

## Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School					
Academic Year	18/19	Total PP budget	£34,000	Date of most recent PP Review	Nov 18
Total number of pupils	404	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Jul 18
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard or above in reading, writing & maths			64 / 64 / 73	87/ 91 / 94	
Progress Measures Reading			-0.28	1.18	
Progress Measures Writing			0.12	0.94	
Progress Measures Maths			0.26	0.83	
3. Barriers to future attainment (for pupils eligible for PP)					
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
A.	Gaps in prior learning or SEN needs, which lead to lower levels of attainment.				
B.	Poor oral and receptive language skills and lower levels of vocabulary				
C.	Memory and retention issues				
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )					
D.	Emotional security, for a variety of reasons. Including resistance to taking risk.				
	Consistent attendance and punctuality.				
	Lack of opportunities to develop self-esteem, wider life experiences and learning resources.				
4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )					Success criteria

<b>A.</b>	Attendance of disadvantaged children improves to be in line with others.	Disadvantaged children's attendance is in line with all children's.
<b>B.</b>	Pupils develop emotional security in school, are able to articulate their feelings and are increasingly able to take risks.	Pass survey, Years 2-4 demonstrates change in attitude through the year.  Decrease in poor behaviour and increase in positive behaviour.
<b>C.</b>	Gaps in prior learning or SEN needs, which lead to lower levels of attainment.	Children who are off-track demonstrate they are gaining the knowledge and skills to catch up.
<b>D.</b>	Poor oral and receptive language skills and lower levels of vocabulary	Children demonstrate they are gaining language skills and using vocabulary accurately.

**5. Review of expenditure - see separate review**

**6. Planned expenditure**

<b>Academic year</b>	<b>2018 - 2019</b>
----------------------	--------------------

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Develop eagerness to achieve	Post cards HT awards Inspirational visiting speakers	Greater parental involvement results in greater progress.	Pupil voice monitoring	MD	Termly
Develop positive attitudes to school and active school partnership	Extended teacher parent meetings where children are not achieving as target across subjects.	Greater parental involvement results in greater progress.	Monitoring through Pupil Progress Meetings	MD and AM	Termly
<b>Total budgeted cost</b>					£2500
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Fill gaps in prior learning.	Gaps in learning are identified and filled through targeted teaching and intervention.	Children who have gaps in understanding will develop difficulties in understanding later.	Triangulated monitoring	MD, AM and middle leads	Termly

Fill gaps in prior learning.	Pre and post teaching. Children who need it receive up to 1 hour pre-teaching a week in English up to 1 hour in maths, from January 2019.	Children who have gaps in understanding will develop difficulties in understanding later	Triangulated monitoring	MD, AM and middle leads	Termly
Develop pupils emotional resilience so they are ready to learn	Behaviour Support TA/ Inclusion mentor 1:1 work for those who need it. Emotional Literacy Lunchtime nurture group Specific nurture work depending on pupil need	Self-regulation approached have identified impact. Attitude to learning has identified impact on pupil learning.	Triangulated monitoring	MD, AM and middle leads	Termly
Improve attendance of disadvantaged pupils to be in line with others	Attendance admin and attendance lead <ul style="list-style-type: none"> <li>- First day calls / visits</li> <li>- Begin monitoring attendance at 96%</li> <li>- Attendance reward half-termly</li> </ul> CAF and TAC meetings, identified by need.	PPG PA has fallen significantly, but a small number of PPG children still have persistent absence.	Attendance monitoring	AM	Half - termly
Develop speech and language of identified pupils	ELKLAN training for identified member of staff. Used for 1:1 development work.	Children who have gaps in understanding will develop difficulties in understanding later	Triangulated monitoring	MD, AM and middle leads	Termly


<b>Total budgeted cost</b>					£32000
----------------------------	--	--	--	--	--------

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is</b>	<b>Staff lead</b>	<b>When will you review</b>

<b>Total budgeted cost</b>					
----------------------------	--	--	--	--	--

**7. Additional detail**

--