



**Pupil Premium Strategy Statement
2018-2019**

1. 2017-2018 outcomes in Key Stage 2		
	<i>Pupils eligible for PPG</i>	<i>Pupils not eligible for PPG</i>
% achieving the expected standard above in reading, writing & maths	67%	84%
% achieving the expected standard or above in reading	70%	97%
% achieving the expected standard or above in writing	73%	90%
% achieving the expected standard or above in mathematics	90%	84%
2. 2017-2018 outcomes in Key Stage 1		
% achieving the expected standard or above in reading	95%	79%
% achieving the expected standard or above in writing	90%	75%
% achieving the expected standard or above in mathematics	90%	82%
3. 2017-2018 outcomes in Phonics Screening		
% passing in Year 1	89%	94%
4. 2017-2018 outcomes in EYFS		
% achieving the Good Level of Development	89%	87%
5. Barriers to future attainment (for pupils eligible for PPG)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Many pupils eligible for pupil premium have reduced literacy experiences	
B.	A number of pupils eligible for pupil premium are also EAL	
C.	A number of pupils eligible for pupil premium also have complex SEN/D	

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Housing issues – massive overcrowding and temporary accommodation
E.	Punctuality and attendance
F.	Lack of routine (sleep, food, adult involvement)
G.	Lack of support from families due to limited skills in English and Mathematics

6. Planned expenditure

Academic year	2018-2019
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	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?
Continue to improve reading and writing outcomes for all pupils	<p>Implement the new English curriculum</p> <p>Employ experienced, highly skilled English Lead</p> <p>Guided reading lessons in the new, well-stocked library</p>	The Trust is passionate about narrowing the gap in regard to achievement and has developed a challenging curriculum which focuses on the improvement of vocabulary as a key to narrowing the attainment gap.	The Deputy Heads for EYFS/KS1 and KS2 will monitor and review the quality of teaching and learning along with the English specialist teachers.	Deputy Heads	Spring 2019

<p>Accelerate progress of all PPG pupils and diminish the difference between PPG and non PPG pupils in reading, writing and maths</p>	<p>Implement the new English curriculum</p> <p>Continue with Mathematics Mastery</p> <p>The teaching of Latin to teach children the roots of words in English</p>	<p>The school is determined to ensure that all children, regardless of background, succeed.</p> <p>The Trust is a research-led organisation which believes in a knowledge-led curriculum and has invested heavily in developing their own robust English curriculum.</p>	<p>Quality assurance of training provision by school leaders will be undertaken to ensure its effectiveness. Classroom observations and pupil data will be used to evidence impact of training.</p> <p>Staff performance management to be used as method to QA the programmes offered. Reduced gaps between PPG/non PPG at end of KS will evidence efficacy.</p>	<p>Deputy Heads</p>	<p>Spring 2019</p>
<p>Total budgeted cost</p>					<p>£90,000</p>

ii. Targeted support					
Desired outcome	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?
Targeted support and guidance to all children in receipt of PPG so that they make at least good progress	Small group teaching using additional intervention teachers and TAs	Previous success with this approach.	SLT will monitor and identify the interventions that are effective.	Deputy Heads	Spring 2019
PPG pupils who have a SEND carry out identified intervention and make at least expected progress	Small group teaching using additional intervention teachers and TAs Full-time SENDCO	Previous success with this approach.	SLT will monitor and identify the interventions that are effective.	SENDCO	Spring 2019
Total budgeted cost					£90,000
iii. Other approaches					
Desired outcome	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?

<p>Ensure good attendance from PPG children</p>	<p>Sports Coaching Club at 8am with the PE coaches</p> <p>Subsidised breakfast club for identified pupils and families</p> <p>Subsidised after school club for identified pupils and families</p> <p>Rewards for the best attendance</p>	<p>All children need to have good attendance to ensure that they make good progress at school. PPG funding will be used to support families to reduce barriers to good attendance.</p>	<p>Uptake of clubs offered will be monitored. Parents/carers specifically invited to take up these opportunities for their children.</p>	<p>Deputy Heads</p>	<p>Spring 2019</p>
<p>To provide wider experiences for PPG children to widen their life chances and develop wider range of life skills / vocabulary to articulate views</p>	<p>A range of trips and educational visits to enhance the curriculum</p> <p>Commando Joe's character education programme</p>	<p>PPG funding will be used to support families to reduce barriers to their children's learning.</p>	<p>Uptake of trips offered will be monitored. Parents/carers specifically invited to take up these opportunities for their children.</p>	<p>Deputy Heads</p>	<p>Spring 2019</p>
<p>Total budgeted cost</p>					<p>£20,000</p>

Academic year	2017-2018	Total Pupils: 381	PPG Eligible Pupils: 166	Total PPG Budget: £235,000
7. Review of expenditure				
Previous Academic Year	2017-2018			
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Higher rates of progress in Reading and Writing across KS1 and KS2 for PPG pupils	Cross-curricular approach to Reading and Writing with an emphasis on ensuring lots of opportunities for extended writing.	High: Children in receipt of PPG in KS1 achieved better than non PPG children. Attainment and progress for children in receipt of PPG in KS2 improved on the previous year. Success criteria: met	We will continue with this approach but place a greater focus on reading and writing at Key Stage 2.	£50,000
Higher rates of progress in maths across KS1 and KS2 for PPG pupils	Maths specialist teachers in KS2 who support provision in KS1 and EYFS.	High: In both Key Stage 1 and Key Stage 2, children in receipt of PPG achieved better than those not eligible. Overall, achievement and progress in Mathematics was strong. Success criteria: met	We will continue with this approach.	£50,000

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Targeted support and guidance to all children in receipt of PPG so that they make at least good progress	Small group teaching using additional intervention teachers and TAs	High: Overall, children in receipt of PPG made good progress but there needs to be more work on ensuring that they do as well in Reading at Key Stage 2. Success criteria: met	We will continue with this approach but we will place a greater focus on the interventions in Key Stage 2.	£50,000
Ensure high rates of achievement and parity between PPG/Non PPG eligible pupils at KS1 and KS2	Small group teaching using additional intervention teachers and TAs	Medium: Overall, children in receipt of PPG achieve well and above national average. Achievement in Reading and Writing at KS2 needs to improve. Success criteria: partially met	We will ensure that the small group intervention work is more targeted at reading and writing.	£50,000
iii. Other approaches				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensure good attendance from PPG children	<p>Sports Coaching Club at 8am with the PE coaches</p> <p>Subsidised breakfast club for identified pupils and families</p> <p>Subsidised after school club for identified pupils and families</p> <p>Rewards for the best attendance</p>	<p>High: Attendance for children in receipt of PPG was 95.5% compared to 95.5% for the whole school.</p> <p>Success criteria: met</p>	We will continue with this approach.	£20,000
Ensure PPG children attend curriculum enrichment trips and families are given support	<p>Subsidised school trips</p> <p>Subsidised Year 6 school journey for PPG children</p> <p>Hardship fund</p>	<p>High: Children in receipt of PPG attend the trips offered by the school.</p> <p>Success criteria: met</p>	We will continue with this approach.	£15,000

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

We have also used progress data as well as attainment data.