

Pupil Premium Funding 2018-2019

Below we have outlined where Pupil Premium funding will be spent during this academic year.

This is updated at the start of each term, allowing us to ensure the support is catering to the PP children's specific needs at that time.

Key Priorities:

- To narrow the gap between PP children and their peers, especially in writing, across the school
- Continue to increase % of children achieving age expected especially in Year 2 and 5 in all subjects so they are at least in line with national
- Continue to increase % of children who exceed expectations so they are more in line with national averages
- To ensure % of children obtaining their ELG remains in line or above national
- Ensure PP children's have a positive and strong mental wellbeing
- Reduce the number of persistent absentees to ensure attendance of PP is in line with national

Potential Barriers:

- 15% of PP are on SEN register (2 children have an EHCP)
- 18% of PP were part of a CP, CIN or CAF last year (2017-18)
- 15% of PP children had an attendance below 90% last year (2017-18)
- Mobility: 13% of PP joined school during last academic year (2017-18)

Overview of Pupil Premium Spending

<u>Financial Year</u> April '18 – April '19	<u>Academic Year</u> September '18-July' 19
<u>Incomings</u> £56, 000 (predicted)	
<u>Outgoings</u> April-July: £20,356.21 Sept- Dec: Jan- March: Total:	<u>Outgoings</u> Autumn '18: Spring '19: Summer'19:

How is Pupil Premium Funding spent?

Activity/Focus	Rational	Cost (updated at the end of every term)	Impact (updated at the end of every term)
<p>Focused support during lessons with Teacher / Teaching Assistant</p> <p>Teaching Assistant and Teacher led interventions</p> <p>One-one and small group interventions.</p> <p>Interventions include: Speech and Language Fine motor skills Writing-letter formation/handwriting Writing Reading Maths Phonics Spelling Talk Boost TeachSpeech</p>	<p>To narrow the gap between PP children and their peers, especially in writing, across the school</p> <p>Increase % of children achieving age expected especially in Year 2 and 5 in all subjects</p> <p>Continue to increase % of children who exceed expectations so they are more in line with national averages</p> <p>To ensure % of children obtaining their ELG remains in line or above with national</p> <p>To prevent gap forming in EYFS between PP and their peers by continuing high quality interventions</p> <p>Identify target children based on previous achievements to ensure receive focused support within class so they can achieve AE/AAE</p>		

<p>Social and Personal Skills Nurture / Cool Connections Restorative Practice</p>	<p>Ensure children have good mental health and wellbeing by:</p> <ul style="list-style-type: none"> • Developing social interaction and understanding of the world. • Supporting with difficult family circumstances and situations. • Developing ability to deal with difficult and challenging emotions. 		
<p>Extra-curricular activities</p> <p>Funding trips/residential/ After school clubs/Holiday clubs/ Music/ Swimming</p>	<p>To ensure all children take an active part in a range of opportunities and experiences.</p>		
<p>Monitoring Progress/ attainment</p> <p>PP Lead.</p> <ul style="list-style-type: none"> • Analysis and tracking of data (individual children, cohorts and whole school) • Data surgeries • Monitoring of provision within class and interventions • Adapting interventions/groups as appropriate • Monitoring of attendance • Monitoring PP in EYFS and Nursery • Monitor and track progress in phonics to ensure in line with national • Develop range of interventions delivered both in and out of classroom • To regularly meet with teachers to discuss progress of PP children • Attend CP, CIN, CAF meetings to ensure needs of children are being met and effective relationships with parents 	<p>To narrow the gap between PP and their peers and raise % of PP children achieving AE and AAE to ensure it is in line with national by:</p> <ul style="list-style-type: none"> • Closely monitor progress and attainment of PP children and effectiveness of interventions both in and out of the classroom • Ensure all members of staff have clear understanding of PP and their specific needs both <p>Ensure PP children who are working below expectations are being assessed using pivets show progress can be tracked</p>		

	To identify any children who are eligible for FSM to ensure support is provided as soon as possible		
Resources	<p>To enable nurture groups to effectively support the children's mental health</p> <p>To enable interventions to effectively narrow the gap academically</p> <p>To ensure interventions are high quality across all year groups and effectively support children</p>		
Attendance Employ attendance monitor within school office.	To reduce the number of persistent absentees to ensure PP attendance is in line with non PP children and national levels.		
CPD Training for teachers and TA's to ensure quality provision for PP children.	To Improve/accelerate the progress PP children are making, to narrow the gap between PP children and their peers and increase % of children who exceed expectations to match national averages.		