

| Number of Pupils and Pupil Premium Grant Received | |
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| Academic Year | 2018 – 2019 |
| Number of pupils on roll (October 2018 census) | 215 |
| Number of pupils eligible for pupil premium funding | 37 |
| Amount of Pupil Premium Grant received | £48,840 |
| Date of next internal review of this strategy | March 2019 and July 2019 |

| Summary of the main barriers faced by eligible pupils |
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| 1. The percentage of disadvantaged pupils reaching a GLD in EYFS is lower when compared to others. |
| 2. Attainment in English and maths at KS1 for disadvantaged pupils is slightly lower than that of others. |
| 3. Progress and attainment in reading at the end of KS2 for disadvantaged pupils is lower when compared to others in the school |
| 4. For the attendance and punctuality of disadvantaged pupils to improve particularly those with SEN |

| Outcomes | | |
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| Desired outcomes and how they will be measured | | Success Criteria |
| 1. | To raise the % of disadvantaged children reaching a GLD at the end of EYFS. | The number of pupils reaching a GLD overall rises to target of 85% The number of disadvantaged pupils reaching a GLD increases. |
| 2. | To raise attainment for disadvantaged pupils in English and maths in KS1 so that these children achieve more in line with their peers. | At the end of KS1 attainment figures for reading, writing and maths show that the number of disadvantaged children reaching ARE is close to others in the school. |
| 3. | To raise attainment for disadvantaged pupils in reading in KS2 so that these children achieve more in line with their peers. | At the end of KS2 attainment figures for reading show that the number of disadvantaged children reaching the expected standard is close to others in the school. |
| 4. | For the attendance and punctuality of disadvantaged pupils to improve particularly those with SEN | The attendance rates for disadvantaged children, particularly those with SEN, are in line with national expectations and close to others in the school. |

| Planned Expenditure |
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| Academic Year | | 2017 - 2018 | | | |
|------------------------------------|--|--|---|--|---------------------------------|
| 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 reception class 3 mornings a week. Focus on Wellcom to support communication and language. | LSA to provide targeted support for disadvantaged pupils including interventions such as 'Wellcom' to close gaps and aid progress of disadvantaged pupils. | Drop in's by SLT Planning scrutinies pupil Progress meetings to review support Intervention planning monitored by SEND Co-ordinator | HoS EYFS lead | Half termly |
| All | LSA Support for Forest Schools weekly | LSA to provide support for disadvantaged pupils and for intervention to be tailored to specific needs of these children | Observations Boxall Profile 360 reviews Pupil Perceptions | HoS AHT | Termly |
| 2 | HLTAs to provide Intervention and cover for teachers to provide Intervention in Upper and KS1 | 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 | HoS AHT Subject leaders SENco | Termly |
| Total Budget Cost | | | | | £ 31,608 |
| 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? |
| 2. | LSA support daily for targeted group in basic letter and number skills for KS1 children. | LSA to provide phonic intervention for targeted pupils in Year 2 particularly for disadvantaged pupils who need to re-sit phonic screening | Year 1 and 2 teacher to plan intervention Pupil Progress meetings Phonic leader drop ins Monitoring of Intervention by SEN Co-ordinator | HoS AHT SENco Subject leaders | Termly |
| 2 | Targetted Intervention for disadvantaged pupils in Reading, writing and maths in KS1 | Targetted 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 | HoS AHT SENco Subject leaders | Termly |
| 2,3 | Targetted Intervention for disadvantaged pupils in Reading, in KS2 | Targetted 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 | HoS AHT SENco Subject leaders | termly |
| Total Budget Cost | | | | | £ 5278 |
| 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? |
| 3. | Breakfast Club | Children are rested and fed ready to learn, they are supported emotionally so that they can make good progress in their learning. | LSA support through a breakfast club aimed at vulnerable children. Breakfast given as well as reading, social support etc | HoS AHT | Termly |
| 3. | Support for Vulnerable disadvantaged pupils in pm socially and | Barriers to learning can be addressed so children feel confident and are able to learn | Timetable for all vulnerable children to be reviewed half termly | SENco HoS | Half Termly |

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| | emotionally | in mornings. Address self esteem issues. | Communication between LSA and class teacher | | |
| 3. | Tracking of attendance by attendance officer | Attendance of PPG children and those with SEND is below target of 95%. If this rises the children will be accessing quality first teaching which will enable better progress and attainment. | Clear tracking systems in place Close tracking of disadvantaged pupils Early Bird Incentives Monthly attendance reviews | HoS | Half Termly |
| All | Support costs to curriculum areas and educational visits which may include transport costs such as swimming, residential activities and visits for disadvantaged pupils | Disadvantaged pupils have the same access to the curriculum and opportunities as others and benefit from the educational benefits of these | Observations Pupil and parent perceptions | HoS Finance lead | Termly |
| Total Budget Cost | | | | | £ 9,878 |