

Pupil premium grant expenditure report 2017/18



(The statistics in this report include children in our Area Resource Base (ARB))

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (Jan 18 Census)	426 (Exc. Nursery)
Total number of pupils eligible for PPG	124 (Sept 16 – March 17) 136 (April 17 – July 17)
Total amount of PPG received	£176,020

Year 6 Performance of Disadvantaged children in 2018 (55% of cohort disadvantaged)

-Children from disadvantaged backgrounds made significantly more progress in writing than non-disadvantaged children nationally. Top 10% of school nationally (*IDSR and Data Summary Report*).

- Both Reading and maths progress for disadvantaged children was positive meaning they made more progress than similar children nationally (*IDSR and Data Summary Report*).

-Disadvantaged children attained higher than similar children in the LA in all four subjects in 2018 (*Core stats Attainment and Progress Summary and SEF*).

Closing the gap data has improved in all three core subjects and in some cases disadvantaged children have done achieved better than the group 'national other'.

	Disadvantaged children achieved better than 'other' children.		
	Disadvantaged children achieved in line with 'other' children.		
	Disadvantaged children achieved slightly less than 'other' children.		
	Disadvantaged children achieved significantly less 'other' children.		
YEAR 6	% at Expected Level	% at Expected National/LA	Progress KS1-KS2
Reading (All)	71 (75)	75	-0.09
Reading (Other)	79.2	80.2	
Reading PP	64.3	61.7	0.15
Writing (All)	89 (93)	78	3.53
Writing (Other)	87.5	82.2	
Writing PP	89.3	63.7	3.89
Maths (All)	75 (79)	75	1.18
Maths (Other)	83.3	77.6	
Maths PP	67.9	58	1.52
GPS (All)	73 (77)	77	N/A
GPS (Other)	75	78.3	
GPS PP	71.4	59.5	
Com RWM (All)	67 (71)	64	

Measuring the impact of PPG spending

The school will continue to evaluate the impact on pupil progress and attainment and report to the board of trustees at its Autumn term meeting. Evaluation will focus on academic progress as well as pupil behaviour and attendance.

Pupil Premium Strategy Review 2017-18

Total Pupil number	426	PP Co-ordinator	WJ and NG
Total eligible for PP	136	Date of last review	Autumn 16 (external)
% Pupil premium	32%		

Total Budget	£176,020		
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Planned Expenditure

Quality Teaching for all

Objective	Action	Impact
Reflection Room TA	Mark all homework and track read and provide pastoral support for those with positive behaviour plans.	The daily rigor of marked, relevant homework helps disadvantaged families with work at home, structure to life at home and reviewing the work in maths that day. Reading is tracked each day by staff member to ensure routine reading is embedded and part of school culture.
Family Liaison/Learning Mentor	Support for families, provide pastoral support and organise interventions for families and children. Liaise with outside agencies.	The number of families with complicated domestic issues has risen. Proportion of PP has risen. DA reports has risen. This role had allowed vital family support to continue each year and support for DSL in liaising with outside agencies.
Attendance Officer	Monitor and promote good attendance. Provide support for families in need.	Evidence from previous year shown persistent absence has dropped for many families with poor attendance. Under the new threshold our 5.4% of persistent absence is below the National figure.
TA support for classroom in the afternoons in Y2-Y6	Provide full time TA support every afternoon in Year 2-6 to support the structures and systems that we believe are essential to quality teaching.	Allows for PP interventions, pre teaching and teaching structures that ensure better support for disadvantaged children. Close the gap data by KS2 is very strong and disadvantaged children progress better than National other in Writing and Maths.
Intervention Co-ordinator	0.2 FTE SENCO. Update provision map. Plan and monitor interventions with staff at pupil progress meetings.	Interventions are more targeted and cost effective when planned and monitored by SENCO.

