

# PUPIL PREMIUM STRATEGY STATEMENT: HORSFORD CE VA PRIMARY SCHOOL



*2018 - 2019*

# Pupil Premium Strategy Statement: Horsford CE VA Primary School

## Introduction

The Government believes that the Pupil Premium, in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Looked-after children face additional barriers to reaching their potential and so these pupils too will receive a premium.

In the new funding arrangements some pupil premium funding is also available for the children of armed services personnel. Service children - many of whose parents are risking their lives for their country - face unique challenges and stresses.

*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.*

*Source DfE website*

# Pupil Premium Strategy Statement: Horsford CE VA Primary School

## Principles

At Horsford Primary School:

- we ensure that teaching and learning opportunities meet the needs of all of the pupils
- we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

# Pupil Premium Strategy Statement: Horsford CE VA Primary School

1. Summary information					
<b>School</b>	Horsford CE VA Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£56,520	<b>Date of most recent PP Review</b>	January 2019
<b>Total number of pupils</b>	Jan. '19 census 293	<b>Number of pupils eligible for PP</b>	51 (17.4%) Jan. '19 Census	<b>Date for next internal review of this strategy</b>	January 2020

2. Attainment			
<b>EYFS GLD for: 2017 – 2018 (43 pupils)</b>	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school – 1 pupil)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
<b>% achieving EYFS GLD</b>	77% / 72%	0% / 74%	79% / 74%
<b>Year 1 Phonics for: 2017 – 2018 (40 pupils) Pupil Premium (10 pupils)</b>	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
<b>% achieving Year 1 Phonics Screening</b>	80% / 83%	70% / 85%	83% / 85%
<b>KS1 Attainment for: 2017 – 2018 (45 pupils) Pupil Premium (5 pupils)</b>	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
<b>% achieving expected standard in reading, writing and maths</b>	% / %	% / %	
<b>% achieving expected standard in reading</b>	76% / 75%	60% / 79%	78% / 79%
<b>% achieving expected standard in writing</b>	73% / 68%	60% / 74%	75% / 74%
<b>% achieving expected standard in maths</b>	84% / 76%	60% / 80%	88% / 80%
<b>KS2 Attainment for: 2017 – 2018 (42 pupils) Pupil Premium (6 pupils)</b>	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
<b>% achieving expected standard in reading, writing and maths</b>	45% / 64%	50% / 67%	0% / 51%
<b>% achieving expected standard in reading</b>	71% / 75%	50% / 80%	75% / 80%

<b>% achieving expected standard in writing</b>	76% / 78%	33% / 83%	83% / 83%
<b>% achieving expected standard in maths</b>	52% / 76%	17% / 64%	58% / 81%

<b>3. Progress</b>			
<b>Progress for: 2017 – 2018 (10 pupils)</b>	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
<b>% progress in reading</b>	-2.26 / 0.03	-5.73 / 0.31	-1.65 / 0.29
<b>% progress in writing</b>	-0.17 / 0.03	-2.93 / 0.24	0.32 / 0.24
<b>% progress in maths</b>	-4.49 / 0	-4.33 / 0.31	-4.52 / 0.31

