

Pupil Premium Strategy Statement Autumn 2019

Impact of funding 2018 - 2019

Summary information 2018 – 2019					July 2019	
Academic Year	2018/19	Total Pupil Premium Budget	£80,640			The total number of Pupil Premium children increased from 91 in September 2018 to 106 by July 2019. There is significant housing development taking place in the village and the number of pupils on roll at the school is increasing each month. The funding we received in 2018-2019 does not reflect the number of children on roll, many of whom have significant needs which need addressing.
Total number of pupils	468	Total number of Pupils eligible for Pupil Premium	106	22.6%		
		Number of FSM6 Pupils	58	12.3%		
		Number of Service Pupils	41	8.7%		
		Number of FSM6 and SEN Pupils	20	4.8%		
		Looked After Children	3	0.6%		
Attendance						
All Pupils	96.1%	Pupil Premium Pupils	93.7%			

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. A significant amount of our funding was used to purchase a package of support from the Local Authority which enabled Advisers to come in and work alongside staff to further develop the quality of teaching.

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	22.2%	75.4%	71.8%
Reading	36.4%	72.2%	
Writing	36.4%	66.2%	
Number	36.4%	66.2%	
Shape	36.4%	77.8%	

Year 1 phonics screening check		
Pupils eligible for PP	Pupils not eligible for PP	National average
66.7%	77.8%	81.9%

Key Stage 1 Percentage Meeting Age Related Expectations				
74 Children 12 PP Children	Reading	Writing	Maths	Reading/Writing/Maths Combined
School PP Children	50%	58%	58%	50%
All Year 2 Children in school	64%	62%	66%	54%
National for all Year 2 Children	75%	70%	76%	65%

Key Stage 2 Percentage Meeting Age Related Expectations				
64 Children 22 PP Children	Reading	Writing	Maths	Reading/Writing/Maths Combined
School PP Children	59%	45%	59%	45%
All Year 6 Children in school	72%	61%	67%	55%
National for all Year 6 Children	73%	78%	79%	65%

Progress from KS1 to KS2:

- 13 of the 22 PP children made expected or better than expected progress in Reading.
- 8 of the 22 PP children made expected or better than expected progress in Writing.
- 10 of the 22 PP children made expected or better than expected progress in Maths.

		Pupils (%) making 6+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
Disadvantaged	62 (15.6%)	35 (56.5%)	34 (54.8%)	38 (61.3%)
Not Disadvantaged	336 (84.4%)	234 (69.6%)	228 (67.9%)	238 (70.8%)
FSM	52 (13.1%)	23 (44.2%)	22 (42.3%)	26 (50.0%)
Not FSM	346 (86.9%)	246 (71.1%)	240 (69.4%)	250 (72.3%)
All SEN	56 (14.1%)	32 (57.1%)	28 (50.0%)	32 (57.1%)
Not SEN	342 (85.9%)	237 (69.3%)	234 (68.4%)	244 (71.3%)
Service Children	33 (8.3%)	17 (51.5%)	18 (54.5%)	21 (63.6%)
Not Service Children	365 (91.7%)	252 (69.0%)	244 (66.8%)	255 (69.9%)

Children are expected to make 6 Steps of progress each year. This table compares the progress of all groups during 2018-2019.

398 pupils		Missing Assessment	On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	
Disadvantaged	62 (15.6%)	18 (29.0%)	59.1%	59.1%	6.1
Not Disadvantaged	336 (84.4%)	36 (10.7%)	80.3%	74.0%	5.9
Difference (change in difference):			21.2	14.9 (-6.3)	

398 pupils		Missing Assessment	On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	
Disadvantaged	62 (15.6%)	18 (29.0%)	40.9%	47.7%	5.8
Not Disadvantaged	336 (84.4%)	35 (10.4%)	68.8%	62.8%	5.8
Difference (change in difference):			27.9	15.1 (-12.8)	

398 pupils		Missing Assessment	On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	
Disadvantaged	62 (15.6%)	18 (29.0%)	56.8%	59.1%	6.0
Not Disadvantaged	336 (84.4%)	36 (10.7%)	76.7%	71.7%	5.9
Difference (change in difference):			19.9	12.6 (-7.3)	

Difference Key: Widening Narrowing Unchanged

This table shows that the gap between Disadvantaged and Non-Disadvantaged closed during 2018-2019.

