78% Nat 78%</td> </tr> <tr> <td style="padding: 2px;">Writing 110+</td> <td style="text-align: center; padding: 2px;">22%</td> </tr> <tr> <td style="padding: 2px;">Maths Expected Standard</td> <td style="text-align: center; padding: 2px;">88% Nat 76%</td> </tr> <tr> <td style="padding: 2px;">Maths 110+</td> <td style="text-align: center; padding: 2px;">41%</td> </tr> </tbody> </table>	Key Stage 1		Reading Expected Standard	79%	Reading Greater Depth	29%	Writing Expected Standard	79%	Writing Greater Depth	7%	Maths Expected Standard	71%	Maths Greater Depth	14%	Key Stage 2 18 pupils		Reading Expected Standard	67% Nat 75%	Reading 110+	28%	Writing Expected Standard	78% Nat 78%	Writing 110+	22%	Maths Expected Standard	88% Nat 76%	Maths 110+	41%	£4,300	Continue using quality resources purchased. Purchase additional reading resources linked to termly themes using school budget.
Key Stage 1																																	
Reading Expected Standard	79%																																
Reading Greater Depth	29%																																
Writing Expected Standard	79%																																
Writing Greater Depth	7%																																
Maths Expected Standard	71%																																
Maths Greater Depth	14%																																
Key Stage 2 18 pupils																																	
Reading Expected Standard	67% Nat 75%																																
Reading 110+	28%																																
Writing Expected Standard	78% Nat 78%																																
Writing 110+	22%																																
Maths Expected Standard	88% Nat 76%																																
Maths 110+	41%																																

TARGETED SUPPORT

Chosen Action	Evidence Base and Rationale	Desired Outcome	Impact	Cost	Recommendation for Next Year	
Additional staff for targeted support for individual and small group support	Previous evidence within school has shown this to be an effective strategy	Improved progress in reading, writing and maths	Key Stage 1		£123,200	Continue with this approach as this has had effective impact
			Reading Expected Standard	79%		
			Reading Greater Depth	29%		
			Writing Expected Standard	79%		
			Writing Greater Depth	7%		
			Maths Expected Standard	71%		
			Maths Greater Depth	14%		
			Key Stage 2 18 pupils			
			Reading Expected Standard	67% Nat 75%		
			Reading 110+	28%		
			Writing Expected Standard	78% Nat 78%		
			Writing 110+	22%		
			Maths Expected Standard	88% Nat 76%		
			Maths 110+	41%		
Y6 Booster Classes - Maths	Previous evidence within school has shown this to be an effective strategy	Improved progress in maths	Key Stage 2 18 pupils		£1,500	Continue with this approach as it has had effective impact
			Maths Expected Standard	88% Nat 76%		
			Maths 110+	41%		

PASTORAL SUPPORT

Chosen Action	Evidence Base and Rationale	Desired Outcome	Impact	Cost	Recommendation for Next Year																											
Subsidy for educational visits	Limited experiences and poor oral skills on entry	Increased conceptual and vocabulary experience, resulting in improved attainment for Pupil Premium pupils in reading and writing in all year groups	<table border="1"> <thead> <tr> <th></th> <th>Communication & Language</th> <th>Literacy</th> </tr> </thead> <tbody> <tr> <td>YR</td> <td>78%</td> <td>67%</td> </tr> <tr> <th></th> <th>Reading Secure+</th> <th>Writing Secure+</th> </tr> <tr> <td>Y1</td> <td>83%</td> <td>73%</td> </tr> <tr> <td>Y2</td> <td>79%</td> <td>79%</td> </tr> <tr> <td>Y3</td> <td>82%</td> <td>82%</td> </tr> <tr> <td>Y4</td> <td>67%</td> <td>44%</td> </tr> <tr> <td>Y5</td> <td>71%</td> <td>57%</td> </tr> <tr> <td>Y6</td> <td>67%</td> <td>78%</td> </tr> </tbody> </table>		Communication & Language	Literacy	YR	78%	67%		Reading Secure+	Writing Secure+	Y1	83%	73%	Y2	79%	79%	Y3	82%	82%	Y4	67%	44%	Y5	71%	57%	Y6	67%	78%	£17,500	<p>Although this approach has been effective this will not be continued next year as there is more direct impact from targeted interventions.</p> <p>Enrichment experiences will be created on site/in local area to develop experiential learning without cost. In future years it may be useful to return to this action.</p>
	Communication & Language	Literacy																														
YR	78%	67%																														
	Reading Secure+	Writing Secure+																														
Y1	83%	73%																														
Y2	79%	79%																														
Y3	82%	82%																														
Y4	67%	44%																														
Y5	71%	57%																														
Y6	67%	78%																														
PSHE Resources	In school evidence that the development of emotional resilience has a positive impact	Improved attitudes to learning and readiness for learning	Increase in confidence and perseverance	£2,000	<p>This approach has been effective for individuals.</p> <p>Continue with approach next year – no additional resources needed</p>																											

PASTORAL SUPPORT

Chosen Action	Evidence Base and Rationale	Desired Outcome	Impact	Cost	Recommendation for Next Year
Homework Equipment Packs	Children poorly equipped at home	Effective partnership with home	Pupil and parent/carer evaluation have stated how useful this is. Increased return rate of homework set	£2,000	Continue with this approach as it is effectively extending learning into the home
'Choose Time with Your Child Tuesday' parent/carer drop-in session into YR	The greater the parent/carer knowledge about their children's learning the better they are able to help their own children succeed	Strengthen partnership with home resulting in increasing pupils' learning	Parent/carer feedback has stated how useful this is	£0	Continue with this approach – but now embedded in school practice of parental partnership and not just for targeting disadvantaged pupils
Weekly SENCo Drop in for parent/carer	Effective partnership with home has positive impact	Strengthen partnership with home resulting in increasing pupils' learning	Parent/carer feedback has stated how useful this is	£0	Continue with this approach – but now embedded in school practice of parental partnership and not just for targeting disadvantaged pupils

5. Additional detail

The impact of this strategy will be evaluated throughout the academic year.
Alterations will be made if impact is not evident.

Breakdown of PP spend by year group 2018/19

YR	7.1%	£ 10,496
Y1	11.2%	£ 16,553
Y2	14.3%	£ 21,135
Y3	16.3%	£ 24,091
Y4	18.4%	£ 27,195
Y5	14.3%	£ 21,135
Y6	18.4%	£ 27,195