<b>4. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> <i>Horsford Primary has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:</i>	
<b>A.</b>	Poor reading skills (phonics) - Less than 70% of disadvantaged pupils met the expected standard in phonics at the end of Year 1. This slows progress in reading and writing across years in KS2, although this has improved since 2015/16. Access to and knowledge of vocabulary – especially from books – this affects reading and writing attainment for PP children.
<b>B.</b>	Writing, particularly communication and language are not consistent for some learners eligible for PP when compared to other learners (KS1).
<b>C.</b>	Access to extra-curricular activities – educational experiences such as trips and participation on physical activities
<b>D.</b>	Emotional issues for a proportion of pupils are having a detrimental effect on their academic progress. Levels of resilience for some pupils are not good; this can lead to an over reliance on adults and a detrimental effect on academic progress. Children need to be 'ready to learn' in class (children are in a secure place mentally/emotionally).
<b>E.</b>	Maths, particularly number fluency, retention and application are lower for some learners eligible for PP when compared to other learners.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>F.</b>	Historically pupils on entry in Year 3 are often unable to replicate the standards achieved at the end of Key Stage One.
<b>G.</b>	Some learners eligible for PP are not able to access enrichment opportunities that are provided for children inside and outside of school hours.
<b>H.</b>	Low ambition
<b>I.</b>	Attendance
<b>5. Desired outcomes</b>	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils' phonic knowledge improves, PP in line with non PP children and all pupils in line with at least national. Attainment in reading, writing and GPS improves. Vocabulary knowledge improves; – especially from books – this affects reading and writing attainment for PP children. Vocabulary knowledge enables children to access the curriculum more effectively. Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to participate in speaking and listening.	Children make better progress in phonics and reading and as a result this enables children to access the curriculum more effectively and attainment in reading, writing and GPS improves across the school. Pupils' vocabulary and knowledge of vocabulary improves. Improved attainment and progress in reading and writing across all year groups to at least match national data, especially KS2.
<b>B.</b>	Writing improves throughout the school; boys particularly feel more inspired to write.	Children make better progress in writing and as a result attainment in reading, writing and GPS improves across the school. Pupils' vocabulary and knowledge of vocabulary improves. Improved attainment and progress in reading and writing across all year groups to at least match national data, especially KS2.
<b>C.</b>	Access to and participation in extra-curricular activities improved.	Increased access and participation in extra-curricular activities enhances the social skills and skills and knowledge of pupils.
<b>D.</b>	Emotional issues of pupils addressed; resilience improved. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved in a positive way. Pupils can access learning in class because their physiological, safety and esteem needs are met.	Fewer crisis or anxiety fuelled incidents. Pupils are ready to learn in class without the need for further intervention. Children retain more friendships and are less distracted as a result of falling out with others. Children need less support in class time to resolve friendship issues.
<b>E.</b>	Higher rates of progress across Key Stage 2 for all pupils eligible for PP; particularly in maths. Gaps are identified and targeted teaching/intervention teach to gaps. Pupils are excellent problem solvers, retain and apply mathematics taught.	Pupils eligible for PP make as much progress as 'other' pupils across the key stage in maths, reading and writing. Measured in Years 3, 4 and 5 by Teacher assessment supported by Rising Stars Summative assessments and successful moderation practices established between the partnership and the cluster.
<b>F.</b>	Children make expected or better attainment and progress and talk with enthusiasm about their academic future. Pupils are exposed to a wide range of social/cultural and sporting experiences.	Children talk about their future with enthusiasm. Children talk about academic targets with excitement and confidence. Children set/attempt challenging targets. Children speak ambitiously about their future at secondary school and beyond.
<b>G.</b>	The attendance of children improves.	Reduce the number of persistent absentees (particularly among pupils eligible for PP) FPN will no longer be necessary and time spent on Fast Track greatly reduced. Attendance for all children at least in line with the national average of 96%.

