



## **Pupil Premium Statement 2018 - 2019**

### **Introduction:**

#### **What is the pupil premium?**

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals. The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria: pupils who have been eligible for free school meals at any point in the last six years children who have been looked after continuously for more than six months children where a parent serves in the armed forces. Whilst pupil premium funds are used to benefit these pupils, the activities and resources can benefit a wider group. For example, if teachers attend continuous professional development, all pupils benefit; if we invest in a resource for the classroom, lots of children enjoy the activity. This is done to ensure inclusion, equality and a broad and balanced mix of pupils. We invest the pupil premium in our pupils regardless of whether they are low attaining or not. This might be in the form of extra support and challenge in school or additional tuition out of school.

#### **Barriers children may face:**

- Low entry speaking and listening skills
- Limited life experiences
- Low aspirations
- Poor attendance
- High Mobility
- Safeguarding concerns
- Low self esteem
- Trauma or loss
- Parental Engagement



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### Pupil Premium Overview 2018-2019

Total number of children eligible for Pupil Premium:		260	
Total amount of Pupil Premium Received:		£343,500	
What ?	Description and Detail	Proportion	Amount
Staffing	Evidence shows that targeted, structured support from teaching assistants (TAs) can have a positive impact. 'Teaching assistants can improve literacy and numeracy skills when they are deployed well.' Education Endowment Foundation, February 2014. Information from Education Endowment Foundation shows that those involved in individualised instruction or small group tuition on average make +3 to +4 months' extra progress. In addition, we invest in 3 Pastoral Support workers and 1 Behaviour Support Worker for all children, but we observe that disadvantaged pupils often present some social and emotional issues that act as a barrier to learning. 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).' Education Endowment Foundation: +4 months' progress (social and emotional support)	50% Of all TAs and 50% of PSWs	£150,000
continuing professional development	This is to develop staff knowledge / skills in an area which we believe will have significant impact on disadvantaged children. This year, we want to explore 'meta-cognition'. This can be defined as 'learning to learn'; it aims to help learners think about their own learning more explicitly. Education Endowment Foundation: +8 months' progress	100%	£1000
speech and language	We invest in Chatterbugs to provide additional speech and language therapy, and to help our teaching assistants continue the support. Oral language interventions can impact on learning by 5 months. Education Endowment Foundation: +5 months' progress (oral language intervention)	100%	£6000
home learning resources	Involving parents / carers in the learning experiences of children can be effective, especially for younger children. That's why we provide some resources around phonics, reading, writing and maths for children in Reception, Year 1 and Year 2. Education Endowment Foundation: +3 months' progress (parental involvement)	70%	£2000
Tuition	We invest in individual and small group tuition, which might be run by staff in school or via an external provider. Education Endowment Foundation: +5 months' progress (one to one tuition); +4 months' progress (small group tuition) 100%	100%	£100,000
enriching activities	From trips to the theatre to residential, various activities are noted below. The impact of these may not be as significant as other investments (above), but we believe they can have a substantial (possibly indirect) benefit, such as improving social and emotional aspects of learning, with a relatively low cost. Education Endowment Foundation: +2 months' progress (arts participation)	Up to 100%	£10,000
Social and emotional aspects Including breakfast club and Nurture	On the Education Endowment Foundation toolkit, there is limited evidence around the impact on learning of providing breakfast and a mid-morning snack. However, elsewhere, there is much evidence. EEF suggest that this has a moderate impact when compared to associate costs and gives a 4+month increase.	Up to 100%	£30,000
Attendance/Family Support	Children and families who are supported to be in school regularly show improved outcomes. Small group work and parental involvement are suggested to have a 4+month increase on average.	Up to 60%	£40,000



