

Pupil Premium Strategy

2018-19

NOR	218 (inc nursery)
Number of pupils eligible for PP funding	28
Percentage of pupils eligible for PP funding	12.8%
Total Budget allocation	£44,880 (£45,928.83)
Academy Deprivation Index	0.18
Nominated member of EAB	Lesley Bailey
EAB PP Review dates	27 th November 2018 26 th February 2019 18 th June 2019

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	20/24 - 83%	1/2 - 50%	19/24 - 79%
Year 1 Phonics	27/30 - 90%	1/3 - 33.3%	26/30 - 86.7%
Key Stage 1 Reading	24/30 - 80%	0/1 - 0%	24/29-83%
Key Stage 1 Writing	22/30 - 73%	0/1 - 0%	22/29-76%
Key Stage 1 Maths	24/30 - 80%	0/1 - 0%	22/29-76%
Key stage 2 Reading	27/30 - 90%	5/7 - 71.4%	22/23- 96%
Key stage 2 Writing	26/30 - 87%	5/7 - 71.4%	21/23-91%
Key stage 2 Maths	26/30 - 87%	5/7 - 71.4%	21/23-91%

Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

What does the data suggest for priorities for the next academic year?

EYFS

One of the 2 PP pupil achieved ARE + in all areas. However the second PP who has moved into FS2 mid-year is not demonstrating ARE yet. We achieved 50% ARE + in all areas in FS2 the National score was 56%. The low numbers of pupils involved in this data means that future priorities need to be bespoke to the child. Interventions such as touch counting, number recognition, phonics blending and letter recognition will initially take place in FS2.

KS1

Data suggests that we need to focus on all areas for PP in KS1. Only 1 PP passed the phonics screening test which gave us a 33% pass rate compared to the National average which was 71%, we are significantly below in this area. Our key stage 1 PP child did not score age related in reading, writing or maths, this is again a significant difference in the national average scores which are reading 61%, writing 54% and maths 62% but again the low numbers of pupils involved in this data means that future priorities need to be bespoke to the child. In Phonics 100% of our PP attained the expected level compared with the National figure of 85%.

KS2

Our scores for the PP children at the end of year 6 were very positive. We exceeded the national average in all areas. We scored 71% in reading with the national average being 63%, this is a 8% difference. In writing we got 71%, the national average was 67%, giving us a 4% difference, maths we attained 71%, national average was 62%, giving us a 9% difference. Our combined score was 71%, we achieved 23% difference from the national average which was 49%.

Two of our SEN children did not manage ARE in any subjects. We will provide more support for the SEN children to aim for ARE in all areas through nurture, PE sessions and 1 to 1 support with the counsellor or through ELSA support.

Behaviour and Attendance

Behaviour issues in school have decreased and we have noticed a decrease in children visiting The Zone on red. In the summer term there were only 13 incidents where children were on red. However behaviour and social/emotional difficulties remain a focus. We aim to get all our children classroom ready and help them through nurture where we support with anger, anxiety, friendships and worries.

Attendance again is always a focus –in summer term 40.6% of PP children had attendance below 97%. Those achieving expected level of attendance will be rewarded each half term/term.

Current Pupils

	% Eligible	% L -PA	% M-PA	% H -PA
Early Years	1-FS1-4.5% 1-FS2-3.8%		1-FS1-4.5% 1-FS2-3.8%	
Specific intervention need			Listening skills Confidence Phonics Maths ordering/touch counting Handwriting	
Objective number 1 2 3 4 11 12 13 15				
Y1	2-7.7%	1-3.8%		1-3.8%
Specific intervention need		Phonics Reading Maths SDI Sentence structure Ordering sentences		Phonics application Maths SDI Sentence structure Handwriting
Objective number 1 3 4 9 10 11 12 13 14 15				
Y2	3-10%	3-10%3.		
Specific intervention need		RWI 1 to 1 reading Nessy PE Nurture SDI		
Objective number 1 3 4 8 9 10 11 12 13 14 15				
Y3	1-3.1%	1-3.1%		

