

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2018 – 2019
Number of pupils on roll (October 2016 census)	80
Number of pupils eligible for pupil premium funding	10
Amount of Pupil Premium Grant received	£16,820
Date of most recent internal PP review	Autumn 2018
Date of next internal review of this strategy	March 2019 and July 2019

Summary of the main barriers faced by eligible pupils
1. The percentage of disadvantaged pupils reaching a GLD in EYFS is lower when compared to others.
2. Attainment in English at KS1 for disadvantaged pupils is lower than that of others
3. Progress and attainment in English at the end of KS2 for disadvantaged pupils is lower than national expectations and lower when compared to others in the school
4. Progress and attainment in Maths at the end of KS2 for disadvantaged pupils is lower than national expectations and lower when compared to others in the school
5. Absence for disadvantaged pupils is higher than national figures

Outcomes		
Desired outcomes and how they will be measured		Success Criteria
1.	To raise the % of disadvantaged children reaching a good level of development at the end of EYFS.	The number of pupils reaching a GLD in EYFS rises to 80 The number of disadvantaged pupils rises to 100% (Traveller child) LSA support through 'school ready' intervention for year R as planned by class teacher.
2.	For the attainment of disadvantaged children in English at the end of KS1 to increase so that it is more in line with others. (1 child - target – HWT)	Trim trail intervention for pupils in KS1 led by LSA to help improve physical motor skills, co-ordination as well as supporting SEMH needs to ensure these children can access their learning. Regular intervention led by CT targeted around band 2 reading and writing.
3.	For disadvantaged pupils to make similar progress across KS2 in English compared to others. To raise attainment for disadvantaged pupils in English so these children perform more in line with their peers.	LSA (Yr 6) support in class for targeted pupils Quality First teaching in all year groups with clear differentiation and support in English. Targeted intervention for disadvantaged pupils Closer tracking of all disadvantaged pupils

4.	For disadvantaged pupils to make similar progress across KS2 in Maths and English compared to others. To raise attainment for disadvantaged pupils in Maths so these children perform more in line with their peers.	LSA (Yr 5 and 6) support in class for targeted pupils. Quality First teaching in all year groups with clear differentiation and support in maths. Targeted intervention for disadvantaged pupils Closer tracking of all disadvantaged pupils
5.	For the attendance and punctuality of disadvantaged pupils to improve particularly those with SEN.	Attendance officer to track attendance, warning letters and SAMs planned for pupils with attendance under 95%. Learning Mentor type support Early bird initiative each half term.

Planned Expenditure					
Academic Year		2018 - 2019			
Quality of Teaching for All					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
1,2,3,4	Carefully planned use of LSA support in middle school in mornings, in upper school all day, in EYFS all day and all day in lower school.	LSAs to provide targeted support for disadvantaged pupils during whole class teaching as well as including interventions such as Toe by Toe to close gaps and aid progress of disadvantaged pupils.	Drop in's by SLT Planning scrutinies pupil Progress meetings to review support Intervention planning monitored by SEND Co-ordinator	SENco and HoS/ExHT	Half termly
1,2,3,4	LSAs and CTs to provide targeted Intervention throughout the school day for individual pupils.	Targeted intervention is planned by the class teachers. LSAs and teachers are organised to support small groups throughout day to provide Intervention. Disadvantaged children therefore make more progress	Drop in's by SLT Planning scrutinies pupil Progress meetings to review support Intervention planning monitored by SEND Co-ordinator	SENco and HoS/ExHT	Half termly
Total Budget Cost					£ 8200
Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
1	HLTA full time in EYFS.	HLTA to provide full time support for vulnerable children to ensure they are 'school ready' and able to access learning.	Planning scrutinies Drop in by SLT Pupil progress meetings Intervention planning monitored regularly and impact measured	HoS/ExHT	Half termly
2	LSA training for gym trail in lower school LSA and CT led interventions.	LSA to provide gym trail intervention for targeted pupils in lower school particularly for disadvantaged pupils Targetted interventions are planned, intense and specific 6 week interventions which cover key skills children may be missing and may be barriers to learning. By addressing these through intervention children can continue to make progress.	LSAs to attend gym trail training, sessions planned and recorded by LSA. Lower school teacher to plan intervention Pupil Progress meetings SLT drop ins Monitoring of Intervention by SEN Co-ordinator	SENco and HoS/ExHT	Half termly

