
(School Name) Pupil premium strategy statement 2018-19

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”
(A.P.J. Abdul Khan, 11th President of India)**

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To 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 for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority 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.

1. Summary information					
Academic Year	18-19	Total PP budget		Date of most recent PP Review	July 18
Total number of pupils	175	Number of pupils eligible for PP	62 (35%)	Date for next internal review of this strategy	Feb 19

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
		0	5 (1 also ever 6)

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	8 (36.4%)	4 (18.2%)	4 (18.2%)	0	0
Year 5	11 (45.8%)	7 (29.2%)	4 (16.7%) – 1 also services	1 (3.7%) – also Ever 6	0
Year 4	9 (33.3%)	7 (25.9%)	1 (3.7%)	1 (3.7%)	0
Year 3	10 (37.0%)	7 (25.9%)	3 (11.1%)	0	0
Year 2	9 (33.3%)	7 (25.9%)	1 (3.7%)	1 (3.7%)	0
Year 1	15 (60.0%)	8 (32.0%)	5 (20.0%)	2 (8.0%)	0
Reception	Tbc	Tbc	Tbc	tbc	0
Total	62	40	18	5 (1 also Ever 6)	0

2. Current achievement			
End of KS1 & 2 Attainment for: 2017-2018	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	42%	54%	64%
% achieving expected standard or above in reading	42%	54%	75%
% achieving expected standard or above in writing	75%	79%	78%
% achieving expected standard or above in maths	75%	79%	76%
Progress score in Reading	-1.5	-0.7	Tbc
Progress score in Mathematics	1.9	0.7	Tbc
Progress score in Writing	1	2.7	tbc
% achieving expected standard or above in reading at KS1	78%	79%	Tbc
% achieving expected standard or above in writing at KS1	44%	69%	Tbc
% achieving expected standard or above in maths at KS1	56%	72%	tbc

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | PP/SEN overlap |
| B. | Teaching quality and expectations of PP children |
| C. | Well-being and resilience |
| D. | Poor oracy |

External barriers (issues which also require action outside school, such as low attendance rates)

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| E. | Attendance |
| F. | Parent/home relationships (parental experiences of school) |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children to make expected or better progress in reading, writing and maths.	Children in Years 2-6 to aim to make 7 steps of progress a year. Children in Year 1 to make 6 steps of progress from their autumn 1 baseline. Progress to be checked through assessments, monitoring of books by subject leaders/SLT and through discussions with pupils about the progress they are making.
B.	The attainment gap between PP children and non-PP children to diminish.	Aim for no significant gap between PP and non-PP children in all year groups.
C.	The attendance of PP children to rise in line with non-PP children.	Aim for 96% in all year groups for PP and non-PP children. Poor attendance to be monitored and supported by PSA and earlier intervention.
D.	Effective teaching of PP children.	100% or better child conversations/1-1 surveys will show that PP children are able to talk about their targets, progress and achievements. Book scrutinies will show 100% effective or better feedback for PP children.
E.	Children to become more resilient and have better well-being.	All children to report feeling happy and safe in school in 1-1 child surveys and parent meetings. Fewer negative dojo points and lunchtime incidents. Children who are focused and engaged in their learning during observations. There will be an improvement in the perception of verbal and physical bullying Children will be assertive and equipped for healthier relationships

5. Planned expenditure				
Academic year		2018/19		
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>PP children to make expected or better progress in reading, writing and maths.</p> <p>The attainment gap between PP children and non-PP children to diminish.</p> <p>Effective teaching of PP children.</p>	<p>Teachers in the classes with the greatest PP gap (as reviewed half-termly) to be released by a supply teacher one afternoon a week to work with PP children to address gaps in learning/pre-teach new content.</p>	<p>Gaps between PP and non-PP children diminished in the classes where this was used previously. 1-1 showed that PP children found working in a group or 1-1 with the class teacher helped them with the learning more so than working with other adults.</p> <p>EEF: collaborative learning + 5mths; feedback + 8mths; individualised instruction + 3mths; mastery learning + 5mths; small group tuition + 4mths</p>	<p>Class teachers and subject leaders to monitor attainment and progress of all children and groups at least termly. Termly data meetings will review the progress of all children and groups. PP coordinator to track the progress of PP children and compare to non-PP half termly.</p>	<p>SE/FQ plus relevant class teachers</p>
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£ 15,200
b. 1-1 Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£
c. 1-1 Intervention - Social				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>The attendance of PP children to rise in line with non-PP children.</p> <p>Children to become more resilient and have better well-being.</p>	Targeted children to have sessions with a learning mentor.	<p>A significant number of pupil premium children have dealt with/are dealing with challenges at home or emotional/social barriers to learning. In these sessions they have the opportunity to discuss and work through problems with a trusted adult in a calm, relaxed atmosphere.</p> <p>EEF: social and emotional aspects of learning +4 mths; parental involvement +3 months</p>	Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact between the learning mentor and the class teacher.	NW
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£5458
d. Group Intervention - Academic				

