

Pupil Premium Strategy 2018-19

NOR	206
Number of pupils eligible for PP funding	51
Percentage of pupils eligible for PP funding	24%
Total Budget allocation	£68600
Academy Deprivation Index	6
Nominated member of EAB	Mrs Jenny Collins
EAB PP Review dates	To be confirmed at next AAB meeting following conversion on Dec 1 st 2018

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	71%	4/6 66%	72%
Year 1 Phonics	93%	60%	95%
Key Stage 1 Reading	79%	60%	83%
Key Stage 1 Writing	83%	60%	87%
Key Stage 1 Maths	79%	60%	83%
Key stage 2 Reading	66%	67%	65%
Key stage 2 Writing	79%	67%	85%
Key stage 2 Maths	59%	67%	55%

Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

What does the data suggest for priorities for the next academic year?

EYFS

National reading 2018 77% Greengates 71

National writing 2018 74% Greengates 71

Literacy is the key focus for EYs to close the gap to National and close the gap between DV and National

KS1

Progress of DV doesn't decrease from EYFS to end of KS1 – EY 66% (4/6) KS1 60% (3/5). The gap to Non DV and national is still approx. 20%. Converting 1 of the LA children from EY to ARE at KS1 would close the gap. Therefore a focus on Low Attaining children in all areas across years 1 and 2 is necessary

- Accurate identification of gaps in RWM
- Appropriate intervention in all areas

KS2

Again percentage of DV children achieving ARE at KS1 is broadly in line with DV achieving ARE at KS2, however DV are in line with Non DV in reading and maths but below in writing.

A whole plan to implement a more mastery approach in maths and an increase in the amount of comprehension taught across school.

Key areas – Effective gap analysis in maths and reading to address misconceptions in learning

Behaviour and Attendance

DV children to be targeted with support plan / reward cards to improve attendance

2018-19 Pupil Premium RAG progress tracking and Intervention record

Nursery / Reception Pupil Premium interventions Pupil premium in cohort 5/26 = 19% SEN pupils 2	Below			On track for GLD			Above		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Number / Space, Shape and Measures <ul style="list-style-type: none"> Small group interventions 	4 chn	4 chn		1 ch	1 ch				
Reading <ul style="list-style-type: none"> Targeted to read with adults daily All support in school go to Rec to hear readers Phonics targeted groups and individual 	4 chn	4 chn		1 ch	1 ch				
Writing <ul style="list-style-type: none"> AVP works with small intervention group 	4 chn	4 chn		1 ch	1 ch				

Y1 Pupil Premium interventions Pupil premium in cohort 6/30 20% SEN pupils -none	EYFS LPA 2 pupils			EYFS MPA 4 pupils			EYFS HPA 0 pupils		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Maths <ul style="list-style-type: none"> Separate starter sessions Support staff target DV children Small group teaching 	2@2:2	2@2:2		3@2:2 1@2:1	2@2:2 1@2:1 1@1				
Reading <ul style="list-style-type: none"> Phonic intervention groups to accelerate learning Sight word intervention group Volunteer readers target y1 DV children 	2@3	1@3 1@2:2		2@3 2@2:2	1@3 2@2:2 1@2:1				
Writing <ul style="list-style-type: none"> Extra time given with adult for writing sessions TA / Teacher target DV children in lessons Extra CVC sentence builder work provided in class and sent home Target DV children books when marking 	2@3	1@3 1@2:2		1@3 3@2:2	2@2:2 1@2:1 1@1				
Other <ul style="list-style-type: none"> Collaboration / sharing / learning to play socially group twice weekly for identified DV children 									

Y2 Pupil Premium interventions Pupil premium in cohort 6/29 = 21% SEN 2 pupils	Low EYFS PA 3 pupils			Medium EYFS PA 3 pupils			High EYFS 0 pupils		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Maths <ul style="list-style-type: none"> Additional SDI daily targeted Targeted in lessons by class teacher Extra arithmetic starters every morning 	2@3 1@2:2	2@3 1@2:2		3@2:2	2@3 1@2:1				
Reading <ul style="list-style-type: none"> Lexia online reading intervention Identified to work read 3x weekly with year 6 Identified / targeted for questioning in class 	2@3 1@2:2	2@3 1@2:2		3@2:2	1@2:2 1:2:1 w1@1				
Writing <ul style="list-style-type: none"> Adult support during editing and proof reading Lexia 	2@3 1@2:2	2@3 1@2:2		3@2:2	2@2:2 1@2:1				
Other <ul style="list-style-type: none"> Social skills group – focus on sharing, getting along and collaboration 									

Y3 Pupil Premium interventions Pupil premium in cohort 8/30 27% SEN 4 pupils EYFS 4 Low PA 2 Med PA 1 no PA	Low KS1 4 PA pupils			Medium KS1 3 PA pupils			High KS1 1 PA pupils		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Maths <ul style="list-style-type: none"> Books targeted to be marked first 2 provided with personalised curriculum – y1/2 maths with daily maths 1 child provided with daily SDI 2 targeted for regular SDI daily access to TT Rockstars online timestable programme 	4@3	2@3 1@2:2 1@1		1@3 2@2:2	2@1 1@GD		1@2:1	1@GD	

