



1. Summary information					
Academic Year	2018/19	Total PP budget	£113,520	Date of most recent PP Review	July 2019
Total number of pupils	411	Number of pupils eligible for PP	86	Date for next internal review of this strategy	July 2019

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
1.	Mobility is the highest barrier because of children joining the school at a different time than usual.
3.	English as an additional language: therefore having a limited vocabulary and range of words
5.	Special Educational Needs
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
2.	Educational experiences and homework support.
4.	Self-esteem – often resulting in attention seeking behaviour.
6.	Looked After Children

These are the top 6 (ranked 1 to 6) barriers to learning for PP Children. There are some children, who are PP, but they will not fall into any of these categories and we want to ensure that all PP children make progress and are working at the same standard as non PP children. Nationally there is a 16% gap on average (2017) between PP and non PP children. Therefore our spending of the Pupil Premium funding takes into account the main 6 barriers but also focuses on learning for all children.

Nature of support 2017/2018 – Pupil Premium Fund Actions

Focus	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
<p>(1) To ensure the continuation of the Learning Mentor role and have the learning mentor support children with their learning and wellbeing - 100% funding.</p> <p>The <i>EEF</i> states that pupils from disadvantaged backgrounds can benefit by up to about two months additional progress through mentoring. (This supports barrier priority 4)</p>	<p>This helps support all children across the school and ensures that self-esteem is high and that behaviour remains good. That children are ready to learn and can focus on lessons - PP children can be actively supported if necessary.</p> <p>The learning mentor will work with children in the classroom or have check ins with them. They will discuss positive learning outcomes in school by discussing learning in the books and positives at home. By focusing on small steps progress this will help the children to see that they are doing well with their learning.</p>	<p>Raise self-confidence and self-belief in disadvantaged pupils, increase confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged.</p> <p>To have 0 PP children on a behaviour plan. To have 0 PP children with an exclusion For the PP children in this group to talk about positive learning experiences at home and at school.</p>	<p>All year groups but with a particular focus on the PP children in this group.</p>	<p>Continued</p>	<p>£14,000</p>	<p>SENDCO HT</p>
Milestones						
By the end of term 2 2018		By the end of Term 4 2019		By the end of term 6 2019		
<p>0 PP children have been excluded. 1 PP child is on a behavior plan.</p>		<p>0 PP children have been excluded. 2 PP child is on a behavior plan.</p>		<p>0 PP children have been excluded. 2 PP child is on a behavior plan.</p>		

<p>(2) Class teacher support for maths - 2 mornings a week. Year 6.</p> <p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs</p> <p>As a result, small group tuition can improve learning by an additional four months' progress over the course of a year.</p> <p>(This supports barrier priority 1,2 &3)</p>	<p>Additional focused support to develop mathematical thinking in line with the Advanced standard. The additional teacher will work with a group of children in order to help them reach the advanced standard.</p> <p>This also gives the Year 6 Teachers more opportunity to focus on other PP children in the class room while the group are out so that the Year 6 targets for Maths are attained, by ensuring that the inward mobile PP children are supported.</p>	<p>(6/21) 29% of this PP group achieve the <i>Advanced</i> standard in maths.</p> <p>(7/9) 78% of the PP Joiners since 2014 to achieve the expected standard.</p>	Year 6	new	£4898	Year group lead HT
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Milestones		
By the end of term 2 2018	By the end of Term 4 2019	By the end of term 6 2019
<p>Currently 4 of the 6 (19%) children are on track to Advanced and 1 child has moved schools to Black pool.</p> <p>6/8 of the PP joiners are on track to reaching the standard: 75% (1 child has moved away)</p>	<p>There are now only 18 children in this group. So far 4 are on track 22% are on track to advanced.</p> <p>There are now 7 children in this group – 5 are on track to reach the expected standard: 71%</p>	<p>4/17 = 24% achieved advanced (GDS)</p> <p>6/7 achieved the expected standard = 71%</p>