Specific intervention need		Writing intervention Sentence structure Reading Spelling Nessy Maths -weekly timestables Nurture		
Objective number 9 10 11 12 13 14 15				
Y4	3-13.1%	1-3.3%	2-6.7%	
Specific intervention need		SDI Times table Writing clinic Spellings Nessy	Writing clinic SDI maths	
Objective number 9 10 11 12 13 14 15				
Y5	10-41.7%	5-20.8%	2-8.3%	3-12.5%
Specific intervention need		Nessy daily Focus spelling group Writing clinics Focus times-tables Individual reading Speed reading	Maths club Individual reading Focus spelling group	Maths club Individual reading Focus times tables
Objective number 5 9 10 11 12 13 14 15				
Y6		1-3.6%	6-21.4%	
Specific intervention need		Maths Booster for maths, writing and SPaG	Maths Speed reading Booklins	

<p>Objective number 5 6 7 8 9 10 11 12 13 14 15</p>		<p>Booklins Individual reading</p>	<p>Boosters for maths, Lunch-time JOLTs Club in maths, writing and SPaG</p>	
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Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
<p>Provide emotional and social support for vulnerable pupils through nurture sessions to help raise achievement</p>	<p>£10.88 per hour £65.28 per week £2,545.92 per year</p>	<p>14</p>	<p>K Green J Crank</p>	<p>14/14-100%</p>
<p>Ensure that pupils have wider opportunities such as access to after school clubs or school trips to broaden experiences</p>	<p>£500</p>	<p>28</p>	<p>C Orridge K Green</p>	<p>28/28-100%</p>
<p>Ensure pupils are ready to learn daily through provision at Breakfast Club-including a substantial meal and structured play time.</p>	<p>£42 per day for B club £10.88 per day staff £210 per week £54.40 per week £8,190 per year £2,121.60 per year</p>	<p>28</p>	<p>C Orridge O Hanson J Crank</p>	<p>28/28-100%²⁷</p>

Establish pupils have a calm and settled lunchtime, (especially children who find unstructured times of the day challenging) and are ready to learn in an afternoon	£10.88 per hour (ta) £21.00 per hour £54.40 per week £105.00 per week £2,121.60 per year £4,095 per year £6,216.60 per year in total	27	J Crank K Green L Turner C Kantecki S Chesney L Phillips	27/28-96.4%
Provide support for vulnerable pupils to improve learning behaviours such as teamwork and collaboration, helping raise achievement through P.E .	£11.74 per hour £23.48 per week £915.72 per year	10	K Green J Crank J Nicholls	10/10-100%
To improve attendance and reduce the persistent absence of disadvantaged pupils FS-Year 6	£500	28	Helen Acton Sarah Chesney Kelly Green Olivia Hanson Sue Middlebrook	28/28-100%

Objective 1	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
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<p>To ensure all phonemes are known and words can be blended and segmented and words can be recognised</p> <p>To recognise graphemes</p>	<p>Small group intervention- 20 min sessions 4 times a week 1:4 in each group</p>	<p>£21.00 per hour in FS2, Y1 ,Y2=£ 84(1hr 20 in each class)</p> <p>£3,276 a year</p>	<p>5</p>	<p>C Kantecki K Brooke L Phillips J Crank N Lynch J Marshbank</p>	<p>FS child will meet the expected standard to pass Year 1 Phonics test by the end of year 1 Year 1 children will pass the phonics screening test Year 2 children who failed phonics screening will pass resit/score a higher mark</p>
Review Term 1					
Review Term 2					
Review Term 3					
Objective 2					
Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?