Reading <ul style="list-style-type: none"> 2 chn provided daily reading sessions to improve fluency and retrieval 3 chn given daily reading with an adult 4 access Lexia with follow up lessons to provide personalised curriculum with teacher 3 x weekly reading with an adult 	4@3	3@3 1@2:2		1@3 1@2:2 1@2:1	1@3 1@2:2 1@1		1@2:1	1@1	
Writing <ul style="list-style-type: none"> DV chn targeted for marking first 1 chn given personalised y1 ITAF curriculum differentiated WAGOLLS and learning outcomes for 2 DV children 	4@3	3@3 1@2:2		3@2:2	2@2:2 1@2:1		1@2:1	1@2:1	
Other <ul style="list-style-type: none"> Lego therapy – social skills, intervention, processing and reasoning skills Inclusion manager supports at playtime session for social and emotional support 1 DV chn accesses life skills 									

Y4 Pupil Premium interventions Pupil premium in cohort 8/32 25% 2 SEN EYFS 2 LPA 5 MPA 1HPA	Low KS1 PA 3 pupils			Medium KS1 PA 4 pupils			High KS1 PA 1 pupil		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Maths <ul style="list-style-type: none"> 3 LA DV children supported in maths, targeted for SDI Work checked first Personalised curriculum for DV children not working at ARE 	2@3 1@2:2	2@3 1@2:2		1@2:2 3@2:1	3@2:1 1@1		1@2:1	1@GD	
Reading <ul style="list-style-type: none"> 3 DV children access Lexia Targeted GR group of DV children 	2@3 1@2:2	2@3 1@2:2		4@2:1	3@2:1 1@1		1@2:1	1@1	
Writing <ul style="list-style-type: none"> LA children provided word mats Differentiated spelling groups Adult support directed to DV during writing sessions 	2@3 1@2:2	2@3 1@2:2		1@2:2 3@2:1	1@2:2 3@2:1		1@2:1	1@2:1	
Other Social stories – developing social communication, awareness of others, awareness of own actions and how to respond in social situations									

Y5 Pupil Premium interventions Pupil premium in cohort 8/29 28% 8 children of which: 1 pupil SEN 3 Low, 4 medium, 1 High at EYFS	Low KS1 PA 2 pupils EYFS LPA no EYFS			Medium KS1 PA 5 pupils EYFS LPA MPA no EYFS			High KS1 PA 1 pupil EYFS MPA LPA no EYFS		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Maths Spring 1 <ul style="list-style-type: none"> 1-1 support above allocated 27hrs to include due to playtime need Personalised Y3 curriculum for 2 DV children with HLTA daily Targeted DV children for SDI lessons daily Daily practise of times tables with 3 DV children DV children's books marked first to identify SDI needs Summer Same as above.	2@3	2@3		1@3 2@2:2 2@2:1	1@3 1@2:1 3@1		1@2:1	1@1	
Reading Spring <ul style="list-style-type: none"> 1-1 fluency/comprehension sessions Small group weekly 1-1 fluency intervention with HLTA 2 DV access Lexia Targeted learning in Guided Reading for 6 DV child Targeted learning in class for GD for 1 DV child Summer Same as above. <ul style="list-style-type: none"> Morning and after boosters with Y6 teacher and Principal 2 x weekly (Starting Summer 2) 	2@3	2@3		1@3 3@2:2 1@1	2@3 2@2:2 1@1		1@2:1	1@1	
Writing Spring <ul style="list-style-type: none"> 1-1 support for writing Small group for support, editing and proof reading work 2 DV on Lexia Key spelling group for 2 DV children Summer Same as above.	1@3 1@2:2	1@3 1@2:2		2@3 2@2:2 1@2:1	2@3 2@2:2 1@2:1		2:2	2:2	

<ul style="list-style-type: none"> Handwriting support for 2 DV children 									
Other Spring <ul style="list-style-type: none"> Daily check in with 1 DV children before break and lunch with Principal Overlays to support learning Lunchtime coach to support anger management, develop collaboration skills and to manage social situations. Anger Management / Lego therapy / social skills sessions with Inclusion Manager Summer Same as above.									

Y6 Pupil Premium interventions Pupil Premium in cohort 8/29 28% 8 children of which: 5 SEN 5 low, 3 Mid at EYFS	Low KS1 PA 2 pupils 2 SEN			Medium KS1 PA 6 pupils 3 SEN			High KS1 PA 0 pupils		
	Baseline Autumn	Spring	Summer	Baseline Autumn	Spring	Summer	Autumn	Spring	Summer
Maths <ul style="list-style-type: none"> Personalised y2 maths curriculum PP children with adult at start of every maths lesson 15 min maths booster with Principal for 2 children daily Daily arithmetic with Inclusion Manger for 1 child Morning and after boosters with Y6 teacher and Principal daily Targeted for SDI session everyday DV children's books marked first to identify SDI needs Booster feedback sessions to target areas they feel they are unsure off 	1@3 1@2:2	1@3 1@2:2		4@3 2@2:2	2@3 2@2:2 1@2:1 1@1				
Reading <ul style="list-style-type: none"> Weekly after school booster with Principal Individual GD reading booster with HLTA Mixed ability guided reading groups to support PP children Regular QLA to identify key areas to address in curriculum 	2@3	2@3		2@3 1@2:2 3@2:1	1@3 2@2:2 3@2:1				

Writing <ul style="list-style-type: none"> • Key spelling group for DV children • Writing Mats provided • 1-1 feedback on writing for DV children • Targeted DV children during lessons 	2@3	2@3		2@3 3@2:2 1@2:1	2@3 2@2:2 2@2:1				
Other <ul style="list-style-type: none"> • Lunchtime coach to support anger management, develop collaboration skills and to learn how to hand difficult social situations • Anger Management / Lego therapy / social skills sessions with Inclusion Manager 									