<p>(3) Teacher to support in Year 4 with a specific focus on raising reading and maths attainment. (1 morning).</p> <p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs As a result, small group tuition can improve learning by an additional four months' progress over the course of a year.</p> <p>(This supports barrier priority 1,2 &4)</p>	<p>This gives children an additional teacher for Reading and math's activities so that support for EAL and mobility can be prioritized by the intervention or through class teaching.</p>	<p>Year 4: (11/13) 85% of PP achieve secure at the end of the year in Reading. Year 4: (5/13) 38% of PP achieve secure+ at the end of the year in Reading.</p> <p>Year 4: (11/13) 85% of PP achieve secure at the end of the year in Maths. Year 4: (6/13) 46% of PP achieve secure+ at the end of the year in Maths.</p>	Year 4	Continued	£5,700	Year group leads HT
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Outcomes			
By the end of term 2 2018	By the end of Term 4 2019	By the end of term 6 2019	
<p>Reading</p> <p>Year 4: 8/14 on track 57% to secure Year 4: 2/14 on track to secure+ 14%</p>	<p>Reading</p> <p>Year 4: 9/14 are on track to secure 64% to secure Year 4: 3/14 on track to secure + 21%</p>	<p>Reading</p> <p>Year 4: 6/13 reached secure 46% Year 4: 1/13 reached secure+ 8%</p>	<p>Progress in year is +9 Key stage progress is -3</p>
<p>Maths</p> <p>Year 4: 11/14 on track to secure 78% Year 4:11/14 on track to secure+ 78%</p>	<p>Maths</p> <p>Year 4: 12/14 on track to secure 86% Year 4: 3/14 on track to secure+ 21%</p>	<p>Maths</p> <p>Year 4: 9/13 reached secure 75% Year 4: 0/13 reached secure + 0%</p>	<p>Progress in year is +7 Key stage progress is - 1</p>

<p>(4) Class teacher to support in Year 1 with a specific focus on raising Phonic and maths attainment. (1 day).</p> <p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs</p> <p>As a result, small group tuition can improve learning by an additional four months' progress over the course of a year.</p> <p>(This supports barriers 1,2, &3)</p>	<p>This gives children an additional teacher for Literacy and maths activities.</p> <p>Support can be given through intervention and/or follow up to misconceptions in the classroom teaching.</p> <p>Support can be given in the classroom for children targeting as the focus of this funding.</p>	<p>Year 1: (7/9) 78% of PP achieve the Phonics pass mark.</p> <p>Year 1: (8/9) 78% of PP achieve secure in Maths and (4/9) 44% achieve secure+</p>	Y1	Continued	£5,625	Year group leads HT
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Outcomes			
By the end of term 2 2018	By the end of Term 4 2019	By the end of term 6 2019	
Year 1 Phonics	Year 1	Year 1	
6/10 = 60% to pass – intervention in place for 2 other PP children but current phonic scores are 8 and 11 (target is 33 correct to pass)	6/10 = 60% to pass – intervention in place for 2 other PP children but current phonic scores are 8 and 11 (target is 33 correct to pass)	7/10 70% passed the phonic screener figures skewed by the joiner.	
Year 1 Maths	Year 1 Maths	Year 1 maths	
70% on track to meet the secure outcome in maths – 0% on track to meet secure +	70% on track to meet the secure outcomes in maths - 0% on track to meet secure+	7/11 reached secure 64% 3/11 reached secure+ 27%	In year and KS progress is 89% expected and 33% good

<p>(5) To ensure each class has a Teaching Assistant to support learning for reading, writing and maths. (25% proportion of time employed) The <i>EEF</i> Toolkit shows that teaching specific reading comprehension strategies, such as inferring the meaning from context, improves learning by an additional five months' progress over the course of a year.</p> <p>Research by the <i>EEF</i> ('Making the Best Use of Teaching Assistants' 2015) states that when teaching assistants deliver structured interventions of this nature – as a one-to-one intervention or in a small group setting – it has consistent impact on attainment of approximately three to four additional months' progress. (This supports barriers 1,2,3 4,5 &6)</p>	<p>This allows the teacher to direct his/her time on to further teaching, by having the additional help to support learning and to support class management. This ensures that quality first teaching is the priority with pre teaching and post catch up used to support learning. PP children are identified on CAPlans and support is given through additional class teaching time, by focusing on PP children and through the additional interventions listed in this plan.</p>	<p>For PP children to reach the targets as set by previous outcomes and current attainment in Reception to Year 6 as set out below.</p>	<p>All year groups</p>	<p>continued</p>	<p>£84,005</p>	<p>Year group leads HT</p>
<p>Reading (PP target) Rec: 60% Y1: 67% Y2: 80% Y3: 82% Y4: 86% Y5: 85% Y6: 86%</p>	<p>Writing Rec: 40% Y1: 67% Y2: 80% Y3: 73% Y4: 57% Y5: 92% Y6:71%</p>	<p>Maths Rec: 20% Y1: 78% Y2: 80% Y3: 80% Y4: 86% Y5: 92% Y6 :86%</p>				
Outcomes						
By the end of term 2 2017		By the end of Term 4 2018			By the end of term 6 2018	
Reception outcomes show:		Reception outcomes show			Reception outcomes show	
Reading: 33%		Reading: 75%			Reading: 66%	
Writing:33%		Writing:75%			Progress is 100% expected – 50% making good progress	
Maths: 33%		Maths: 75%			Writing: 66%	
					Progress is 100% expected – 50% making good progress	
Year 1 outcomes show that :		Year 1 outcomes show that			Year 1 outcomes show that	
Reading: 60%		Reading: 60%			Reading: 55%	
Writing: 60%		Writing: 60%			Progress is 89% expected – 0% making good progress	
Maths: 70%		Maths: 70%			Writing: 45%	
					Progress is 50% expected – 10% making good progress	
Year 2 outcomes show that :		Year 2 outcomes show			Year 2 outcomes show	
Reading: 80%		Reading: 100%			Reading: 67%	
Writing: 60%		Writing: 60%			Progress is +5	
Maths: 80%		Maths: 80%			Writing: 67%	
					Progress is 100% expected – 40% making good progress	
Year 3 outcomes show that:		Year 3 outcomes show			Year 3 outcomes show	
Reading: 66%		Reading: 67%			Maths: 67%	
Writing: 69%		Writing: 67%			Progress is +11	
Maths: 85%		Maths: 75%			Reading: 83%	
					Progress this year is +11 – KS progress -2	
Year 4 outcomes show that:		Year 4 outcomes show			Year 4 outcomes show	
Reading: 64%		Reading: 57% [SB1]			Writing: 58%	
Writing: 71%		Writing: 57%			Progress is 60% making expected – 0% making good progress	
Maths: 92%		Maths: 79%			Maths: 55%	
					Progress this year is +8 – KS progress +1	
					Reading: 46% [SB2]	
					Progress this year is +9 – KS progress -3	
					Writing: 62%	
					Progress is 77% expected – 15% making good progress	
					Maths: 75%	
					Progress this year is +7 – KS progress -1	

