



1. Summary information					
Academic Year	2018-2019	Total PP budget	21,780	Date of most recent PP Review	Sept 18
Total number of pupils	204	Number of pupils eligible for PP	22	Date for next internal review of this strategy	April 19
Total FSM	9	Total Service Children	10	Total Adopted Children	3
Money Received	11,880	Money Received	3,000	Money Received	6,900

2. Current attainment		
	<i>Pupils eligible for PP (Nat)</i>	<i>All pupils (Nat)</i>
% achieving EXS or GDS reading, writing & maths at KS2	0	61% (64%)
% achieving EXS or GDS reading KS1	N/A	76% (76%)
% achieving EXS or GDS writing KS1	N/A	76% (70%)
% achieving EXS or GDS maths at KS1	N/A	72% (76%)
% achieving EXS in Phonics at Year 1	100% (NYA)	89% (83%)
KS2 Disadvantaged Gap in attainment	NYA	NYA
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Emotional/Social Issues	
B.	Fixed-Mind-set	
C.	Gaps in learning across all subjects	
D.	Lack of focus	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Frequent Lateness	

F.	Family mobility and deployment	
G.	Family Instability	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Wellbeing of pupils a priority	Children build emotional resilience
B.	Children display growth mind-set	Able to independently challenge learning
C.	Gaps in learning across the curriculum filled	Gaps identified and swiftly acted upon
D.	Children integrated more fully into lessons	Children focused and engaged
E.	Children and parents encouraged to be on time and not take time off from school	Children's attendance/lateness improves
F.	Children have emotional/social support as necessary	Children ready for learning
G.	Progress and achievement of all children	Gaps identified and swiftly acted upon

4. Planned expenditure

Academic year	2018-2019
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gaps filled in all subjects.	Continual progress meetings	Children continue to have gaps in learning which aren't acted upon quickly enough.	Training/Support for all and ensure consistency through monitoring by leads and continual conversations.	AM/AS/CH/ KL/FB	Termly
HLTA to support phonics and maths across school – filling key gaps.	HLTA to support teachers/pupils where necessary	From working with individual children last year, we need HLTA to train majority of TAs so they have the same level of knowledge to work with filling children's gaps.	Monitor timetable and her role. Assess where she is best used throughout the year.	FB/AS/KL	Termly

HLTA to teach PSHCE across school giving teachers time with TAs	HLTS to teach PSHCE	PSHCE will be consistent across school teaching key elements of Purple Learning (growth mind-set) as well as strands from the RWS programme we ran last year to teach children resilience and how to take care of their own wellbeing.	Monitor planning/lesson delivery and children's voice.	CH/FB	Termly
All children motivated to 'Be the best they can be!'	Timetabled visits and visitors to inspire children.	Motivational speakers help children to hear about resilience, effort and perseverance and to be able to model it themselves.	Regular visitors and evaluated regularly to ensure children are inspired.	FB	Termly
Total budgeted cost					£15,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children taught skills for emotional resilience	RAFTERS group – weekly gardening	Due to mobility and deployment, a chance for children to meet and be involved in a project that will enhance learning across school.	Key member of staff running it to ensure its consistency.	FB/JNJ	Termly
Children taught skills for emotional resilience and given time for fun.	Young Carers Group meet fortnightly.	Young Carers need a chance to get away and just be kids. Also gives them a chance to talk if they wish.	Key member of staff to run it to ensure consistency in approach. Also continue to work towards silver/gold award.	FB/JNJ/CB	Termly
Wellbeing a priority	HSLW to offer nurture groups, 1:1 therapy sessions, etc.	Children need to be taught emotional resilience. Wellbeing needs must be nurtured before learning can take place.	HSLW to be full time.	JNJ/KL	Termly

Pupils integrated into lessons	All TAs to help support learning and behaviour	Clear that training needs to be provided for all TAs to ensure consistency of approach and desired standard of teaching.	Adapt timetable as necessary and ensure action plans are in place and change accordingly. Drop-ins and pupil voice.	FB/KL	Termly
Total budgeted cost					£9,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils have uniform	Provide Uniform	All children do not feel different or left out.	All children to receive uniform	FB	Termly
Access to extracurricular activities and school trips.	Provide additional funds so no child misses out.	All children have access to extracurricular activities and school visits. No child misses out.	Discreetly ensure parents know that we offer this. All children take part in a range of activities.	FB	Termly
Total budgeted cost					£2,000

5. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Smaller group work for targeted intervention	Additional support for children in maths and English.	Smaller groups of children – specific gaps able to be filled in children who were ‘backtracked’	Children need to remain in lessons for all core subjects – any support needs to be provided within the lesson. Teacher needs to ensure that every child is seen by the teacher themselves. More training necessary to ensure majority of TAs are trained to standard needed to close all gaps.	£2,410

Targeted intervention for maths and phonics	HLTA to address key mathematical, phonics and reading gaps.	Huge impact in that gaps are clearly being addressed and filled.	Even though individual children are being impacted, it is necessary to ensure majority of TAs are trained to the standard needed to target support in their individual classrooms. The impact will be greater.	£17,000
Children given skills for building resilience, wellbeing and mental health.	RWS programme in school to deliver to year.	Children benefited from learning different strategies to build resilience, and to support their mental health and wellbeing.	We will use the RWS programme key objectives and build it into the PSHCE curriculum so that all year groups benefit.	£3,000
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
RAFters group to be able to meet regularly.	Staff member to lead group.	Children given a space to enjoy time and talk if appropriate about issues related to deployment	This group will continue as deployment continues to be an issue. Children from this group referred to HSLW as necessary.	£300
Children's emotional needs met.	Home School Link Worker 3 days.	Children deal more effectively with various issues. Groups taken to deal with friendship, anxiety, etc.	Children need additional support as and when appropriate. Therefore, having a HSLW help support these children and their families to ensure they build up emotional resilience.	£13,000
Young Carers group to meet regularly	Staff member to lead group.	Children given a space to enjoy time and talk if appropriate about issues related to being a carer.	This group will continue as we have a growing number of Young Carers. Children from this group referred to HSLW as necessary.	£300
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children able to attend after school activities or clubs and go on school trips.	Pay for additional activities and school visits.	Children have been able to participate in guitar, swimming, street dance, Karate, Football club and supported counselling as needed. Every child attends school trips.	This will continue, where families are struggling to afford to send their children to additional activities that will benefit and develop their children.	£3,000

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the section:

Attendance for 2016-2017:

Pupil Premium Attendance: 95.05%

Rest of School: 96.43%

Attendance for 2017-2018:

Pupil Premium Attendance: 96.95%

Rest of School: 96.59%

Attendance of this group is in line with their peers for both years.