## 6. Planned expenditure

Academic year

18/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	EEF Impact Months	When will you review implementation?
<b>A + B</b>	<p>Introduce LTE throughout the school; gives pupils the opportunity to develop thinking skills and speaking and learning and improves pupils' attitudes to writing.</p> <p>Books used for Guided Reading will continue to be reviewed and replenished ensuring all are high quality children's literature which will both enthral and interest pupils but also give them access to a wide variety of vocabulary. Ensure inclusion of high interest, low reading level books to engage those who find reading challenging and the more reluctant readers.</p> <p>Whole school Reading projects continue – to include purchasing good quality literature for children to own their own copy.</p>	<p>Let's Think in English primary programme consists of a suite of high-interest lessons which are intended to be used fortnightly from Year 1 to Year 6. They are largely oral, based on reading, open-ended questioning and structured group discussion which increases pupils' reasoning skills and metacognition (structured reflection). This makes pupils more aware of their thinking processes and how they think most effectively.</p> <p>Small group Guided reading – long term change which will help all pupils with reading comprehension strategies. EEF Toolkit identifies that high quality feedback is effective way to improve attainment. Guided reading enables the teacher to work with a small group of children, asking higher order questions and choosing books which will enhance the vocabulary of the children and give them access to high quality reading materials.</p> <p>Reading projects enable the whole school (partnership) to work together to enhance and enrich the curriculum and the reading activities experienced by all children to hook them in and encourage and motivate children to read for pleasure. Parent participation through these projects is also encouraged.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Perspective questionnaire.</p> <p>Curriculum maps will be shared with parents.</p> <p>Parents will be invited to participate in the reading project and to learn alongside their child during school visits.</p>	<p>English lead</p> <p>English Lead</p>	<p>+8</p> <p>Collaborative learning +6</p> <p>Oral language intervention +5 +5</p> <p>+3</p>	<p>September 2019 £2000</p> <p>January 2020 £1000</p>

	<p>Books will be celebrated and enjoyed in school.</p> <p>An author will be celebrated and children encouraged to read.</p> <p>Development of Inquiry-based approach to teaching and learning – embed into curriculum.</p> <p>Peer observations/Team teaching to be used as part of CPD.</p>	<p>The Literacy Trust research has found that a huge proportion of children do not own books, we use some PP funds to ensure that all our PP children will own at least 4 books by the end of KS2. Activities and learning completed as a result of reading will show the children's interests in books and will demonstrate improved knowledge of vocabulary.</p> <p>Increases children's 'botheredness' and provides deep and meaningful opportunities for children to develop their speaking and listening skills and vocabulary and reasoning.</p> <p>Provides investment and clear purpose and audience for writing. 'Mantle of the expert'.</p> <p>"Some types of oral language interventions appear to be more effective than others, on average, interventions which are directly related to text comprehension or problem solving appear to have greater impact."</p> <p>"The impact of collaborative approaches on learning is consistently positive."</p> <p>EEF Research.</p> <p>When a child is interested and cares about the topics learned and their purpose, this can become a hook to make them want to come to school.</p>	<p>Team planning meetings and staff meetings.</p> <p>Support from Tim Taylor and Jenny Lewis.</p>	<p>HOS, Exec team, subject leaders. Tim Taylor and Jenny Lewis</p>	<p>+8</p> <p>Collaborative learning +6</p> <p>Oral language intervention +5</p>	<p><b>Sept. 2019</b> £2000</p>
<b>C.</b>	<p>Subsidise residential, day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits. Maintain minibus.</p>	<p>During the academic year, year groups organise day trips and residential visits to support and enhance the learning and teaching of current topics. The extra-curricular activities help the children develop skills outside the curriculum and develop friendships beyond the classroom and in some instances beyond the school. Social skills are developed through participation in a range of clubs provided by the school or external providers. Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence.</p>	<p>Governor monitoring.</p> <p>Annual analysis of numbers of children who have taken part in clubs. Staff to talk to children and parents about possible interests and available clubs. Initial letters to include information to parents about available funding. Teachers aware of available funding and can approach parents if appropriate.</p>	<p>Heads of School.</p>	<p>Up to +4</p>	<p>January 2020 <b>£2500</b></p>



