



## Pupil Premium Strategy Statement Autumn 2018

1. Summary information 2017 - 2018				
Academic Year	2017/18	Total Pupil Premium Budget	£73,380	
Total number of pupils	449	Total number of pupils eligible for Pupil Premium	91	20.3%
		Number of FSM6 Children	52	11.6%
		Number of Service Children	39	8.7%
		Number of FSM6 and SEN Children	22	4.9%

### Impact of funding 2017 - 2018

Each term the academic progress of each child is analysed and support is put into place to support and extend learning as and when needed. In addition to this the class teachers also monitor and record any events in a child's life which may result in them requiring emotional support. This information is collated by Senior Leaders who meet with class teachers to discuss with them any specific needs relating to the PP pupils as and when they arise. The funding of our inclusion and pastoral team has provided invaluable emotional and practical help for all vulnerable children and parents within our school community. The Service Funding has also enabled our Transition Worker to liaise with the Forces/ Community Liaison Officer at RAF Wyton to support service families and best plan for transitions in the pupil's lives.

Key Stage 1 Percentage Meeting Age Related Expectations				
61 Children 7 PP Children	Reading	Writing	Maths	Reading/Writing/Maths Combined
School PP Children	71.4%	57.1%	85.7%	42.9%
All Year 2 Children in school	85.0%	70.0%	86.7%	66.6%
National for all Year 2 Children	75.5%	70%	76.1%	65.4%

Key Stage 2 Percentage Meeting Age Related Expectations				
71 Children 16 PP Children	Reading	Writing	Maths	Reading/Writing/Maths Combined
School PP Children	68.8%	50%	43.8%	37.5%
All Year 6 Children in school	74.3%	62.9%	68.6%	52.9%
National for all Year 6 Children	75.3%	78.3%	75.6%	64.4%

#### Progress from KS1 to KS2:

- 9 of the 16 PP children made expected or better than expected progress in Reading.
- 9 of the 16 PP children made expected or better than expected progress in Writing.
- 6 of the 16 PP children made expected or better than expected progress in Maths.

Expenditure Review 2017-2018			
	Activity	Annual Total	Impact
<b>A</b>	Funding for PP children missing out on opportunities such as school trips, extracurricular events/ clubs and music tuition due to lack of funding	£21,000	PP pupils received the same opportunities as those not in receipt of PP, allowing for high aspirations.
<b>B</b>	Uniform	£1575	Uniform was to all FSM/EVER6/Post LAC children at the end of the summer term.
<b>C</b>	Inclusion and Pastoral Team Support for children with behavioural, emotional and social issues including: <i>Family stresses relating to financial difficulties at home.</i> <i>Chaotic home lives.</i> <i>Bereavement</i> <i>Inability if parents to support children due to health.</i> <i>Poor attendance leading to falling behind.</i>	£25,000	Children were enabled to feel valued. Pupil Premium Record sheets completed by class teachers termly recorded impact of any interventions. Analysis of impact by Senior Leaders and feedback on an individual basis.
<b>D</b>	SENCo Funding to enable greater support for children who are both PP and have SEND.	£9000	Support was more targeted and 56% of gaps were closed between all pupils and PP children with SEND.
<b>E</b>	Interventions run by HLTAs to support PP children	£16,500	66% of gaps were closed between all pupils and PP pupils.
<b>F</b>	Additional teaching sessions from teachers (1:1)	£2000	
<b>G</b>	Phase Leader monitoring (vulnerable groups)	£1800	Phase Leaders were able to have a positive impact on provision and progress of PP pupils through monitoring of work and learning walks. They reviewed data to ensure that progress was in line with targets.
<b>H</b>	Interventions led by TAs (including sensory circuits, Becoming First Class at Number, Project X Code which involved 6 TAs)	£5500	Support was more targeted and 56% of gaps were closed between all pupils and PP children with SEND.
<b>I</b>	Support for Service Children Admin support and Transition Mentor Impact of long absences of a parent due to postings and related anxiety. Difficulties making friends due to regular school movement. Emotional impact of moving schools due to postings.	£1500	Service Forums were held and Transition Mentor was able to meet with Service children on a weekly/fortnightly basis.

