

<b>Information on Pupil Premium funding and impact 2018/19</b>
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**Total spending for 2017/18**

<b>Whole School</b>	
Inclusion support assistant and associated training costs	26,000
Sports coach (LT and afterschool clubs)	6802
PP champion	6000
Pupil progress and engagement meetings	3000
Management Time	9639
Additional office Admin Time	2000
Play therapy	11500
Nurture Groups	1720
Additional lunchtime clubs	4400
<b>KS2 Staffing</b>	
Additional teacher in Years 5 and 6 maths	20900
Additional year 4 teacher	46581
Additional teacher in years 5 and 6 reading	8500
Additional teacher in years 5 and 6 writing/SPAG	7000
TA PP interventions and support	15423
Mentoring provision	1210
<b>KS1 Staffing</b>	
Reading recovery teacher	23481
Talk Boost/Vocab Training	1130
Additional teaching staff Y1/2	23481
TA PP interventions and support	14689
1:1 PP Support	5475
<b>Misc</b>	
Blackwell visit for year 6 pupils	1000
FAST	1800
Farm investment	0.00
Loud mouth	600
<b>Total Pupil Premium income</b>	<b>217,800</b>
<b>TOTAL PUPIL PREMIUM SPENDING (to date)</b>	<b>217,720</b>

**Barriers**

PP children can experience a variety of circumstances that act as barriers to making good progress. Some of these barriers identified by research and the school include;

- Attendance- PP children have statistically lower attendance levels and higher levels of persistent absenteeism which impact achievement and attainment
- Lower data on entry- PP children enter the school with lower attainment levels on average, particularly in literacy and language and communication skills
- Financial constraints- some children don't access all educational and extra curricular experiences due to financial constraints

- Aspirations- Statistics show low aspirations and a culture of living on benefit support or in unregulated employment areas are detrimental to children’s development
- Poor or overcrowded housing and a chaotic lifestyle due to financial hardship leading families to be unsettled and prone to moving regularly to escape debt
- Food poverty impacts some

### Strategy

A clear strategy has been implemented to use the PP budget to ensure these barriers are overcome and PP children are able to make accelerated progress. Using established evidence and an understanding of the individual needs of our PP cohort, the school has identified the following key measures and actions;

- Whole staff training leading to a high profile and an understanding of PP children, including regular pupil progress meetings and ongoing evaluation of provision involving senior management and teaching staff to ensure effectiveness based on the individual needs of each PP child;
- High staff funding to ensure additional support and targeted interventions for PP children
- Health mentors employed to provide additional extra-curricular opportunities for PP children
- Inclusion officer employed with responsibility to raise attendance and provide mentor support to key PP children
- Additional teachers and teaching staff employed in key groups and targeted group and individual support to raise standards in core areas and support the needs of the highly able
- Play therapy support for specific PP children
- Reading recovery program
- Financial support for additional educational experiences and study materials.
- Management time focused on supporting the needs of individual children receiving the higher level of pupil premium
- Investment in management time for data tracking that identifies the gaps, both for individual PP children and whole cohorts, and implements, directs and evaluates effectiveness of interventions.

The impact of this should be a narrowing of the attainment gap between PP and nonPP children and accelerated progress of the PP cohort.

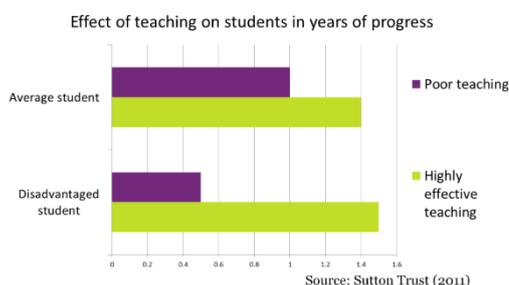
### Impact of expenditure

Data	2017/18		2018/19	
Attendance	PP	94.67%	PP	95.68%
	NonPP	96.7%	NonPP	96.62%
Reception GLD	PP	73%	PP	75%
	Non PP	89%	Non PP	84%
Year1 Phonics	PP	82%	PP	81%
	Non PP	93%	Non PP	90%
Year 2 KS1	Reading PP	81% EXP	Reading PP	71% EXP
	Writing PP	63% EXP	Writing PP	62% EXP
	Numeracy PP	88% EXP	Numeracy PP	67% EXP
	Reading Non PP	82% EXP	Reading Non PP	85 % EXP
	Writing Non PP	76% EXP	Writing Non PP	82% EXP
	Numeracy Non PP	86% EXP	Numeracy Non PP	90% EXP
Year 6 KS2	<b>PP</b>		<b>PP</b>	
	Reading	90% EXP	Reading	83% EXP
	Writing	90% EXP	Writing	87% EXP
	Numeracy	75% EXP	Numeracy	83% EXP
	Combined RWM	65% EXP	Combined RWM	83% EXP
	<b>Non PP</b>		<b>Non PP</b>	

	Reading	95% EXP	Reading	88% EXP
	Writing	94% EXP	Writing	98% EXP
	Numeracy	83% EXP	Numeracy	93% EXP
	Combined RWM	79%	Combined RWM	86% EXP

### Evaluation of PP strategy

- Use of PP funding for raising attendance has been effective with overall PP attendance level going up by around 1%, gap with nonPP slightly narrowed
- Staffing provision in Y1 has supported good attainment for PP in Phonics when compared to National NonPP attainment (81% compared to 82%- almost in line)
- Use of additional funding in KS1 not correlated in a raise in attainment at end of KS1. Moving forward we need to consider needs of Y1 and plan to ensure at end of Y2 staffing has supported accelerated progress
- Additional staffing in Y6 supported PP to attain extremely well when compared to national averages for nonPP children
- 83% reached expected in all areas compared to just 65% for the National Average. In individual subject areas PP chn attained higher than national average for nonPP
- From the data, particularly at KS2, we can evaluate that the strategy of investing heavily in staffing to ensure consistently good provision for PP children has been effective.
- By funding additional teaching staff, who are tightly targeted for impact, teaching and learning becomes more effective. National research shows that the positive benefits of better teaching are learning are disproportionately high for PP children. Conversely, PP children’s progress and attainment suffers more than that of nonPP children when teaching and learning is evidence provides further support spending rationale.



- Confidential records of play therapy show qualitative information that shows a positive impact in lowering barriers to learning for key PP children.
- Staff questionnaires show positive reflections from teaching staff of how nurture groups have helped PP children in lowering barriers to learning
- Based on our rationale of recognising the impact of social and emotional support for children on raising attainment, end of year data shows that this strategy has been effective.
- An outside review of the pupil premium strategy commented on the strength of the data for PP attainment and progress, especially at KS2.

### September 2019-2020

Looking ahead to the next academic year, the overall rationale behind pupil premium spending remains largely the same.

- We intend to maintain high levels of additional staffing to support key year groups with high levels of PP children and key specific needs. Previous assessment will dictate where additional staffing will be targeted.

- FAST remains a highly effective way of building relationships with parents in Reception and supporting key PP families, we feel it represents excellent value for money
- Supporting class teachers to ensure PP children experience excellent standards of teaching and learning and supporting use of data to inform interventions and effective next steps for children at risk of underperforming.
- Providing additional support such as nurture groups, mentoring and therapy for PP children
- Developing outdoor learning to provide a breadth of opportunities that support attainment and achievement, providing additional ways for PP children to succeed and excel.