		<p>Pupils enjoy the experience of being at school and are keen to come early/stay later to participate in chosen activities.</p> <p>Learning is supported by trips that are carefully planned to enhance the school's curriculum.</p> <p>Pupils are able to participate fully in school trips and residential trips</p> <p>Social skills, independence, perseverance, and team work are developed through participation in group activities and overnight stays on residential.</p>				
<b>D</b>	<p>Families in need of support – Pastoral Manager/Parent Support Advisor Pastoral assistant Support provided for children with EBD/MH needs – including Play therapy and 'Mindfulness'</p>	<p>To offer pastoral support to vulnerable families and children and improve outcomes for the children by improving attendance or overcoming other barriers to success.</p> <p>To allow children to overcome anxieties or anger that is impeding their ability to function in school effectively/appropriately. To improve learning behaviours and social skills.</p>	<p>Monitored closely by Heads of School and executive deputy for SEND.</p>		<p>Up to +4</p>	<p><b>£7,550</b></p>
<b>D &amp; E.</b>	<p>Smaller ability set classes for English and mathematics in KS1 and KS2.</p> <p>Small groups for phonics to ensure all children 'catch up'.</p> <p>Continue to purchase 'SumDogs' which is online reinforcement of learning which can be completed at home and school.</p> <p>Whole school mathematics projects to be introduced – to</p>	<p>The school has very small year groups which although are not financially beneficial do allow us to teach children in small class groups. The two Heads of School, one on each site are non-class based and teach across the school to teach English and maths in smaller classes in set groups (ability sets). Teaching Assistants also take small intervention groups to support this. The evidence so far shows that this enables children to make better progress and teachers can focus on ensuring the pupils in receipt of PP make good or better progress.</p> <p>This also allows additional high quality teaching groups to take place to enable those children who are not secure in phonics and comprehension to catch up.</p> <p>Small group teaching with highly qualified staff has shown to be effective; John Hattie and EEF Toolkit.</p> <p>The evidence shows that children are motivated to use such online products and make good or better progress as a result.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Teachers to work with others and identify areas for improvement. Teachers to coach each other. Teachers to support each other in promoting good practice.</p> <p>Children receive interventions from highly trained members of staff to ensure that pupils make better progress as this provides focussed quality first teaching.</p>	<p>Executive Deputy Heads of School</p> <p>Maths Lead.</p>	<p>+3 to +5</p>	<p>September 2019</p> <p><b>£29140</b></p> <p><b>No cost – main budget</b></p> <p><b>£750</b></p>

	include purchasing good quality mathematics books.					
<b>D &amp; E.</b>	To deliver intervention groups to boost children working at ARE and higher achievers in addition to standard lessons.	Teachers can identify gaps in children's knowledge and focus on ensuring pupils make good or better progress. Small group boosters with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.	Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.  Extra teaching time and preparation time paid for from PP budget.  Impact overseen by English and maths leads.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Executive Deputy Heads of School TLR posts	+3 to +5	January 2020  <b>£1500</b>

<p><b>F.</b></p>	<p>Pupil Progress meetings half termly will inform how children are performing.</p> <p>Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. The school will subsidise all children to be able to access Children's University.</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention.</p> <p>Assemblies are an opportunity to showcase careers and inspirational people allowing pupils to see that it is achievable for them too. Children have the opportunities to experience a range of activities and locations (Learning Destinations) whilst they gather Children's University hours leading to certificates and rewards awarded at graduation ceremonies.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Extra teaching time and preparation time paid for from PP budget.</p> <p>Impact overseen by TLR post holders.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Communicate effectively with parents and carers about the free opportunities available at Learning Destinations across the county. Ensure parents are invited to graduation ceremonies.</p>	<p>Heads of School TLR Posts</p>	<p>+3 to +5</p> <p>+2</p>	<p>September 2019</p> <p><b>£650</b> for CU registration <b>£300</b> subsidy for the purchase of passports.</p>
<p><b>D, E &amp; F</b></p>	<p>Continue to improve feedback received during and after lessons – including feedback available to parents and children at assertive mentoring meetings.</p>	<p>Ensure children have the relevant feedback relative to the learning objectives and staff are to ensure that they highlight what a pupil has done well and what needs to improve, provide next steps in children's learning. In discussion with children and parents, and paying attention to formative and summative assessments, targets will be set and shared with at a termly assertive mentoring meeting.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Progress meetings.</p>	<p>SLT</p>	<p>+8</p>	<p>Termly No cost</p>
<p><b>G.</b></p>	<p>Topics at school will interest all children. They will include WOW days and exciting activities and trips throughout each term.</p> <p>Inquiry Curriculum introduced.</p>	<p>When a child is interested and cares about the topics learned and their purpose, this can become a hook to make them want to come to school.</p>	<p>Curriculum will be shared with parents and the weekly newsletter will be used to give additional information to parents and families.</p>	<p>Subject leads.</p>		<p>Termly Costs included in strategy and revenue</p>
<b>Total budgeted cost</b>						<b>£47390</b>

