

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2018 – 2019
Number of pupils on roll (October 2018 census)	76 (88 including nursery)
Number of pupils eligible for pupil premium funding	22 (At July 2019 26 Pupil Premium children but funding only received for 22)
Amount of Pupil Premium Grant received	£31,680
Date of next internal review of this strategy	Final review completed July 2019

Summary of the main barriers faced by eligible pupils
1. Progress and attainment in reading, writing and maths at the end of KS2 for disadvantaged pupils is lower when compared to others in the school
2. Confidence and wellbeing of disadvantaged children is lower compared to non-disadvantaged children
3. Aspirations and opportunities for disadvantaged pupils are fewer resulting in lack of confidence in their own ability
4. Language and communication skills for disadvantaged children are generally lower than their peers.

Outcomes		
Desired outcomes and how they will be measured		Success Criteria
1.	To raise the % of disadvantaged children reaching ARE in RWM in KS2	At the end of KS2 attainment figures for reading, writing and maths show that the number of disadvantaged children reaching ARE is close to others in the school and closer to national outcomes
2.	To ensure that a great proportion of disadvantaged children at the end of KS2 make expected levels of progress particularly in maths.	At the end of KS2 the progress measures for reading writing and maths show that disadvantaged children are making positive progress from their starting points.
3.	To raise aspirations and give opportunities to disadvantaged children in line with their peers	Specialist music provision with opportunities to perform locally. A range of trips and experiences planned to enhance the curriculum e.g. forest schools
4.	To improve the social, emotional and mental health of disadvantaged families.	Behaviour of PPG children linked to SEMH, improves Engagement of parents with the school improves Outcomes of children who have worked with external consultants improves.
5.	To support Reading and Writing in EYFS and KS1 so that disadvantaged children continue to achieve in line with their peers	To develop the language skills of children in EYFS and KS1 from their starting points. To develop motor skills for writing in EYFS and KS1.

Planned Expenditure

Academic Year		2018-19			
Quality of Teaching for All					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
1	LSA support in Year 5/6 class 5 mornings per week where there is the greatest proportion of PPG children	LSA to provide targeted support for disadvantaged pupils including precision ,monitoring	Drop in's by SLT Planning scrutinies pupil Progress meetings to review support Intervention planning monitored by SEND Co-Ordinator	HT Class teacher	Half termly
3	Weekly teaching by music specialist and planned opportunities throughout the year for arts enrichment.	LSA to provide support for disadvantaged pupils and for intervention to be tailored to specific needs of these children	Observations Pupil Perceptions Pupil progress meetings Uptake on extra-curricular events by disadvantaged group	H T	Termly
1,2	HLTAs to provide Intervention and cover for teachers to provide Intervention Booster Groups in Upper KS2	Targeted intervention for is planned by the class teachers. HLTA and teachers are organised to support small groups throughout Mornings to provide Intervention. Disadvantaged children therefore make more progress	Drop in's by SLT Planning scrutinies pupil Progress meetings to review support Intervention planning monitored by SEND Co-Ordinator	HT/A IC	Termly
1,2	Maths specialist to support teachers with the greatest proportion of PPG children to develop QFT in maths	Maths attainment and progress for PPG children is lower than other subjects and PPG. Specialist targeted support in these classes refining teaching of a mastery curriculum to inspire disadvantaged children	Planning scrutinies in conjunction with maths specialist. Governor monitoring AIC monitoring with HT HT drop ins.	HT/A IC LGB	Half termly
3,	Children to have weekly forest schools sessions.	Children to be given a range of opportunities in which to excel and raise their self esteem therefore impacting their attainment and progress across the curriculum.	Pupil perceptions Drop ins by SLT	KM HT	Termly
Total Budget Cost					£ 2 2 , 5 7 2 . 9 5
Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
5.	Targeted use of Wellcomm intervention to improve language and communication skills	Many children from disadvantaged backgrounds in school have speech and language needs. More broadly many do not have the language needed to access the curriculum. Targeted Wellcomm intervention will support children in their	SENCo observations Monitoring by EYFS phase leader	KM, HT SEN Co	Termly