<p>To form all letters correctly in FS2</p>	<p>Small group intervention using handwriting books, pencil grips and emphasizing correct starting points for the letters-15 mins sessions twice a week 1:3 in group</p>	<p>£11.50 per half hour £448.50 per year</p>	<p>1 PP</p>	<p>C Kantecki K Brooke</p>	<p>Handwriting will be legible and appropriately sized with finger spaces 100% of FS2 PP to attain GLD in moving and handling for writing</p>
<p>Review Term 1</p>					
<p>Review Term 2</p>					
<p>Review Term 3</p>					

Objective 3 Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
1 to 1 reading To decode fluently age- appropriate books and be able to answer questions about the book to indicate a good level of comprehension	Children will read for 10-15 minutes daily and answer questions on the books- including inference questions and word meaning questions. Reading rabbits will be used to encourage reluctant readers	£21 per hour in each class £26.25 x3=£78.75 per week £3,071.25 per year	5	C Kantecki N Lynch L Phillips	FS2 will achieve ARE in reading and in RWI assessments Y1- will attain 85+ on Pira test Both will past phonics screening tests Y2-will attain 90+ on year 2 Pira tests
Review Term 1					
Review Term 2					
Review Term 3					

Objective 4 Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Number recognition Using Numicon to develop number bonds to 10/20	Small intervention group using Numicon and other resources to provide concrete understanding for number recognition to 10/20/100 counting and number bonds to 10/20.	£10.88 per week for each class, FS2,Y1, Y2 £32.64 per week £1,272.96 per year	6	C Kantecki K Brooke L Phillips J Crank N Lynch J Marshbank	FS2- will achieve ARE in number Y1- will achieve 85+ on Puma Y2- will achive 95+ in NFER W+ on Maths SATS
Review Term 1					
Review Term 2					
Review Term 3					

Objective 5 Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Writing clinic To support children on a 1 to 1 basis to improve their writing through better word choices, spelling and grammar Years 5/6	20 mins per week 1 to 1 support	£11.67 per pupil £70.02 per week £2,730.78 per year	6 (from Y5) 7 (from Y6)	Helen Acton Rebecca Winks Sarah Chesney Stuart Cooke	4/6 (67%) of Year 5 PP at age-related standard in writing 6/7 (86%) of Year 6 at age-related standard 1/7 (14%) at greater depth
Review Term 1					
Review Term 2					
Review Term 3					

Objective 6 Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Maths Boosters sessions as part of SDI to increase % of GD and ARE in maths Year 6	Run booster session every dinner time for half an hour to clear up any misconceptions and common errors	£14.06 per half hour-a week (mon) £5.44 per half hour each day - £27.20 a week £548.34 £1,060.80 £1,609.14 per year	7	Stuart Cooke Kerry McConachie	6/7 PP children to achieve ARE or above in maths
Review Term 1					
Review Term 2					

Review Term 3	
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Objective 7	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years:					
To increase % of pupils getting ARE in reading	Pupils to attend Booklins club for 1 hour a week	£35.00 per week £1,136.5 per year	7	Helen Acton	6/7 pupils to attain ARE or above in reading-85.7%
Year 6					
Review Term 1					
Review Term 2					
Review Term 3					

Objective 8 Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<p>To increase % of pupils getting ARE and GD in reading, writing, maths by the end of KS1 and end of KS2</p> <p>Year 2 Year 6</p>	<p>Pupils to be targeted in small groups for 1 hour a week</p> <p>Additional 1 to 1 boosters after school with dedicated mentor for 45 minutes per week for year 6 pupils</p>	<p>Y2-£21.00 Y6-£35.00 x 2</p> <p>£819 £2,730 £3549 per year</p> <p>£15.75 (teachers) £26.25 (slt)</p> <p>£614.25(teachers)x5 £1,023.75(slt)x2</p> <p>£3,071.25 per year £2,047.50per year £5118.75 per year</p>	<p>10</p> <p>7</p>	<p>Rebecca Winks Nicola Lynch</p> <p>Sarah Chesney Rebecca Winks Loren Turner Zoe Burnett Smith Nicola Lynch Laura Phillips Claire Kantecki</p>	<p>Yr 2 1/3 children will attain working towards in combined 2/3 will be PKG. Progress will be evident in PIVATS and on work scrutiny</p> <p>Yr 6 86% combined at age-related standard (6/7 children) 14% Gr D</p>
<p>Review Term 1</p>					
<p>Review Term 2</p>					