Objective	Action	Evidence/Rational
TIS Interventions	Provide targeted therapy to children.	Well evidenced therapy working with 16 children to date. Regular sessions have shown impact on children ability to talk about issues before they become wider issues that affect schooling.
Y1 Transitions	Phonics and writing intervention for children arriving in Year 1 having not passed the ELG for reading and writing. Provide some extra transition work to boost literacy on entry.	Targeted non ELG writers and readers for 1-1 phonics and handwriting intervention in first 8 weeks of term. Rapid phonic progress shown on RWI trackers for individual children.
Y5 Interventions	Nicola McConnell core subject intervention for	Targeted PP support for vulnerable children in Year 5 and 6. Ensured the Year 6 child made expected standard when not

	children will learning needs such as dyslexia.	predicted to. Year 5 children evidencing better understanding of maths fundamentals following practical interventions.	
EYFS SP and Lang	To begin closing the reading gap as children arrive in reception when Sp and Lang has been identified as the main reason why the gap exists when they arrive at school.	Full time SALT for children in EY and KS1. High impact evidenced with children signed off regularly with support from external therapists. (See KH file).	
Targeted Healthy Lives	Provide fitness and co-ordination sessions once a week to increase the physical activity for targeted children.	Children identified as at risk of developing unhealthy lifestyles have been targeted for extra activities with PR.	
Reading Recovery	Train a member of staff and deliver Reading Recovery for children aged 5-7 who still struggle to grasp the fundamentals.	Not used as an intervention due to lack of training opportunities.	
Poppets Farm	Therapeutic intervention on a local farm. Targeted children are those with SEN or those who may benefit from the social interactions with peers and staff in a different setting.	Qualitative evidence of children enjoying time socialising, talking with peers and learning in an outdoor setting caring for animals.	
Art Therapy/Dreadnought	Targeted therapy for children.	Continuation of therapies for targeted children.	
Go-Active Clubs	Provide after school and holiday clubs for children who may not be able to access these facilities normally.	Good uptake from children from disadvantaged backgrounds. Decreases vulnerability for children during holidays and provides structure, physical activity and fun!	
Fun Fit	SEN intervention	Children benefit from increased physical activity in the mornings leading to quicker engagement in activities in the classroom.	

Other approaches

Objective	Action	Evidence/Rational		
Fruit for KS2	Provide a healthy snack to children from disadvantaged backgrounds without distinguishing them from others.	Snacks brought in by children were not in line with our HAL policy. Free fruit for all has been very successful in providing everyone with a healthy snack and takes away the burden on families providing a snack.		
Subsidised Residential	Provide half price residential costs for Eden, Cardiff, London, Manchester, Y6 Camp and 3 Peaks. Help families with payment plans for other trip costs.	Uptake of school residential trips has increased each year. They have great benefits to children attending especially to those who do not normally travel further afield.		

Training of staff	Ensure staff are developed to cater for the increased complexity in special educational needs (especially in the ARB). Autism Champion Speech and Language Signing	Impact of Autism champion role has meant TA staff can take more leading roles in the ARB. This is a model that we wish to continue.		
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Total PPG received	176,020
Total PPG expenditure	178,232
PPG remaining	0

Pupil Premium Strategy 2018-19

Total Pupil number	498	PP Co-ordinator	WJ and NG
Total eligible for PP	149 (NI PP+)	Date of last review	Autumn 16 (external)
% Pupil premium	30%		
Total Budget	£183,480		

Identified challenges to future attainment

- A. Speech and language difficulties in early years and KS1
- B. Vocabulary acquisition from speaking and experience of literature
- C. Dyslexic children struggling for fluency when reading age appropriate texts
- D. Reading comprehension and fluency in KS2

Identified External barriers

- A. Attendance and punctuality of vulnerable families
- B. Increasing levels of child mental health issues and DA reported leading to increased ACE's
- C. Increased complexity of need in the ARB
- D. Numbers of SEN children entering the school (R - Year 2)

