

Pupil Premium Grant Strategy 2018-2019

Number of pupils and Grant Amounts

Total number of pupils on roll	400 (September 2018)
Total number of pupils eligible for PPG	58 (including Looked After Children, Previously Looked After Children and Service Children)
Total Predicted amount of PPG	£97,600



Barriers to Educational Achievement in Our School	Approaches to Address Barriers
<p>1. <u>Consistent High Quality Teaching and Learning</u></p> <p>To improve teaching and learning, across the whole curriculum to ensure progress of all children but particularly our most vulnerable children is increasingly in-line with national expectations.</p> <p>To develop teachers pedagogical and subject knowledge throughout the school, so that all teachers are consistently delivering good provision each and every day.</p> <p>To ensure that all children make at least expected progress from their individual starting points through high quality wave 1 teaching and effective intervention.</p> <p>Ensure consistency of assessment and moderation within the school and by making links with other schools.</p>	<p>Ensure ALL staff who teach classes are well trained in current best practice. New and inexperienced staff are provided with a high quality coaching and mentoring programme. High quality training and in-school support is resourced from within the school, within county and nationally.</p> <p>Ensure all teaching staff are confident in assessing children accurately and then creating appropriate next steps at a year group, class, group and individual level.</p> <p>Create robust tracking and moderation systems that ensure best practice is shared and adhered to</p> <p>Ensure all classes have appropriate interventions to close the gap and/or accelerate progress. Interventions need to impact on children's progress quickly.</p> <p>Regular pupil progress meetings.</p> <p>Use of teaching resources and strategies that are proven to accelerate progress.</p>
<p>2. <u>Attendance</u></p> <p>To continue to improve attendance for all children.</p> <p>To close the gap between attendance of pupil premium children and non-pupil premium children.</p>	<p>Use proven systems and policies to improve attendance for all children through working in partnership with families. Ensure families and children are aware of the importance of regular school attendance. Work with individuals and families to identify barriers to attendance and action plan on an individual basis as required. Work with the Local Authority to address year on year poor attendance, when in-school strategies are not making an impact.</p>
<p>3. <u>Life Experiences/Enrichment</u></p> <p>Some pupils do not have a childhood filled with varied and rich life experiences to provide inspiration, creativity or a greater understanding of the world. This then impacts on what they can then bring to the classroom to support their own development. There can be a vast discrepancy of experiences between peers.</p>	<p>All children have the opportunity to attend trips and visits, including a residential visit in year 4 and year 6. Children can access clubs and individual lessons which provide life experiences, opportunities they may not otherwise have or nurture a skill, gift or talent.</p>
<p>4. <u>Emotional Wellbeing/ Personal Development</u></p> <p>Some children find it difficult to settle into school, concentrate, manage their behaviours or emotions - all of which impact on their learning and sometimes the learning of their peers. Some of our children have experiences outside of school, and out of their control, that can make accessing learning a challenge.</p>	<p>Children and families are supported to ensure that they are able to access effective educational opportunities in times of personal crisis or when experiencing difficulties outside of school that may impact on the child's potential to make academic progress. Support is also put in place to ensure a child who is struggling with their emotions or behaviours does not impact on the learning of others.</p>