3,4	LSA training for gym trail in middle and upper school. Targeted Intervention for disadvantaged pupils in Reading, writing and Maths in middle and upper school.	LSA to provide gym trail intervention for targeted pupils in middle and school particularly for disadvantaged pupils Targeted interventions are planned, intense and specific 6 week interventions which cover key skills that children may be missing and may be barriers to learning. By addressing these through intervention children can continue to make progress in all core areas.	Teachers plan intervention LSAs and teachers deliver intervention at different times of day Drop in's Scrutiny of interventions Data analysis Tracking of disadvantaged pupils	SENco and HoS/ExHT	Half termly
Total Budget Cost					£ 5190
Other Approaches					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
2,3,4.	Support for Vulnerable disadvantaged pupils 2 x afternoons focusing on social and emotional support – particularly year 5	Barriers to learning can be addressed so children feel confident and are able to learn in mornings. Address self esteem issues.	Timetable for all vulnerable children to be reviewed half termly Communication between LSA and class teacher	SENco and HoS/ExHT	Half Termly
3.	Tracking of attendance by attendance officer	Attendance of PPG children and those with SEND is below target of 95%. If this rises the children will be accessing quality first teaching which will enable better progress and attainment.	Clear tracking systems in place Close tracking of disadvantaged pupils Early Bird Incentives Monthly attendance reviews	HoS/ExHT	Half Termly
Total Budget Cost					£ 6250

**2018/2019 Academic Impact Data
(based on end of year targets)**

Year 6 – 11 pupils				
(O) = Others	% attaining age related expectations at the end of Year 6	% working at a deeper level of understanding at the end of Year 6	% making expected progress at the end of Year 6	% exceeding expected progress at the end of Year 6
3 PPG children				
Reading (O)	85%	32%	100%	45%
(PP)	60%	0%	100%	33%
Writing (O)	85%	32%	100%	36%
(PP)	60%	10%	100%	0%
Maths (O)	85%	16%	100%	36%
(PP)	60%	0%	100%	0%

Year 5 – 0 pupils				
(O) = Others 5 PPG children	% attaining age related expectations at the end of Year 5	% working at a deeper level of understanding at the end of Year 5	% making expected progress at the end of Year 5	% exceeding expected progress at the end of Year 5
Reading (O)	73%	45%	100%	9%
(PP)				
Writing (O)	73%	45%	79%	18%
(PP)				
Maths (O)	73%	27%	84%	9%
(PP)				

Year 4 – 12 pupils				
(O) = Others 3 PPG children	% attaining age related expectations at the end of Year 4	% working at a deeper level of understanding at the end of Year 4	% making expected progress at the end of Year 4	% exceeding expected progress at the end of Year 4
Reading (O)	82%	27%	100%	0%
(PP)	100%	33%	100%	0%
Writing (O)	82%	36%	100%	0%
(PP)	100%	0%	100%	0%
Maths (O)	91%	18%	100%	0%
(PP)	100%	0%	100%	0%

Year 3 – 12 pupils				
(O) = Others 0 PPG children	% attaining age related expectations at the end of Year 3	% working at a deeper level of understanding at the end of Year 3	% making expected progress at the end of Year 3	% exceeding expected progress at the end of Year 3
Reading (O)	83%	25%	100%	0%
(PP)				
Writing (O)	91%	25%	100%	0%
(PP)				
Maths (O)	74%	25%	100%	0%
(PP)				