Planned Expenditure

Quality teaching and learning for all

Item	Action	Evidence/Rationale		
Reflection Room TA	Mark all homework and provide pastoral support for those with positive behaviour plans.	Daily maths homework and daily reading provides the rigor that is required for many children to close the gap.		
Family Liaison/Learning Mentor	Support for families, provide pastoral support and organise interventions for families and	The number of families with complicated domestic issues has		

	children. Liaise with outside agencies.	risen. Proportion of PP has risen. DA reports has risen.		
Attendance Officer	Monitor and promote good attendance. Provide support for families in need.	Evidence from previous year shown persistent absence has dropped for many families with poor attendance. Under the new threshold our 5.4% of persistent absence is well below the National figure.		
TA support for classroom in the afternoons in Y2-Y6	Provide full time TA support every afternoon in Year 2-6 to support the structures and systems that we believe are essential to quality teaching.			
Intervention Co-ordinator and SENCO work.	0.2 FTE SENCO. Update provision map. Plan and monitor interventions with staff at pupil progress meetings.	Interventions are more targeted and cost effective when planned and monitored by SENCO.		
Increase children's experience of the outdoors and the time spent being physically active.	Employ Forest School and beach school leader to deliver weekly sessions linked to the curriculum and Venture 60.	Children will be active for an extra 2 hrs a week and also increase their knowledge and skills in the outdoors.		
Objective	Action	Evidence/Rational		
TIS Full time Autism Champion TA	Provide targeted TIS therapy to identified children.	Well evidenced therapy that would meet the needs of many of our children from vulnerable families.		
Y1 Transitions	Phonics and writing intervention for children arriving in Year 1 having not passed the ELG for reading and writing.	A gap exists between children from disadvantaged backgrounds and those not when it comes to meeting the ELG's for literacy.		
Y5/6 Interventions	Nicola McConnell core subject intervention for children will learning needs such as dyslexia.	Evidence from last year's intervention showed positive progress overall.		
NUR/EYFS/Y1 SP and Lang	To begin closing the reading gap as children arrive in reception when Sp and Lang has been identified as the main reason why the gap exists when they arrive at school.	Remains high numbers of children entering Early Years school with poor speaking and language skills in early years.		
Targeted Healthy Lives	Provide fitness and co-ordination sessions once a week to increase the physical activity for targeted children.	Children identified as at risk of developing unhealthy lifestyles.		
Increase the proportion of children who can swim confidently and raise water safety skills.	Y5 Surfing with Global Boarders 20 sessions for Year 5 British Surfing curriculum (£300 x 20)	Children do not have regular access to beach so do not develop skills to keep themselves safe and enjoy the local beaches. Swimming and fitness levels are low.		
Art Therapy/Dreadnought	Targeted therapy for children.	Continuation of therapies.		

Go-Active Clubs	Provide after school and holiday clubs for children who may not be able to access these facilities normally.	Good uptake from children from disadvantaged backgrounds. Decreases vulnerability for children during holidays and provides structure.	
Fun Fit	SEN intervention		
Support for individuals throughout the year	To provide children with day to day support when required. This can subsidised breakfast/after school provision, uniform, resources for home, kit for camping residentials...	Children's needs change throughout the year, this gives us the flexibility to support as and when required.	

Other approaches

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Subsidised Residential	Provide half price residential costs for Eden, Cardiff, London, Manchester, Y6 Camp and 3 Peaks. Help families with payment plans for other trip costs.	Uptake of school residential trips has increased each year. They have great benefits to children attending especially to those who do not normally travel further afield.	
Training of staff in TIS, RJ and Behaviour inset.	Ensure staff are developed to cater for the increased complexity in special educational needs (especially in the ARB). Autism Champion Speech and Language Signing	Impact of Autism champion role has meant TA staff can take more leading roles in the ARB. This is a model that we wish to continue.	

Total PPG received	183480
Total planned expenditure	188,360
PPG remaining	-4880