



1. Summary information

Total number of pupils	170	Number of pupils eligible for pupil premium funding	31 5 Service Personnel
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Number of pupil premium children in each year group:

Total pupil premium budget:	£44,720	Amount per pupil: £1,320	Service Personnel £300
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Date of internal half termly reviews: November 2018

2. Early years' pupil premium children achieving a Good Level of Development (reception class) and achieving the expected standard in the phonics check in 2018

	<i>Attainment</i>	<i>National average for others</i>	<i>Difference</i>
% achieving a Good Level of Development (GLD)	33%	71% (2017)	-38%
% achieving the expected standard in the Year 1 phonics check	75%	81% (2017)	-6%
% achieving the expected standard in phonics by Year 2	100%	92% (2017)	+8%

3. End of Key Stage 1 (Year 2) June 2018 Attainment Figures

	<i>Attainment of our Year 2 pupil eligible for pupil premium funding.</i>	<i>National averages for others</i>	<i>Difference %</i>
% reaching expected standard in reading	67%	76%	-9%
% reaching a high score/working at greater depth in reading	44%	26%	+18%
% reaching expected standard in writing	66%	70%	- 4%
% reaching a high score/working at greater depth in writing	33%	17%	+16%
% reaching expected standard in maths	50%	76%	-26%
% reaching a high score/working at greater depth in maths	33%	22%	+11%
% reaching expected standard in science	80%	84%	0%

4. Barriers to future attainment for pupils eligible for pupil premium funding in 2018-2019	
A.	Some of the children lack self - confidence and have low self esteem
B.	Some parents do not support home learning well e.g. do not hear their children read
C.	Poor attendance and in some cases persistent absence
D.	Some children are below age related expectations when they start school and have poor language and communication skills.

5. Outcomes and success criteria for summer 2019	
A.	Early Years: 70% of those children in receipt of pupil premium to achieve a Good Level of Development. 77% of the cohort to achieve a Good Level of Development.
B.	Year 1 phonics screening: 75% of children in receipt of pupil premium funding to reach the expected standard in the Phonic Screen.
C.	End of KS1 (Year 2): Reading 75% of children in receipt of pupil premium funding to achieve the expected standard. Writing 75% of children in receipt of pupil premium funding to achieve the expected standard. Mathematics 75% of children in receipt of pupil premium to achieve the expected standard in mathematics,
D.	KS2 (Year 4): Reading 100% of children in receipt of pupil premium funding to achieve the expected standard. Writing 66% of children in receipt of pupil premium funding to achieve the expected standard. Mathematics 100% of children in receipt of pupil premium to achieve the expected standard in mathematics,
E.	To ensure all of our most able pupils, including our pupil premium children make good progress so a higher percentage exceed age related expectations by the end of KS1. Reading =37 % Cohort target = 31% Writing = 25% Cohort target = 30% Maths = 27% Cohort target = 30%

Planned Expenditure 2018-2019

1. Quality first teaching for all

Desired Outcome	Actions	Evidence and rationale	Staff lead	Impact
An increase in the number of disadvantaged children achieving secure and greater depth of learning in mathematics	Change the design of maths lessons to develop fluency and understanding allowing all children to deepen their knowledge of mathematics.	This approach will ensure that disadvantaged children in the higher band of secure achieve a greater depth of learning.	Mathematics subject lead	An increase in the number of disadvantaged children achieving secure and a greater depth of learning in mathematics.
All staff will be equipped with the skills to maximise the learning of all children	Staff will attend training that benefits all children but that will particularly help children in receipt of pupil premium funding. Planned training for 2018-19 is Letters and Sounds (phonics) Infusing Rich Vocabulary throughout the Primary Curriculum Securing Greater Depth Guided Reading First Class at Writing	CPD for all staff will ensure high standards of teaching and support. It will also enable staff to reflect on what they are doing and try new approaches which will improve outcomes for all children.	Senior Management Team	An increase in the number of disadvantaged children exceeding expectations in all areas
			Total Budget Cost This covers the cost of training and supply cover for staff attending	£8,000

