



PUPIL PREMIUM STRATEGY 2017-2018

Context			
Total number of pupils including nursery (September 2017)	231	Total PP budget	£56,510
		Number of pupils eligible for PP	38

Identified barriers for pupils currently in receipt of pupil premium
<ul style="list-style-type: none">• Attainment on entry – a number of disadvantaged children begin school working significantly below their peers• Domestic difficulties – a number of disadvantaged pupils experience challenge in their home lives and leading to reduced emotional resilience and readiness to learn• Wellbeing – a number of disadvantaged children have reduced emotional resilience, potentially hindering progress and attainment• Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework which potentially hinders progress and attainment• Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities



Area of spend	Intended outcomes	Success criteria	Spend	% of Spend	Evaluation
Focus on learning in the curriculum					
PP HLTA Year 2: 1.5 days per week	<ul style="list-style-type: none"> Accelerated progress moving children to at least age related expectations in writing and maths Improved confidence for pupils in specified area(s) of learning 	<ul style="list-style-type: none"> Targeted pupils make good progress Targeted support for specific individuals is closely monitored by the HLTA, class teacher and DHT 	£7,149	77%	<p><i>These sessions were often disrupted by cover for staff absence or used to catch up on class work. This has impacted on progress for some children.</i></p>
Additional TA support for focused intervention – all years	<ul style="list-style-type: none"> Accelerated progress moving children to at least age related expectations in phonics, reading, writing and maths. Improved confidence for pupils in specified area(s) of learning 	<ul style="list-style-type: none"> Targeted pupils make good progress Interventions/ targeted support for specific individuals is closely monitored by the class teacher, support staff and DHT 	£35,652		<p><i>Reception-64% of PP children achieved GLD (compared to 65% non PP), 27% had elements of exceeding, 75% of those who did not achieve GLD made better than expected progress from starting points.</i></p> <p><i>Year 1-77% of pupil premium children passed the phonics check (compares to 72% non PP).</i></p> <p><i>Year 2- 41% of PP children achieved the expected standard in reading, 35% in writing and 73% in maths.</i></p> <p><i>Progress- 21% have made better than expected progress according to data-book scrutiny shows good progress for a large majority of the group relative to their starting points.</i></p>



<p>Challenge reading club for more able pupils</p>	<ul style="list-style-type: none"> Pupils continue to achieve highly, making progress that is at least in line with that of their peers 	<ul style="list-style-type: none"> More able PP pupils make good progress 	<p>£882</p>		<p><i>Sessions took place in the Autumn term for 3 children in year 2 and 3 children in year 1. The focus was on vocabulary and comprehension. One child left in December. All other children are in bands secure or secure plus on target tracker for reading and have made at least expected progress from their starting points.</i></p>
<p>Focus on enrichment beyond the curriculum</p>					
<p>Funding for after school enrichment activities</p>	<ul style="list-style-type: none"> Improved access to a variety of enrichment activities (e.g. sports, Italian, music) Improved opportunities for developing hobbies, interest and social skills 	<ul style="list-style-type: none"> At least the same percentage of PP children access after school clubs as their non-PP peers 	<p>£1,128</p>	<p>2%</p>	<p><i>Pupil Premium children were offered priority places in all clubs offered in year 1 and 2. 60% have attended an after school club this year.</i></p>
<p>Focus on families</p>					
<p>Free or subsidised places for pupils at breakfast club, after school club and on school trips</p>	<ul style="list-style-type: none"> Improved opportunities for developing social skills Improved attendance and punctuality (Breakfast club) Improved opportunities and support for completing homework (after school club) 	<ul style="list-style-type: none"> Teachers and support staff report an improvement in readiness to learn Disadvantaged children make rapid progress in learning 	<p>£1,268</p>	<p>4%</p>	<p><i>Funded places at breakfast club have improved attendance significantly for some children- e.g. from 81% before being offered breakfast club to 91% in the period since. This subsequently had a positive impact in progress in phonics and reading as the child was routinely accessing phonics at the start of each day.</i></p>



Café programme	<ul style="list-style-type: none"> To better engage the parents/families of disadvantaged pupils in their child's learning 	<ul style="list-style-type: none"> All parents of PP children attend café programme sessions over the course of the year 			<p><i>89% of PP children (34/38) have had a parent attend a café session this year.</i></p>
Attendance awards	<ul style="list-style-type: none"> Improved attendance and punctuality 	<ul style="list-style-type: none"> Gap diminishes between PP and non-PP attendance 	£729		<p><i>Successful work with individual families to reduce absence and improve punctuality, but overall gap has not diminished over the course of the academic year.</i></p>
Focus on social and emotional development					
YMCA Play Therapy	<ul style="list-style-type: none"> Improved confidence and wellbeing of children struggling with emotional regulation and social relationships to improve readiness for learning 	<ul style="list-style-type: none"> Children demonstrate improved self-esteem, social skills and behaviour, leading to increased confidence and attainment in learning 	£3,248	9%	<p><i>Review-5 children have received therapy across the year. Strengths and difficulties questionnaires, completed at the start and end of the blocks of therapy by class teachers and parents, have shown progress for all children in their areas of need.</i></p>
Nurture group at lunchtimes			£3,134		<p><i>Vulnerable children were able to access small-group, adult led activities in the allotment gardens. This was particularly effective for two boys in ensuring successful lunchtimes.</i></p>
Total spend:			£56,717		

Designated staff member in charge: Mrs Amanda Bull

Nominated governor: Mr Luke Mudge