1. Consistent High Quality Teaching and Learning

Objective	Actions	Year Group	How will we know this has worked?
Ensure all staff are confident in moderating children's work. Then developing next steps in teaching sequences at a class, group and when appropriate individual level.	Develop whole school tracking system. Assessment Training. Moderation training. Moderation opportunities within school and across schools for all teachers. At least 3 per year.	Whole School	Staff appraisal procedures, observations, pupil interviews, work scrutinies, attainment in assessments.
Ensure all Maths and English lessons are well resourced to ensure depth of learning.	English and Maths coordinators to identify significant areas for development and resource key subjects to improve learning outcomes for pupils.	Whole School	Staff appraisal procedures, observations, pupil interviews, work scrutinies, attainment in assessments.
Ensure reading is developed for most vulnerable children.	Identify 2 key children per class, per term for intensive reading with volunteers and Teaching assistants. Purchase high quality reading material, in particular to inspire boys, high level of interest with a lower level of decoding to accelerate progress.	2 Children per class per term. Years 1 to 6.	Tracking of standardized scores and/or reading ages for these children will indicate accelerated progress beyond the average of the other children.
Ensure all teaching staff, teachers and TAs are aware of significant children and are planning appropriate wave 1 and intervention teaching to meet needs.	Half termly pupil progress meetings with teachers, TAs and Member of SLT focusses on progress and attainment of individual children and particularly tracks teaching and support provided to the most vulnerable children. Data tracking system to support identifying key areas for development.	Whole School	Increased attainment in English and Maths (Assessment Data, including ELG, phonics, internal data and national assessments at year 2 and 6)
Provide high quality interventions to close the gap.	Interventions for all PP children TA Training Intervention Tool kits	Whole school	Increased attainment in English and Maths (Assessment Data, including ELG, phonics, internal data and national assessments at year 2 and 6)
Provide high quality phonics interventions to close the gap with identified individual children	Training in quality phonics teaching and intervention.	FS and KS1	Attainment in Phonics remains in-line with National, as achieved in Summer 2018.
Provide high quality language development for English as an Additional Language.	Weekly interventions for identified children.	Whole School	Accelerate progress - Children achieve ELG, close gap towards ARE from baseline.
	Cost:	£75,240	

2. Improve attendance.

Objective	Actions	Year Group	How will we know this has worked?
Improve attendance for all children.	First day contact phone calls. Letters to parents. Reward certificates. Prizes for most improved attender.	Whole school	Attendance data has increased from 95.65% Number of persistent absentees reduced from 7.48%. Punctuality improved. Children are at school for beginning of learning.
Improve attendance for vulnerable children.	Breakfast Club Walking bus Personalised Action Plans for identified families.	Whole school	Gap between PP and Non-pp attendance is reduced. 2017/18 gap was 96.01% - 94.01% = 2.00%
	Cost:	£3,100	

3. Provide rich life experiences.

Objective	Actions	Year Group	How will we know this has worked?
Providing children with additional experiences beyond the classroom to enhance their life skills and learning. Broaden their experience and extend their learning.	Contributions to school trips, including residential visits and visitors into school. Provide identified children with life skills opportunities - including cooking, working with money in real life situations, road safety, cycle proficiency etc.	Whole school	Children's first hand experiences can be shared with others and provide opportunities to develop communication skills. These experiences provide opportunities to extend learning and provide a context for additional curriculum development within the classroom. Pupil interviews.
To ensure every PP child accesses at least one extra-curricular club over the academic year.	Keep register of all attending clubs. Identifying PP children not attending clubs. Take pupil voice on what clubs they would attend and provide activities to meet need.	Whole school	Pupil interviews demonstrate increased confidence and enjoyment in engaging in activities.
	Cost:	£4,450	

4. Ensure learning readiness

Objective	Actions	Year Group	How will we know this has worked?
Ensure all staff are aware of how to support vulnerable children in times of crisis to ensure they are able to access their learning as effectively as possible in times of stress/anxiety.	Learning mentor to provide additional training for staff. Restorative justice training	Whole School	Anonymised interviews with identified families and children who have received additional support. Feedback from staff about impact of training. Regular reviews of vulnerable children with SENCo and Learning Mentor.
Ensure all vulnerable families are able to access school information and complete forms etc. so their child is included in all possible opportunities.	Support from Office team. Additional Office hours to support parents with trips, lunches, accessing opportunities.	Whole School	ALL children access trips. ALL children have appropriate meals ordered. ALL families have access to information about the school that they can access through translation/enlargement/ support with reading etc.
Vulnerable children are supported in times of personal crisis to ensure they are able to access their learning as effectively as possible.	Learning mentor - ELSA course Nurture groups Personalised social, behaviour, and bereavement etc. support. Sensory circuits	Whole School	Barriers to learning are identified and strategies are put into place that ensure these children make accelerated progress, evidenced at pupil progress meetings.
ALL children experience positive playtimes which allow them to continue with their learning effectively in the afternoon.	Recruit an additional Midday Supervisor to provide a higher adult to child ratio. Allowing Senior Midday supervisor to provide hands on training and support to all MSAs.	Whole School	Pupil interviews show that they are ready to start learning. Number of lunch incidents reduced.
	Cost:	£16,500	
	Total Cost:	£99,290	