Expenditure Review 2018-2019			
	Activity	Annual Total	Impact
A	Funding for PP children missing out on opportunities such as school trips, extracurricular events/ clubs and music tuition due to lack of funding	£24,998	PP pupils received the same opportunities as those not in receipt of PP, allowing for high aspirations.
B	Uniform	£1,575	Uniform was to all FSM/EVER6/Post LAC children at the end of the summer term.
C	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>	£27,418	Children were enabled to feel valued. Records of Pupil Progress meetings recorded impact of any interventions. Analysis of impact by Senior Leaders and feedback on an individual basis. We also accessed support from a Family Intervention Worker who worked with 6 families on a regular basis to improve attendance and support with behavioural issues. She also led workshops on anxiety. Attendance of PP children fell in 2018-2019 compared to the previous year but the number of PP children in the school also increased significantly during this time.
D	SENCo Funding to enable greater support for children who are both PP and have SEND.	£24,047	Support was more targeted and 56% of gaps were closed between all pupils and PP children with SEND. 66% of gaps were closed between all pupils and PP pupils.
E	Interventions run by HLTAs to support PP children		
F	Additional teaching sessions from teachers (1:1)		
G	Interventions led by TAs (eg sensory circuits)		
H	Phase Leader monitoring (vulnerable groups)	£1,800	Phase Leaders had release to monitor provision and progress of PP pupils, reporting to Governors as required.
I	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.	£4,032	Service Forums were held and Transition Mentor was able to meet with Service children on a weekly/fortnightly basis.

Areas of Projected Spend 2019/20	
Educational Visits	£18,900
Music Tuition	
Clubs	
Inclusion Worker	£32,000
Pastoral Support	
Interventions	£26,350
SENCo time	
LA Support package and release time for time (monitoring/CPD/support)	£6,000
Total	£83,250

1. Summary information 2019 - 2020					
Academic Year	2019/20	Total Pupil Premium Budget	£94,000*		The amount we receive for Pupil Premium children is expected to be £94,000 during 2019-2020. However, once the Service Premium has been subtracted this leave an anticipated income of £71,180.
Total number of pupils	463	Total number of Pupils eligible for Pupil Premium	107	23.1%	
		Number of FSM6 Pupils	65	14.1%	
D		Number of Service Pupils	42	9.1%	
		Number of FSM6 and SEN Pupils	12	2.6%	
		Children In Care	1	0.2%	

Desired Outcomes 2019-2020		
	Desired outcomes	Success criteria
A.	Continue to close the attainment and progress gap between all pupils and disadvantaged pupils across the school.	<ul style="list-style-type: none"> The majority of pupils eligible for PP make expected progress to prevent the gap between them and their peers widening. Teachers have identified children who need to make accelerated progress and the majority of these children achieve this. 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. 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. The school purchases the full support package from the Local Authority. This means that Maths and English Advisers visit regularly to monitor and support staff in delivering Quality First Teaching. There is also an associated cost with releasing staff as part of this.
B.	Attendance rates for pupils eligible for PP continue to increase.	Reduce the number of persistent absentees among pupils eligible for PP (93.1% average attendance 2018-2019).
C.	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. Staff receive appropriate professional development for them to support children. Additional time is funded for the SENCo to support children.
D.	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.

Quality of teaching for all, including targeted support

Desired outcome	Action	Rationale for this choice	Intended Impact	Staff lead	When will you review implementation?
Continue to close the attainment and progress gap between all pupils and disadvantaged pupils across the school.	Quality First Teaching and targeted support. LA Advisers will support staff to further improve the quality of teaching and to assist with monitoring.	Research has shown that this has the most impact on improving the outcomes for children.	Most pupils eligible for PP make at least expected progress by the end of the year.	Leadership Team	January 2020
	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	PP pupils make expected or accelerated progress from their relative starting points.		
	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. 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.	Headteacher Inclusion Worker	Every half term

To support children who have emotional or behavioural needs so that they can access the curriculum and be ready to learn.	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	Children need to be emotionally ready to learn and to feel supported/valued by staff. <i>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.</i>	Identified children spend more time in class with their peers and are in a settled state ready to learn and make progress. 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. 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.	Headteacher SENCo Transition Mentor	Every half term
To enable more children to access extra-curricular activities and to boost self-esteem.	Funds from PPG to provide additional support for those families in need.	Children able to participate with their peers in activities.	PP pupils receive the same opportunities as those not in receipt of PP, allowing for high aspirations.	HT	January 2020