1. Summary information 2018 - 2019						
Academic Year	2018/19	Total Pupil Premium Budget	£80,640		Date of most recent Pupil Premium Review	October 2018
Total number of pupils	448	Total number of Pupils eligible for Pupil Premium	91	20.3%	Date for next internal review of this strategy	January 2019
		Number of FSM6 Pupils	52	11.6%		
		Number of Service Pupils	39	8.7%		
		Number of FSM6 and SEN Pupils	15	3.3%		
		Looked After Children	3	0.6%		
<b>Attendance</b>						
All Pupils	96.6%	Pupil Premium Pupils	95.0%			

Areas of Projected Spend 2018/19		
Educational Visits	19%	£15322
Music Tuition	8%	£6451
Clubs	4%	£3225
Inclusion Worker	19%	£15322
Pastoral Support	15%	£12096
Interventions	23%	£18547
Service	5%	£4032
Unallocated	7%	£5644

Desired Outcome		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Continue to close the attainment and progress gap between all pupils and disadvantaged pupils across the school.	<ul style="list-style-type: none"> <li>• The majority of pupils eligible for PP make expected progress to prevent the gap between them and their peers widening.</li> <li>• Teachers have identified children who need to make accelerated progress and the majority of these children achieve this.</li> <li>• Interventions are implemented and evaluated for impact on progress and attainment so that PP pupils make expected or accelerated progress from their relative starting points.</li> <li>• Teachers use prior attainment and current progress data as well as knowledge of individual children to adjust provision so that most PP children make at least expected progress</li> </ul>
<b>B.</b>	Attendance rates for pupils eligible for PP continue to increase.	Reduce the number of persistent absentees among pupils eligible for PP (94.2% average attendance 2017-2018).
<b>C.</b>	To support children who have emotional or behavioural needs so that they can access the curriculum and be ready to learn.	Children make good progress and there are less instances of disruptive behaviour recorded. There is support in for those children who are impacted by parents being posted overseas.
<b>D.</b>	To enable more children to access extra-curricular activities and to boost self-esteem.	More children are able to succeed and participate, enabling them to have the same opportunities as their peers.

**Planned expenditure in 2018/ 2019**

**Quality of teaching for all, including targeted support**

<b>Desired outcome</b>	<b>Action</b>	<b>Rationale for this choice</b>	<b>Intended Impact</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Continue to close the attainment and progress gap between all pupils and disadvantaged pupils across the school.	Quality First Teaching and targeted support.	Pupil Premium Record sheets completed by class teachers termly to record progress.	Most pupils eligible for PP make at least expected progress by the end of the year.	DHT SENCo	January 2019
	Interventions are implemented and evaluated for impact on progress and attainment.	Research based interventions are implemented, eg: First Class at Number Success at Arithmetic Project X Sensory Circuits Expanded rehearsal technique	PP pupils make expected or accelerated progress from their relative starting points.	LT	
	Teachers use prior attainment and current progress data as well as knowledge of individual children to adjust provision.	Effective use of data through Target Tracker. PP Forms record intervention and progress made. Assessment data and analysis of tests shows progress has been made.	Progress and end of year outcomes are improved.		
Attendance rates for pupils eligible for PP continue to increase.	Inclusion Worker to offer support and to complete Early Help Assessments (EHA) with the families. Involvement of SENCo in supporting parents and referring to other services as required.	We want to provide extra support to improve attendance for identified families who have children eligible for the Pupil Premium Grant. EHA and interventions have been shown to be effective in supporting parents with regular attendance.	Continued engagement with parents and pupils to ensure that EHAs remain a true reflection of concerns and challenges. Attendance rates continue to increase.	HT Inclusion Worker	Every half term

<p>To support children who have emotional or behavioural needs so that they can access the curriculum and be ready to learn.</p>	<p>Inclusion/Pastoral workers to work individually with pupils to provide early help and tailored interventions. Space and time to talk with a trusted adult. Transition Mentor Admin support</p>	<p>Children need to be emotionally ready to learn and to feel supported/valued by staff.</p> <p>Previous surveys from Service Families indicated that they preferred to have emotional support for their children in school to help when adults were posted overseas.</p>	<p>Identified children spend more time in class with their peers and are in a settled state ready to learn and make progress.</p> <p>Increased communication between school and families will provide for stronger relationships between them. Families are able to communicate with the school during holidays as admin support is provided.</p> <p>Children make good progress and there are less instances of disruptive behaviour. There is support in for those children who are impacted by parents being posted overseas.</p>	<p>HT SENCo Transition Mentor</p>	<p>Every half term</p>
<p>To enable more children to access extra-curricular activities and to boost self-esteem.</p>	<p>Funds from PPG to provide additional support for those families in need.</p>	<p>Children able to participate with their peers in activities.</p>	<p>PP pupils receive the same opportunities as those not in receipt of PP, allowing for high aspirations.</p>	<p>HT</p>	<p>January 2019</p>