

Pupil Premium Strategy Statement 2018-2019

Summary information, context and planned spending :

The pupil premium strategy is to look at each individual and put a programme into place to provide support for each child as an individual and plan spending

Historical pupil premium pupils across the school;

Academic Year	Number of pp pupil	Amount to spend	% of pp in school
2018-19	50 pupils	£66,000	25% of school
2017-18	56 pupils	£73,920	29% of school
2016-17	70 pupils	£92,400	35% of school
2015-16	74pupils	£97,040	40.2% of school
2014-15	765 pupils	£99,300	41% of school

Academic Year 2017/18	Whole school = 197 pupils premium pupils= 50 pupils percentage of pupil premium; 25%	Amount PP Funding April 2017 (2018/19 Delegated Budget) £1,320 per pupil Total =£66,000
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Planned spending for 2018-19

Barriers to attainment (for pupils eligible for PP)

In-school barriers

1. Low prior attainment and a 'learned helplessness' attitude to learning
2. Disengaged with reading/writing and being reluctant to read/write
3. Many children are on the 'at risk'/vulnerable/ SEND register
4. Progress for PP children not always as good as/better than non-pupil premium children

Other areas of impact:

1. Allowed pupils to access trips, swimming, and residential visits
2. Support for families, resulting in greater engagement in school from the parents
3. Equipment for class – based learning facilities

External barriers

1. Lack of support from family at home; a reluctance from parents to engage – at times resulting in poor attendance, poor home learning environments
2. Significant family issues, resulting in being on the 'at risk' / CP register

Desired outcomes	Success Criteria
1. Reading and writing attainment and progress is accelerated for pupil premium children	1. Progress rates for reading and writing are greater than those who are non-pupil premium
2. More able pupil premium pupils achieve or exceed their 20% FFT target, demonstrating rapid progress	2. More pupil premium pupils achieve in greater depth expectations, showing evidence of rapid progress
3. Teachers use their knowledge of pupil premium pupils to ensure effective planning to ensure the	3. Gaps between attainment for pupil premium pupils and non-pupil premium children is diminished in all

progress of all individuals in the classroom, in particular the more vulnerable pupils.	subjects for all year groups
4. Pupils' gaps in knowledge for mathematics are identified and strategies ensure pupils make good or better progress from their starting points.	4. Pupil outcomes in maths are improved for all and pupil premium pupils' outcomes match those achieved by non-pupil premium pupils. Disadvantaged pupils' progress is the same as or better than non-pupil premium pupils in maths.

Chosen action/approach- Costs; Time

- Quality First Teaching for all subjects to plan for the appropriate level for pupils to improve reading, writing and maths skills
- All teachers to use the assessment data and targets to plan effectively so that PP HA pupils are given the opportunities to work above national expectations, making rapid progress and achieving or exceeding their targets. Each data analysis to show progress and current attainment of PP HA pupils in comparison with other PP pupils
- Each member of staff to ensure all PP pupils are identified in mark books and seating plans. Each member of staff to plan effectively to take into consideration PP pupils' barriers to learning and support in lesson accordingly
- Gap analysis is undertaken for all year groups using standardised tests pupils are sometimes reorganised to take the pupils' gaps into consideration. Training of all teachers of maths to take priority, in particular the use of concrete, pictorial, abstract. Regular drop ins into lessons to ensure consistency of approach. Pupils to have in-class intervention.

Additional staff; £62,280

- Additional Teaching Assistants to support pupils in classes Rec-yr6
- Parent and Pupil Support Worker
- one to one tutoring after school
- Additional Ta's to deliver RWI, Better reading Partnership (BRP), Lego Therapy, Reading fluency
- Additional teaching sessions before school for Lexia

Other Funding;

- Support Swimming £300
- Educational visits £900
- Music tuition £100
- Workshops (Anti bullying workshop £330)
- SEMH support Counselling, Play therapy,

Learning Resources £1655

This is used to purchase Lexia, Purple Mash, I am learning and other online learning
Purchased additional reading resources – guided reading in KS1 and individual home reading books in KS2

M scales from Middleton £400

What is the evidence and rationale for the approach?

Ofsted report, Herts LA reviews, End of Key Stages outcomes, outcomes for PP pupils across the school, School Improvement Plan, observations, work scrutiny, pupil voice.

Monitoring of Provision for Pupil Premium

- Through regular and systematic book monitoring, looking specifically at pupils' opportunities for extended writing, feedback and pupils' response to feedback to evidence progress.

- Through lesson observations, monitoring, and regular book scrutinies – leaders to systematically compare the level at which PP HA pupils are achieving at the same level or above as the non PP HA pupils
- Following planned dates on Monitoring schedule

Results of Pupil Premium Performance July 2019;