Year 5 outcomes show that:	Year 5 outcomes show	Year 5 outcomes show	
Reading: 86%	Reading: 86%	Reading: 64%	Progress is +11 – KS progress is +5
Writing: 93%	Writing: 93%	Writing: % 60%	Progress is 100% expected 21% making good progress
Maths: 93%	Maths: 93%	Maths: 73%	Progress is +7 – KS progress -1
Year 6 outcomes show that	Year 6 outcomes show	Year 6 outcomes show	
Reading: 83%	Reading: 71%	Reading: 71%	Progress is +11 – KS progress is -2.5
Writing: 72%	Writing: 65%	Writing: 59%	Progress is 100% expected – 47% making good. KS progress is -0.8
Maths: 89%	Maths: 83%	Maths: 76%	Progress is +8 – KS progress is -1

(6) To allocate a £30 virtual voucher to parents for each child currently on Free School meals to help with costs incurred through the school. (Supports barrier 2)	Gives parents with FSM entitlement the opportunity to reduce costs for school activities/uniform	PP children in school uniform and taking part in school activities/clubs. Access to the breakfast club through a subsidy from the voucher to support attendance if needed.	All year groups	continued	£2160	HT Governors	
Outcomes							
By the end of term 2 2018		By the end of Term 4 2019		By the end of term 6 2019			
PP children have taken part in school clubs as required. PP children are in uniform. Parents are aware of the £30 voucher.		PP children have taken part in school clubs as required. PP children are in uniform. Parents are aware of the £30 voucher.		PP children have taken part in school clubs as required. PP children are in uniform. Parents are aware of the £30 voucher.			
Outcomes							
By the end of term 2 2018		By the end of Term 4 2019		By the end of term 6 2019			
33% (1 out of 3 ch) of pp children have made outstanding progress so far in reading. 28% of non PP children have made outstanding progress so far in reading. (11 out of 40 ch)		This strategy was stopped after looking at the impact and the cost and is no longer being continued.					
33% of PP children on track to expected in reading 59% of non PP children on track to expected in reading.							
(7) Additional TA employed to work in the Reception class. The <i>EEF</i> states that pupils from disadvantaged backgrounds can benefit by up to about two months additional progress through mentoring. (This supports barriers 2 &3)		Support for reading.	That 100% of PP and 70% Non PP (non SEND) children make outstanding progress. (5 steps+ by term 6) That there is a 0 attainment gap between the 2 groups.	Reception	continued	£14,700	Year group lead HT.
Outcomes							
By the end of term 2 2018		By the end of Term 4 2019		By the end of term 6 2019			
33% (1 out of 3 ch) of pp children have made outstanding progress so far in reading. 28% of non PP children have made outstanding progress so far in reading. (11 out of 40 ch)		This strategy was stopped after looking at the impact and the cost and is no longer being continued.					
33% of PP children on track to expected in reading 59% of non PP children on track to expected in reading.							
Total cost						£131,088	
Pupil Premium contribution						£113,520	
Cost from school budget						£17,568	

Commentary: Outcomes for 2019 support our current plan in terms of how the Pupil Premium money is being allocated. We do however need to look at having a tighter focus on the PP children and their reading. This is because their overall progress on test scores is not as strong as that for children who are not Pupil Premium. Of the 12 children in this group who did not have a SEND need then 6 made positive progress for reading and 6 did not. Therefore we need to make sure our focus is very tight on every PP child.