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
	See additional teaching staff section.			
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£
e. Group Intervention - Social				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>The attendance of PP children to rise in line with non-PP children.</p> <p>Children to become more resilient and have better well-being.</p>	<p>KS1 and KS2 Social Club at lunchtime supporting pupils with Communication / Emotional/behavioural difficulties and those in our Support Centre.</p> <p>Attendance at Military Kids Club (MKC) with other network schools. PSA to attend adult network meetings termly. Transport to Help the Heroes events.</p> <p>Support for vulnerable families struggling to get pupils to</p>	<p>Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.</p> <p>To be able to meet with and identify with children in a similar situation. EEF: Social and emotional aspects of learning +4 months; parental involvement +3 months</p>	<p>Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact.</p> <p>Through pupil 1-1 surveys the children report positive experiences and impact on their learning.</p> <p>Pupil conferencing and</p>	<p>AM/VW</p> <p>£3210</p> <p>AP</p>

	regularly attend school and emotional support for parents as an ELSA trained TA (PSA).	PP children with historically poor attendance to be supported to come into school. Individual attendance support programmes worked last year and will now be rolled out sooner and for more pupils. Students are given an opportunity to talk about their emotions in a safe and secure environment. They are able to discuss any worries or concerns that they may have. They will feel more secure and resilient, increasing their confidence and sense of wellbeing	surveys before, during and after the support group sessions will show the impact of this intervention. Parental surveys and meetings will show any impact on the children at home.	AP PSA - £4043
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Outcomes of Mid-Year Review:

Total Planned Expenditure: £7244

f. Learning Resources

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
PP children to make expected or better progress in reading, writing and maths. The attainment gap between PP children and	Oracy project	PP children observed as having poorer vocabulary knowledge and weaker self-expressive language skills. We are in receipt for some funding for this project.	Oracy project leaders will monitor planning and outcomes in reading and writing for all pupils including those in receipt of PP funding.	LF/AL £1050

<p>non-PP children to diminish.</p> <p>Effective teaching of PP children.</p> <p>Children to become more resilient and have better well-being.</p>	<p>Improvements to digital technology in school</p> <p>Books and development of a school library.</p> <p>Music tuition</p>	<p>EEF: oral language interventions + 5mths</p> <p>Parental meetings and child surveys indicated that children enjoy using technology and feel more motivated to engage when technology is available. Currently technology and Wi-Fi access is limited.</p> <p>EEF: digital technology + 4mths</p> <p>Reading is an area for whole school development and PP children performed significantly worse in reading in the Year 6 SATs tests. Parents reported children enjoying reading books/liking reading with their child at home/having a variety of books read to them in school.</p> <p>EEF: parental engagement + 3mths; phonics + 4mths</p> <p>Parents requested greater opportunities for their PP children to learn to play an instrument as their children have expressed an interest at home but they can't afford the</p>	<p>Parents and children will report greater experience of using digital technology in school and greater enjoyment in lessons. Observations will support this.</p> <p>Diminished difference in reading attainment across cohorts. Children and parents to report enjoying the new books and environment.</p> <p>Children and parents in their surveys and meetings to report enjoyment with learning to play an instrument. Observations to show children better able to</p>	<p>SE/magika £10,000</p> <p>£10,000</p> <p>£4000</p>
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	FRIENDS Resilience	<p>tuition.</p> <p>EEF: arts participation + 2mths; parental engagement + 3mths</p> <p>Questionnaires, data and observations show a low level of emotional regulation and literacy. FRIENDS resilience is recognised by the World Health Organisation as an effective strategy in improving anxiety. (See below)</p>	<p>focus in class.</p> <p>Child and parent questionnaires will show an improvement in the perception of verbal and physical bullying.</p> <p>Improved emotional wellbeing</p> <p>ARE will rise.</p>	£2000
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Outcomes of Mid-Year Review:

Total Planned Expenditure: £16050

g. Staff Training

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>The attendance of PP children to rise in line with non-PP children.</p> <p>Children to become more resilient and have better</p>	<p>Purchase and training with the Friends Resilience programme for adults and pupils.</p>	<p>The programme is recommended by the World Health Organisation. A significant proportion of PP children have experienced at least one episode of trauma in</p>	<p>All school adults will be trained in the programme before delivering it to pupils. Children will self-assess before and after. Children and parental surveys will</p>	<p>RR (Already budgeted for above)</p>

well-being.	Ownership of professional development through Iris Connect	<p>their life and many are likely to go on to. These experiences can have a negative impact on their attendance as well as their well-being/ability to stay focused. The programme will equip them with the skills to identify what they feel and why and to come up with strategies to effectively manage what they are feeling.</p> <p>EEF: behaviour interventions + 3mths; social and emotional learning + 4mths</p> <p>Teachers can video their own practice and work with SLT and peer teachers in noticing and planning areas for further improvement</p>	<p>report improved well-being.</p> <p>PP attendance will continue to increase to become greater than or equal to 96%.</p>	RR/MD £2100
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Outcomes of Mid-Year Review:

Total Planned Expenditure: £2100

h. Enrichment/Raising Aspirations

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
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<p>PP children to make expected or better progress in reading, writing and maths.</p> <p>The attainment gap between PP children and non-PP children to diminish.</p> <p>Effective teaching of PP children.</p>	<p>Access to G+T Workshops for AMA to provide challenge and opportunities for more able children in both Key Stages to extend their skills and make accelerated progress in writing/maths.</p> <p>Subsidised trips and visits (linked to the curriculum) including Y6 residential. Children in all year groups have access to educational visits and Year 6 have access to a residential visit to Gaynor Hall which would be outside the financial limitations of some families. All pupils have access to theatre group and visitors in school. This experience is followed up in school.</p>	<p>To practice and develop skills independently and also have opportunities to develop reasoning skills.</p> <p>EEF: mastery learning +5mths</p> <p>There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.</p> <p>EEF: Sports Participation + 2mths; Arts Participation + 2mths; outdoor Learning + 3mths</p>	<p>Child will be able to articulate their progress by showing how they have improved their work. Termly data meetings will review the progress made. Subject leads will track progress of AMA termly.</p> <p>Children are able to participate in school visits. Through pupil conferencing the children report positive experiences and impact on their learning.</p>	<p>CB/VOC/SLT</p> <p>£1000</p> <p>£1860</p>
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Outcomes of Mid-Year Review:

Total Planned Expenditure: £2860

i. Home Support (e.g. breakfast club, EWO etc.)

Desired outcome	Chosen action /	What is the evidence and	How will you ensure it	Staff lead
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	approach	rationale for this choice?	is implemented well?	
<p>The attendance of PP children to rise in line with non-PP children.</p> <p>The attainment gap between PP children and non-PP children to diminish.</p> <p>Children to become more resilient and have better well-being.</p>	<p>PSA to monitor PP attendance and, where necessary, phone families within 15 minutes of pupils not arriving at school; visit homes and provide additional support.</p> <p>PSA to support vulnerable, hard to reach families, parents, CAFs. A programme of workshops/ courses organised to help parents build social groups as well as improve ways to support their children's learning at home.</p>	<p>When children are in school they are learning and low attendance leads to lower attainment and progress. Poor attendance can also be a safeguarding concern for this potentially vulnerable group. NFER 2015, Supporting the attainment of disadvantaged pupils Addressing Behaviour and Attendance. PP attendance remains below non PP with some key pupils being responsible for this difference.</p> <p>Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.</p> <p>EEF: Social and Emotional aspects of learning +4mths; individualised instruction +2mths; parental involvement</p>	<p>Whole school monitoring of attendance will continue with office staff and class teachers being made more aware of who to monitor more closely. Parents are contacted by the office staff /PSA immediately when absence recorded. There is a dedicated member of staff (PSA) with a responsibility for monitoring attendance. Termly meetings with the Education Welfare Officer to take place and children/families who are causing concern. Attendance of PP pupils to rise to 96%. Individuals with poor attendance last year to have improved attendance this year.</p> <p>Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention. Parent questionnaires will also be</p>	<p>AP £already budgeted for above</p> <p>AP £500 for refreshments/travel</p>

	<p>Children who are eligible for FSM/PP have access to subsidised breakfast club. This is to ensure they have a suitable breakfast before starting school. The transition period from home to school will also give them a better emotional start to the day.</p> <p>Multi-agency support (MAST) for vulnerable pupils and their families, includes learning mentors, therapists, counsellors, family support workers and EP.</p>	<p>+3mths</p> <p>This will provide a firm foundation for targeted children to be ready to learn and set for the day. Numbers increased over last year and children reported enjoying the club and the food in their surveys.</p> <p>Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily. Numerous successful examples from last year including the award of an EHCP and improved attendance.</p>	<p>analysed.</p> <p>Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers</p> <p>Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention.</p>	<p>KT/TW £1348</p> <p>GB/teachers as required (Already budgeted above)</p>
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£ 1848

j. Other, not captured by any of the above				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>Effective teaching of PP children.</p> <p>Children to become more resilient and have better well-being.</p>	<p>SENCO ½ day release once a week. Specifically focused on the needs of pupil premium children with SEN. Giving advice and support for class teachers for specific children who are both PP and SEN. Referrals for learning mentors, therapists and counsellors to support the learning needs of the PP children.</p>	<p>There is a significant overlap between children with a SEN and those pupils who are entitled to pupil premium funding. This relationship still needs further exploration. There will also be opportunities to observe children in class and at playtimes and to work alongside Teachers and TAs to improve quality of provision.</p> <p>EEF: social and emotional aspects of learning +4mths</p>	<p>Learning Walks, performance management, monitoring of planning and assessment data. Evaluations and reports from outside agencies.</p>	<p>GB £7600</p>
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£7600

6. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.