		language skills and transfer these into their other subject areas.			
1, 2	Targeted Intervention for disadvantaged pupils in maths, in KS2	Targeted pupils are planned intense and specific 6-week interventions which cover key skills that children may be missing and may be barriers to learning. By addressing these through intervention children can continue to make progress in all core areas.	Teachers plan intervention LSAs and teachers deliver intervention at different times of day Drop in's Scrutiny of interventions Data analysis Tracking of disadvantaged pupils	HT Class Teacher Senior Teacher	termly
5	Targeted support from LSA for children who have been identified in EYFS and KS1 where motor skills are a barrier to their writing.	Children are able to talk through their writing but the quality of their handwriting and presentation does not reflect their ability. If motor skills are developed at the start of school, this will help to improve writing stamina and presentation throughout the school.	SENCo observations Monitoring by EYFS phase leader	KM, HT SEN Co	
Total Budget Cost					£4787.91
Other Approaches					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
4	Bespoke Practitioners – commissioned independent range of therapeutic approaches to support children and their families	Disadvantaged children with SEMH, cannot make academic progress unless their wellbeing is met. Behavioural needs also need to be addressed to ensure good learning environments in which every child can succeed. We have had success through this approach over the past 18 months and have chosen to continue this provision.	Pupil Perceptions Reports from Bespoke Practitioners Feedback from Parents Consultations with HT	HT Senco	Termly
Total Budget Cost					£ 4,320

2018/2019 Academic Impact

Year 6 - 2 pupils (each pupil = 50%)		
	Pupil Premium Pupils	All Pupils Nationally
Reading	Age Related Expectation 0%	Age Related Expectation 73%
	Deeper Level of Understanding 0%	Deeper Level of Understanding %
	Progress %	Progress
Writing (TA)	Age Related Expectation 50%	Age Related Expectation %
	Deeper Level of Understanding 0%	Deeper Level of Understanding %
	Progress 100%	Progress
GPS	Age Related Expectation 50%	Age Related Expectation 78%
	Deeper Level of Understanding 0%	Deeper Level of Understanding %
Mathematics	Age Related Expectation 0%	Age Related Expectation 79%
	Deeper Level of Understanding 0%	Deeper Level of Understanding %
	Progress	Progress

Year 5 - 7 pupils (each pupil = 14.3%)				
	% attaining age related expectations at the end of Year 5	% working at a deeper level of understanding at the end of Year 5	% making expected progress at the end of Year 5	% exceeding expected progress at the end of Year 5
Reading	57.1	14.3	71.4	0
Writing	42.9	14.3	100	14.3
Mathematics	71.4	28.6	85.7	14.3

Year 4 - 4 pupils (each pupil = 25%)				
	% attaining age related expectations at the end of Year 4	% working at a deeper level of understanding at the end of Year 4	% making expected progress at the end of Year 4	% exceeding expected progress at the end of Year 4
Reading	75	0	75	0
Writing	100	0	100	0
Mathematics	100	0	100	0

Year 3 - 6 pupils (each pupil = 16.7%)				
	% attaining age related expectations at the end of Year 3	% working at a deeper level of understanding at the end of Year 3	% making expected progress at the end of Year 3	% exceeding expected progress at the end of Year 3
Reading	66.7	0	50	0
Writing	50	16.7	66.7	0
Mathematics	66.7	0	83.3	0

Year 2 - 3 pupils (each pupil = 33.3%)					
	% attaining age related expectations at the end of Year 2	% working at a deeper level of understanding at the end of Year 2	% making expected progress at the end of Year 2	% exceeding expected progress at the end of Year 2	
Reading	100	33.3	100	0	
Writing	100	33.3	100	0	
Mathematics	100	33.3	100	0	
% attaining phonics screening (Y1 and 2 combined)		75			

Year 1 - 4 pupils (each pupil = 25%)					
	% attaining age related expectations at the end of Year 1	% working at a deeper level of understanding at the end of Year 1	% making expected progress at the end of Year 1	% exceeding expected progress at the end of Year 1	
Reading	75	50	100	25	
Writing	75	25	100	0	
Mathematics	100	50	100	0	
% attaining phonics screening		75			

Year R - 4 pupils (each pupil = 25%)					
	% attaining age related expectations at the end of Year R	% working at a deeper level of understanding at the end of Year R	% making expected progress at the end of Year R	% exceeding expected progress at the end of Year R	
Reading	50	25	-	-	
Writing	50	25	-	-	
Mathematics	50	25	-	-	
% attaining a Good Level of Development		50			