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead Executive Deputy for SEND	EEF Impact Months	When will you review implementation?
C.	Continue to implement additional support groups with appropriate staff to support children experiencing anxiety and EBD.  Drawing Therapy Art Therapy Pastoral Support	Identified children (including PP) come into school with anxieties which prevent them from accessing the curriculum. Identified children (including PP) find friendships difficult to maintain and this has an effect on their ability to access the curriculum. Behaviour – particularly those with specific emotional and social difficulties has improved. Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and they can then become more engaged with school work.	SEND Lead and Executive Deputy for SEND will monitor and report regularly to SLT and governors.  Pupil and Parent views.	Head of School SEND Lead	+4          +3	September 2019  <b>£3980</b>
C.	Continue to implement the PSHE programme in school, including PATHS and the new RSE curriculum. Ensure all staff access the training and all appropriate resources are available. PATHs and RSE ensures all children recognise their feelings and feel safe to talk about their feelings.	Identified children (including PP) come into school with anxieties which prevent them from accessing the curriculum. Identified children (including PP) find friendships difficult to maintain and this has an effect on their ability to access the curriculum. PATHs and RSE creates an emotionally safe ethos in the classroom and children will feel confident to share their worries/fears/thoughts. This will mean that staff are aware of concerns early on before they become a catalyst for anger.	Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.  Engage with parents and pupils to fully explain PATHs approach.  Communicate effectively with Healthy School Colleagues to update training and provide INSET and complete impact questionnaire.	SEND/PS HE lead.	+4	September 2019  <b>£350</b>
C.	1:1 support where necessary to enable all children to access the curriculum.	See above		Head of School.	+5	September 2019 Within current staffing

<b>C.</b>	Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners.	Successful completion of SkillForce 'Junior Princes' Award' enhances the confidence of the pupils and they feel more able to 'have a go'. Forest Schools KS1.	Review of last year's project identified the most effective project and we will continue to work closely with SkillForce and its instructors and by association with the Character Education Project at Birmingham University.	Executive Headteacher with Executive Deputy for School Improvement	+4	September 2019  <b>£4500</b>
<b>D.</b>	Higher rates of progress across the school for pupils eligible for PP; particularly in mathematics.	Regular small group sessions with an experienced teacher in addition to standard lessons.	We will provide extra support to improve attainment for pupils in receipt of PP. Small groups with highly qualified staff have been shown to be effective, as discussed in reliable evidence such as the EEF Toolkit.	Executive Deputy and Heads of School.	+3 to +5	September 2019 Within current staffing
<b>G.</b>	First day response provision. Attendance officer will be involved with families whose attendance falls below 87%. The PSA will be asked to work with families who are consistently falling below 90%. Awards given to children who have 'good' attendance.	NfER identifies addressing attendance as a key issue. When children attend school regularly, they make more progress. Evidence shows that children who attend school regularly make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving rewards.	Attendance monitored half termly. Any absence addressed immediately.	Head of School and Office staff.		Termly. No additional cost
<b>Total budgeted cost</b>						<b>£8830</b>
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>		<b>When will you review implementation?</b>
Children who are eligible for Pupil Premium are identified as soon as possible.	School jumpers are provided for children whose parents sign up for FSM on entry to school.	Since Universal Free School meals were introduced the funds received for Pupil premium have reduced. We would like to identify children who are socially	Speak to parents at Open Days and provide information to let parents know the jumpers are available. On admission to school.	Head of School		September 2019  <b>£300</b>