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Specific Nature of Investment	Rationale/Aims	How we will measure Impact	Review/Evaluation January 2019	Review/Evaluation May 2019
We plan to invest money in the following:	The aim of this intervention is:	We will measure the impact of the intervention through:	What were the outcomes? Will we repeat this intervention?	What were the outcomes? Will we repeat this intervention?
Continue to provide the opportunities for tuition – internally and through external provision	To provide extra support for children from disadvantaged backgrounds to make sure that needs are being met; to raise attainment and give confidence for more independence. Information from Education Endowment Foundation shows that those involved in small group tuition on average make 4 months' extra progress and one to one tuition makes 5 months'.	Attainment and progress Staff feedback on engagement and learning behaviour	Tuition planned for Spring and Summer terms- evaluation of impact to occur after this. Data shows that internal provision is closing the gaps. More intervention needed in writing in KS2. ACr to work in Year 3.	Tuition Data: 71% of identified children reaching ARE 100% of children attending Tutor improved scale scores  Tutor trust to continue with a clear focus, rationale and children picked by staff.
Embed reading comprehension strategies as a key feature of the school's additional support	To improve older children's reading skills eg inference and deduction. Education Endowment Foundation evidence: 5 months' extra progress.	Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in Reading	No gaps between PP and NPP PP broadly in line with national for PP.	Data for PP shows that for reading all cohorts are in line with National attainment for PPA chn and National attainment for all children. On average across the whole school 70% of PP children are achieving ARE. Vast majority of cohorts are outperforming last years data – closing the gap
Invest in Chatterbugs Speech and Language Therapy	To support individuals with specific language needs and to up-skill support staff to further develop these needs. Education Endowment Foundation evidence: 5 months' extra progress can be made through oral language interventions.	Individuals are assessed against speech and language targets Children with language needs would progress further and this would have impact on progress in other areas eg writing and reading	A few problems initially for due to set up and therapists available. Now in good running order and impact measured end of Spring 1.	Speech Therapy up and running successfully, large cohort of chn that are being supported both by therapist and in school programmes. S and L and reading have improved for identified children.



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Provide books to individuals	To promote reading at home. Education Endowment Foundation evidence: 3 months' extra progress.	Pupil Feedback	Chn and parents both report positively about receiving books for home "I never really read a thome but I have read all that book you gave me" "I liked having my own book at home" Data shows that internal provision is closing the gaps.	Reading in line with school and national expectations. Data for PP shows that for reading all cohorts are in line with National attainment for PPA chn and National attainment for all children. On average across the whole school 70% of PP children area achieving ARE. Vast majority of cohorts are outperforming last years data – closing the gap
Continue Lexia program in class and at home	To continue this three year contract in order to boost reading and writing skills in Key Stage 1 and, where needed, Key Stage 2. Education Endowment Foundation evidence: 4 months' extra progress.	Attainment and progress in reading and writing	Still to be evaluated Although Data shows that internal provision is closing the gaps in the reading.	Gaps closing in reading for identified children All chn targeted for lexia are on track against previous attainment
Buy in services of various organisations: Violins Artists Guitar	To enrich the learning experiences and, for some disadvantaged pupils, broaden what might be limited life experiences (therefore having a positive effect on pupils' cultural development, part of SMSC). Education Endowment Foundation evidence: 2 months' extra progress.	Pupil feedback	"I love violins, it really helps me concentrate" "I like music, I'm a really good singer"	Chn report: "I think Violins is really interesting, I've never done it before and I like ti"
After school clubs	To develop life skills, including social skills through teamwork, as well as to increase physical activity – healthy body, healthy mind. Education Endowment Foundation evidence: 2 months' extra progress.	Pupil Feedback	"I love art club, I didn't mind that I was the only one in our class, I like getting better at my art" "I can't wait to join football club, I'm going to be a footballer when I'm older"	Chn report: "I go to active club, I like it because we play games and have lots of fun" "Daz! Dance is the best!" "I like cooking new things like wraps and fruit salads"
Forest Schools	To develop life skills, including social skills through teamwork, as well as to increase physical activity – healthy body, healthy mind. Education Endowment Foundation evidence: 2 months' extra progress.	Pupil Feedback Raise in attainment	Still to be evaluated	Chn report:



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<b>Residential, trips and visits</b>	To develop life skills, including social skills through teamwork, as well as to increase physical activity in ways other than sport; to broaden what might be limited life experiences (therefore having a positive effect on pupils' social development, part of SMSC). Education Endowment Foundation evidence: 3 months' extra progress	Pupil Feedback	Residential trips planned for Spring and Summer term	Chn report: "London was amazing! How big is Buckingham Palace? I wish we had met the Queen though"  Attainment data in Year 5 shows good improvements and near to national for all areas.
<b>Wellbeing workshop for Y5/6 pupils (The Beck)</b>	To support wellbeing including friendship issues and resilience for a group of Y6 boys Education Endowment Foundation evidence: 4 months' extra progress.	Pupil feedback Teacher feedback Feedback from The Beck	Continuing with other groups – "children benefitted from space to talk to other adults and each other"	SEE Beck Report Children report: "I liked my group it helped me to know how to be friends with lots of different people"

Review Date: July 2019