2. Targeted support for pupil premium children to enable them to achieve well.

Desired Outcome	Actions	Evidence and rationale	Staff lead	Impact
Improved vocabulary and communication skills in Nursery and Reception Class	Provide speech and language support in nursery and reception class for children with low level language skills on entry. A member of the early year's team has attended EYFS Elkan training. Cover will be provided through additional staffing to deliver focused language intervention.	Impact on phonic and reading development; only 33.33% of disadvantaged children achieved the ELG in reading at the end of reception class. Further use and development of The Elkan Language intervention programme will allow intervention at an early stage.	Early Years Co-ordinator and Nursery Nurse delivering language intervention.	An increased number of children achieve the ELG in language and communication and reading.
At least 75% of disadvantaged children achieve expected in reading.	<p>Provide additional support in Reception class at specified times to provide a daily, differentiated systematic phonics programme.</p> <p>Small group targeted phonics in Year 1 for disadvantaged children so that they achieve the expected standard in the Phonic Screen.</p> <p>Trained LSA to deliver Lexia sessions for groups of children in Year 2, 3 and 4</p> <p>All disadvantaged children will receive one to one reading support on a regular basis.</p> <p>Children needing additional support will be invited to our after-school reading</p>	<p>Whilst most children recognise letters and their sounds some experience difficulty blending sounds and need additional support.</p> <p>Only 75% of disadvantaged children achieved the expected standard in 2018.</p> <p>Lexia has previously had a positive impact on reading outcomes.</p> <p>This will give those children who do not read at home with an adult the opportunity to develop their reading skills.</p> <p>This will allow children to further their reading skills and</p>	Headteacher	An increase in the number of disadvantaged children achieving the expected standard in reading across the school.

	club.	read for pleasure		
At least 75% of disadvantaged children achieve expected in writing at the end of each year.	<p>Implement First Class at Writing for a small group of disadvantaged children in Key Stage 2, to develop spelling, grammar and punctuation skills.</p> <p>Include disadvantaged children in the SENTASS Motor Co-ordination intervention at various points in the year.</p> <p>Provide LSA support in all Year 1, 2 ,3 and 4 to support the learning of all disadvantaged children.</p>	<p>This small group intervention will provide children with specific direction and allow progress to be monitored closely.</p> <p>Some disadvantaged children have less well developed fine motor skills.</p> <p>Additional support in the classroom to support Quality First Teaching has previously had a positive impact.</p>	Headteacher	An increase in the number of disadvantaged children achieving the expected standard in writing across the school.
At least 75% of disadvantaged children achieve expected in mathematics at the end of each year.	Whole school emphasis on maths non negotiables and LSA support outside of the maths lesson for disadvantaged children to ensure they acquire basic mathematical skills.	All children are given the opportunity to master mathematical skills so that they can access all lessons.	Headteacher	An increase in the number of disadvantaged children achieving the expected standard in mathematics across the school.
			Staffing	£22,000
			Resources	£ 2,000
			Total Budget Cost	£24,000

3. Improve social and emotional well - being allowing children to access learning

Desired Outcome	Actions	Evidence and rationale	Staff lead	Impact
Improvement in identified children's health, attitude and ability to enjoy learning.	Therapeutic Counselling: Weekly counselling sessions for identified children with Kalmer Counselling	Individual children have personal, social and emotional needs which act as a barrier to their learning.	Headteacher	Increased self-esteem and confidence.
Children's resilience, self-esteem and self-confidence are improved so that their access to the curriculum is maximised.	Implement the Thrive Programme:	The programme identifies strategies to help children experiencing personal social or emotional difficulties need support in order to be motivated and engaged in their learning.	Headteacher	Ability to self-identify coping strategies and build resilience.
Children's self-esteem and confidence is increased by participation in a range of extra curricula activities.	Children in receipt of pupil premium will have prioritised access to musical tuition, after school activity clubs and the residential visit free of charge.	Opportunities and experiences help to widen children's horizons and provide children with experiences they can discuss and draw upon in their learning	Headteacher	Increase in self-esteem and confidence.
			Counselling	£2,500
			Thrive Programme	£2,000
				£7,500
			Total Budget Cost	£12,000

Review of Expenditure from the previous year 2017-2018

3. Quality first teaching for all

Desired Outcome	Actions	Evidence and rationale	Staff lead	Impact
Teacher marking and feedback will allow children in receipt of pupil premium to know and understand the next steps in their learning.	<p>The marking and feedback policy will be effectively applied in all year groups, allowing children to respond to the feedback they have been given</p> <p>Children's books will be closely monitored to gather evidence of good or better progress.</p> <p>The books of pupil premium children will be identified as a specific group in work scrutiny.</p>	In order to ensure that all children make good progress they must know what they have done well and how their work can be improved.	Senior Management Team	<p>Marking and feedback has allowed children to reflect on their learning and recognise how improvements can be made.</p> <p>Attainment in writing has improved over all and the gaps are narrowing particularly, at the end of Key Stage 2 where 76% of all children and 78% of PP children achieved expected in writing in 2018.</p>
All staff will be equipped with the skills to maximise the learning of all children	<p>Staff will attend training that benefits all children but that will particularly help children in receipt of pupil premium funding.</p> <p>Planned training for 2017-18 is Letters and Sounds (phonics) Quality First Teaching Team Teach</p>	CPD for all staff will ensure high standards of teaching and support. It will also enable staff to reflect on what they are doing and try new approaches which will improve outcomes for all children.	Senior Management Team	In reading attainment gaps are narrowing particularly, at the end of Key Stage 2 where 81% of all children and 89% of PP children achieved expected in writing in 2018.