Review Term 3	
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Objective 9					
Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
To increase % of word recognition to improve reading speed, stamina and to increase % of pupils at ARE by end of year Year 1-6	1:1 Nessy for reading 15 mins per pupil x 3 per week 1:1 reading sessions with adult to increase speed and fluency 15 mins per pupil per week in addition to small group comprehension	£2.72 per pupil £24.48 per week £954.72 per year £2.72 per pupil £70.72 per week £2,758.08 per year	9 26	TA in class	Children increase the number of words they are reading in 5 minutes - (15-20 per week by upper KS2) termly. RAG rating of reading fluency will show a higher percentage of green over each term - using appropriate texts for the individual Currently 46% are at age-related standards to increase this to 69% (18 children)

Review Term 1					
Review Term 2					
Review Term 3					

Objective 10	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: To provide support for vulnerable pupils to help raise achievement and develop positive learning attitudes Year 1-6	1:1 or small group nurture groups will provide support for children with emotional, social and behaviour issues which are impacting on their progress	£10.88 per hour £65.28 per week £2,545.92 per year	14	K Green J Crank	14/14-pupils attending nurture will show progress on their individual PIVATS profiles

Review Term 1					
Review Term 2					
Review Term 3					

Objective 11	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: Ensure that pupils have wider opportunities to broaden experiences FS-Year6	Pupils will have access to free after school clubs and trips to help support understanding of the wider curriculum and will impact on standards	£500	28	C Orridge K Green	No pupil premium child will miss out on curriculum enrichment for financial reasons

Review Term 1					
Review Term 2					
Review Term 3					

Objective 12	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years:					
Ensure pupils are ready to learn daily	To subsidise breakfast club and have a targeted approach to ensure PP have access and is now available	£42 per day for B club £10.88 per day staff £210 per week £54.40 per week £8,190 per year	28	C Orridge O Hanson J Crank	All PP children will have free access to Breakfast Club daily so that they start the day with a good meal, ready to learn.

		£2,121.60 per year			
Review Term 1					
Review Term 2					
Review Term 3					

Objective 13	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years:					
To ensure pupils have a calm and settled lunchtime and are ready to learn in an afternoon	The Zone- specific activities to keep pupils occupied and develop friendships and deal with any problems that have arisen-every dinner time	£5.44 pe rhalf hour (ta) £10.50 per hour £27.20 per week £52.50 per week	27	J Crank K Green L Turner C Kantecki S Chesney L Phillips	Playground monitoring will see a reduction in the number of incidents where children have a C5

FS2-Year6		<p>£ 1,060.80 per year £2047.50 per year</p> <p>£3108.30 per year in total</p>			
Review Term 1					
Review Term 2					
Review Term 3					

Objective 14 Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
To provide support for vulnerable pupils to help raise achievement through PE Year1-6	Provide extra PE sessions every Thursday for those that would benefit from team building and social skills. Sensory circuit, sensory time, health and well-being to be offered across 2 mornings	£11.74 per hour £23.48 per week £915.72 per year	10	K Green J Crank J Nicholls	Pupils attending nurture will show progress on their individual PIVATS profiles
Review Term 1					
Review Term 2					
Review Term 3					

Objective 15 Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
To improve attendance and reduce the persistent absence of disadvantaged pupils FS-Year 6	Attendance officer support employed, weekly, termly and annual rewards for individuals, classes and groups of pupils.	£500	28	Helen Acton Sarah Chesney Kelly Green Olivia Hanson Sue Middlebrook	There will be a termly improving trend of attendance for PP children from the 2018 starting point of 62.5%
Review Term 1					
Review Term 2					
Review Term 3					