**The pupil premium is allocated to schools for;**

* **Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)**
* **Children who have been looked after continuously for more than six months**
* **Children whose parents are currently working in the armed forces**

**The level of pupil premium is £1320 per pupil.**

**The DFE offer the following guidance;**

*In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium , allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*

**However they also state that;**

*Schools are free to spend Pupil Premium as they see fit. However they will be held accountable for how they have used additional funding to support pupils from low income families.*

**The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.**

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| Academic Year | 2018/19 | Total PP budget | £60720  +5600 LAC |
| Total number of pupils | 208 | Number of pupils eligible for PP | 46 (22%) + 2LAC |
| Lead member of staff | Stuart Mills | Lead governor | Jean Howard |

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| 1. **2018 Outcomes attainment (end of last academic) year)** |
|  | | *Pupils eligible for PP*  *(percentage of PP achieving standard)* | *Pupils not eligible for PP (national average)* |
| **Year 6 - 88% achieving expected in reading, writing & maths** | | **11 (82%)** | **64%** |
| **Year 2 - 74% achieving expected in reading, writing & maths** | | **8 (63%)** | **N/A** |
| **Year 1 - 90% expected standard in phonic check** | | **5 (80%)** | **81%** |
| **EYFS - 73% GLD** | | **5 (20%)** | **71%** |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
| 1. **Low Levels of oral skills including understanding of language.** | In 2017/18, only 40% of disadvantaged pupils left EYFS with their ELG in speaking and listening. In 2018/19, 0% of disadvantaged pupils were at the expected standard entering reception. We recognise that pupils’ ability to listen and speak confidently impacts significantly on their ability to access the curriculum.  Spelling across the school is a particular weakness, which can be linked to pupils’ ability to say words accurately. This is disproportionately an issue with our disadvantaged pupils. | | |
| 1. **Increasing numbers of pupils presenting with social, emotional and mental health issues.** | The school has seen a large increase in the numbers of pupils requiring support due to SEMH issues. A significant proportion of these pupils are from disadvantaged backgrounds.  The EWB worker has seen an increase in the number of disadvantaged families they are working with on a regular basis and, as the school now has a significant responsibility to provide early help, more demand is being placed upon them. | | |
| 1. **Increase rates of progress for disadvantaged pupils in Key Stage 2.** | In 2017/18, only 63% of disadvantaged pupils made the expected standard in reading, writing and maths at the end of KS1. In 2015/16, only 50% of disadvantaged pupils achieved the expected standard at the end of KS1 and by the end of year 4, only 60% were at the expected standard, meaning that they are not ‘catching up’ quickly enough. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D. Attendance – persistent absence of disadvantaged pupils** | In 2017/18, the level of PA for our disadvantaged pupils (although a small number) increased from 7.2% to 18%. Overall persistent absenteeism reduced from 8.5% (16/17) to 6% (17/18) therefore this is a key group to target over the course of the next academic year. | | |
| **E. Lack of parental engagement from Disadvantaged families.** | Although parental engagement and support for the school is positive, our hardest-to-reach parents are often those from disadvantaged backgrounds. This has an impact on the achievement of pupils from disadvantaged backgrounds as the home support is often not there. | | |

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| **Ongoing Provision** |
| Some of our Disadvantaged funding is used for ongoing provision that continues to be invaluable to the school:   * Free breakfast club - £4300 |

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| What is the intended outcome? | What will we do? | How much will it cost? | How many pupil premium pupils will benefit? | Who will be responsible? | Who and how will this be checked? | What was the impact? | Will we continue this next year?  Yes/No |
| 1. Quality of teaching for all | | | | | | | |
| Ensure disadvantaged pupils achieve as well as other pupils nationally.  **(Link to priority C)** | Reduce class sizes in UKS2 to allow for more bespoke teaching and support for vulnerable groups. | £14 700 | 18 | Stuart Mills  (Head of School) | Pupil progress  Test scores  Attainment in SATs  Lesson observations  Book scrutiny  Pupil voice |  |  |
|  | Targeted support from specialist ASA in maths to ensure progress is outstanding and gaps are closed rapidly. | £6240 | 34 | Anna Howard  (Senior Assistant Head) |  |  |  |
|  | Early intervention in KS1 from specialist ASA in maths and literacy to increase overall progress. | £6900 | 12 | Anna Howard  (Senior Assistant Head) |  |  |  |
| 1. Targeted support | | | | | | | |
| Increase attendance and punctuality and reduce persistent absence of disadvantaged pupils.  **(Link to priority D)** | Whole-school attendance incentive and prizes for winning classes at the end of each term. | £1200 | 46 | Leah Robinson  (Attendance officer)  Stuart Mills  (Head of School) |  |  |  |
|  | Attendance officer to track pupil attendance and provide early intervention and support for families. | £1250 | 46 | Denise Osborne  (Business manager) |  |  |  |
| Identify pupils with S & L difficulties early and provide timely intervention to enable them to achieve well.  **(Link to priority A)** | Employ S&L therapist to deliver bespoke intervention to pupils identified as requiring S&L support.  S&L support staff member to work with targeted children after therapist support. | £5850  £4625 | 10 | Anna Howard  (Senior Assistant Head) |  |  |  |
| Support children and families with social and emotional difficulties so that this does not have a negative impact in their learning.  **(Link to priorities B and D)** | Increase in hours of EWB to full-time non class-based available to support children and families with early intervention and access to external agencies. | £11 280 | 46  (all have access) | Stuart Mills  (Head of School) |  |  |  |
| 1. Other approaches | | | | | | | |
| To raise aspiration and give opportunities outside of the curriculum. | Reduce the cost of the residential visit for disadvantaged pupils by 50%. | £840 | 18 | Stuart Mills  (Head of School) |  |  |  |
|  | £100 contribution for each class each term for a class visit. | £2100 | 46 | James Hartmann  (EVC) |  |  |  |
|  | Cost of resources (including staffing) for cookery club to provide children with life skills. | £1440 | 46 | Denise Osborne  (Business Manager) |  |  |  |
|  |  | **£60 725** |  |  |  |  |  |