To ensure inclusion and wellbeing		disadvantaged at the earliest point possible to try and ensure they receive the support/intervention they require to ensure they do not fall behind their peers.				
<b>Total budgeted cost</b>						<b>£300</b>

**Review of expenditure of 17 / 18 below:**

Review of Expenditure				
Academic year	17/18			
iv. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>Improved reading standards</b>	Guided Reading. Whole school Reading projects continue – to include purchasing good quality literature for children to own their own copy. An author will be celebrated and children encouraged to read.	KS1 and KS2 Results 2018 The percentage of pupils eligible for pupil premium did not do as well as other pupils in reading. Cohorts are small in each key stage and some pupils have additional SEND needs. Data should be treated with caution as a result. KS2 maths – SS 100, 2x99, 1x98, 1x97, 1x91 KS2 reading – SS 102, 2x101, 1x100, 2 x90	Some parents participated in the reading project to learn alongside their child during school visits. There tended to be better attendance at Holt Road than Mill Lane. Pupils were enthused by the author visits. 'Power of Reading' will be introduced autumn term 2019 – to enthuse pupils about reading, to ensure the use of high quality texts in the classroom and to improve pupils' vocabulary and writing outcomes. The cost will be met from the revenue budget.	<b>£1000</b>
<b>Access to extra-curricular activities – educational experiences such as trips and participation on physical activities</b>	Subsidise residential, day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits. Maintain minibus.	High. Almost all pupil participation in day visits and increased participation in residential visits. Subsidising visits is the fairest way to ensure all pupils participate in educational visits (including those who are just above the PP threshold). Subsidies have also increased participation in extra - curricular clubs.	Need to continue to promote that the visits and activities are subsidised and offer payment plans.  Minibus is vital to ensure children are able to participate in sport competitions and participate in local visits – a minibus is required to ensure this provision may be continued long term.	<b>£2700</b>