2. Targeted support for pupil premium children to enable them to achieve well.

Desired Outcome	Actions	Evidence and rationale	Staff lead	Impact
76% of pupil premium children achieve the early learning goal in reading.	<p>Provide speech and language support in nursery and reception class for children with low level language skills on entry. A member of the early year's team will attend EYFS Elkan training. Cover will be provided through additional staffing to deliver focused language intervention.</p> <p>Provide additional support in Reception class at specified times to provide a daily, differentiated systematic phonics programme.</p>	Impact on phonic and reading development only 68% achieved expected in reading at the end of reception class. The Elkan Language intervention programme will allow intervention at an early stage.	<p>Early Years Co-ordinator and Nursery Nurse delivering language intervention.</p> <p>Reception Class teacher</p>	33% of disadvantaged children achieved the early learning goal in literacy and 33% of disadvantaged children achieved early learning goal in communication and language. However 83% of all children achieved ELG in communication and language so this is a strategy to further develop next year.
At least 70% of pupil premium children achieve expected in reading, in mathematics and writing at the end of each year.	Provide a learning mentor for daily reading intervention and one to one support for basic skills, daily reading and comprehension, embedding key skills times table/spelling	The achievement of pupil premium children from Year 1 to 4 is lower than that of non-pupil premium children. 1 to 1 support has previously had a positive impact on progress.	Headteacher	<p>This 1 to 1 support enabled disadvantaged children to achieve expected in reading</p> <p>Year 2 67% Year 3 75% Year 4 89%</p>
At least 70% of pupil premium children achieve expected in reading, mathematics and writing at the end of each year.	<p>Provide LSA support in all year groups to deliver intervention programmes or class learning support for underachieving vulnerable children and children with SEN, enabling them to reach expected levels and narrow gaps.</p> <p>Year 1 Small group targeted phonics support, guided writing, Year 2 Lexia, comprehension booklets, guided writing, basic skills maths booklets. Memory skills, Fine motor skills</p>	The achievement of pupil premium children from Year 1 to 4 is lower than that of non-pupil premium children. Extra support by qualified staff to improve outcomes has been seen to be effective.	Headteacher	<p>Small group targeted phonics in Year 1 enabled 75% of disadvantaged children to achieve the expected standard in the Phonic Screen.</p> <p>The use of Lexia had a positive impact on the number of disadvantaged children achieving year group expectations in reading. Year 2 67% Year 3 75%</p>

	<p>Year 3 Lexia, basic skills maths booklets Year 4 Lexia, Write Away Together, Rapid Writing</p>			Year 4 89%
<p>Children in receipt of pupil premium funding have the resources to enable those with a range of learning styles to access the curriculum and make good or better progress</p>	<p>Purchase resources to deliver support and interventions.</p> <p>Planned resource spending. Additional group reading books in Key Stage 2 Additional free readers in Key Stage 2 Maths mental arithmetic booklets. Comprehension booklets. Memory Mastery. Apps for Ipads</p>	<p>Gaps increase as children move through the school. This is sometimes because children do not master basic skills when they are younger. Resources are often personalised for individual and groups of children. Improving the range of resources for reading, writing and mathematics across the school will support the school focus on the acquisition of basic skills.</p>		<p>Gaps in Key Stage 2 are narrowing. In Year 4; 73% of all children and 78% of PP children achieved expected in writing. 63% of all children and 50% of PP children achieved expected in writing. In Year 3</p>

3 Improve social and emotional well - being allowing children to access learning

Desired Outcome	Actions	Evidence and rationale	Staff lead	Impact
Improvement in identified children's health, attitude and ability to enjoy learning.	Therapeutic Counselling: Weekly counselling sessions for identified children with Kalmer Counselling	Individual children have personal, social and emotional needs which act as a barrier to their learning.	Headteacher	Children and parents have benefitted from the opportunity to discuss their feelings and experiences and this has helped to remove barriers to learning.
Children's resilience, self-esteem and self-confidence are improved so that their access to the curriculum is maximised.	Implement the Thrive Programme:	The programme identifies strategies to help children experiencing personal social or emotional difficulties need support in order to be motivated and engaged in their learning.	Headteacher	Due to staff absence it was not possible to implement this programme in school. This will be taken forward to next year.
Children's self-esteem and confidence is increased by participation in a range of extra curricula activities.	Children in receipt of pupil premium will have prioritised access to musical tuition, after school activity clubs and the residential visit free of charge.	Opportunities and experiences help to widen children's horizons and provide children with experiences they can discuss and draw upon in their learning	Headteacher	Children have had rich and varied learning experiences which has supported their learning across the curriculum