<p><b>Improved phonics outcomes.</b></p> <p><b>Higher rates of progress across Key Stages for all pupils eligible for PP</b></p>	<p>Small groups for phonics to ensure all children 'catch up'.</p> <p>Small group teaching in KS1</p> <p>Smaller ability set classes for English and mathematics in KS2.</p> <p>Use of 'Mathletics' which can be used at home or school.</p> <p>To deliver 1:2 tuition to boost children working at ARE and higher achievers, with a specific focus on maths and GPS. In addition to standard lessons.</p> <p>The school will subsidise all children to be able to access Children's University.</p>	<p>The pupils in receipt of pupil premium did not do as well as others in the phonics screening test, however the number of PP children was very small and the results of such a small cohort must therefore be treated with caution.</p> <p>In KS1 attainment for PP children in maths, reading and writing was lower than for non PP children. Cohort of 5.</p> <p>In KS2 progress rates for PP children declined from 2017 in maths reading and writing. The difference between PP and non PP children was not diminished in reading and writing. Very high prior attainment – could not be replicated.</p> <p>Children were motivated to use this product; impact was stronger in KS1 for PP children. Mathematics is a whole school focus for 2018 – 2019.</p> <p>GPS results improved from 2017. The percentage of pupils eligible for pupil premium did as well as other pupils at the expected standard in GPS and maths.</p> <p>A large number of children participated in this scheme and enjoyed graduating at the ceremonies where their achievements were celebrated.</p>	<p>Phonics groups to continue – this is the second year of the implementation of a new scheme and we expect to see improved outcomes in 2019.</p> <p>In 2018 – 2019, the Heads of School will teach English and Maths sets in Years 2, 5 and 6. An additional member of staff will take an additional set in English and maths Years 3 / 4 to enable pupils to be taught in smaller groups and in single age classes.</p>	<p><b>£42,450</b></p> <p><b>£750</b></p> <p><b>£1500</b></p> <p><b>£650</b> for CU registration <b>£650</b> subsidy for the purchase of passports.</p>
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## v. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Emotional issues of pupils addressed; resilience improved. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved in a positive way. Pupils able to access the curriculum more effectively.</p>	<p>Implement additional support groups with appropriate staff to support children experiencing anxiety and EBD.</p> <p>Drawing Therapy Art Therapy The Benjamin Foundation.</p> <p>1:1 support where necessary to enable all children to access the curriculum.</p>	<p>Behaviour – particularly those with specific emotional and social difficulties improved. Exclusion rates reduced.</p> <p>Children did open up and learn strategies to cope with unhappy feelings. They began to find solutions to problems or friendship issues and they then became more engaged with school work.</p> <p>Records show that this had a big impact upon the children’s ability to remain on task, remain in class and in some cases move to a position the additional support is no longer required. Some children require ongoing support.</p>	<p>Necessary to continue with this approach, particularly with some pupils in KS1 in 2018 – 2019.</p> <p>Necessary to extend provision to include additional support for vulnerable families; some funds will be used to employ a PSA/Pastoral Manager and Pastoral Assistant in 2018 – 2019.</p> <p>We will continue this approach with amendments as necessary and identified by specific cohorts of pupils.</p>	<p><b>£5000</b></p> <p>Within current staffing</p>
	<p>Implement the PATHs programme in school. Ensure all staff access the training and all appropriate resources are available.</p>	<p>PATHs helped to create an emotionally safe ethos in the classroom and children were more confident to share their worries/fears/thoughts. This meant that staff were aware of concerns early on before they became a catalyst for anger.</p> <p>As above</p>	<p>Due to staff turnover it is necessary to train new staff in 2018 – 2019 to ensure consistency in this approach. Introduce new programme of PSHE including RSE – costs from revenue.</p>	<p><b>£750</b></p>
	<p>Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners.</p>	<p>Successful completion of SkillForce ‘Junior Princes’ Award’ enhances the confidence of the pupils and they feel more able to ‘have a go’.</p>	<p>Review of last year’s project identified this was a most effective project and we will continue to work closely with SkillForce and its instructors; children confidence was significantly improved and as a result their willingness ‘to have a go’.</p>	<p><b>£4500</b></p>



<b>Improve attendance</b>	<p>First day response provision.</p> <p>Attendance officer will be involved with families whose attendance falls below 87%.</p> <p>The PSA will be asked to work with families who are consistently falling below 90%.</p> <p>Awards given to children who have 'good' attendance.</p>	Attendance overall is at the national average.	<p>Attendance is improving. The number of applications for leave of absence for holidays continues to rise however.</p> <p>Continue to ensure attendance is monitored half termly and any absence addressed immediately.</p> <p>FPN issued.</p> <p>Fast Track Process Used.</p>	Termly. No additional cost
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#### vi. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Children who are eligible for Pupil Premium are identified as soon as possible. To ensure inclusion and wellbeing	School jumpers are provided for children whose parents sign up for FSM on entry to school.	Children who are socially disadvantaged were identified at the earliest point possible to try and ensure they receive the support/intervention they require to ensure they do not fall behind their peers.	We will continue to speak to parents at Open Days and provide information to let parents know the jumpers are available on admission to school.	<b>£300</b>

#### 7. Additional detail – Pupil Voice

The views of the pupils are also sought where possible when reviewing the provision provided. Pupils are asked about the impact that mindfulness has had by completing a questionnaire before and after mindfulness activities. Skillforce and the Benjamin Foundation also do questionnaires to gauge the impact of their work and to access the pupil voice. Other sources of information would be the Strengths and Difficulties questionnaires, PATHS reports and pupil input during Assertive Mentoring meetings.