

Details are correct at the time of publishing – September 2018

The full year report on the 2018-19 expenditure will be carried out in September 2019

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	520
Total number of pupils eligible for PPG	99
Amount of PPG received per pupil	£1320
Total amount of PPG received	£130,779

Summary of PPG spending 2018-19		
Objectives in spending PPG: In 2018-19 we will use the pupil premium to remove specific barriers to learning for our disadvantaged pupils. The barriers we have identified are shown below:		
Barrier to learning And rationale for expenditure	What will be put into place?	Proposed cost
Closing the gap towards National Expectations at the end of the academic year In order to make maximum progress towards national expectations, additional support needs to be provided for pupils who have gaps in their knowledge or who find	<ul style="list-style-type: none"> Quick identification of these pupils and provision of additional support Clear guidelines for those supporting pupils in school and at home to help them make maximum progress Purchase additional curriculum resources to 	£44,463

<p>learning particularly hard. These pupils will then begin to close the gap on their non-pupil premium peers over time and will make better than expected progress during an academic year.</p>	<p>support in closing the gap in reading, writing and maths (and other subjects as necessary)</p> <ul style="list-style-type: none"> • Work in small groups to help close the gaps • Additional teacher in Y6 (4 mornings x week) • Inclusion Support Teacher, • Teaching assistant intervention programme • IT based intervention programmes 	
<p>Behavioural, social and emotional challenges</p> <p>Some of our PPG pupils need extra help just to settle down in the mornings, whilst others have a greater need for on-going support throughout the day to allow them to remain in lessons and on task, work through situations and develop greater resilience.</p>	<ul style="list-style-type: none"> • Learning Mentor meet and greet in the mornings and regular 'check ups' throughout the day - children cannot learn if they do not feel ready to learn. • Learning Mentors to run social skills interventions groups (baking, cooking, talk groups, LEGO therapy) for identified pupils - pupils can be assisted to develop resilience in lessons and over time. Identified children to be highlighted as soon as possible so that support can have maximum impact. • Pupil counselling spaces to be retained (external service provided by freelance school counsellor) 	£57,316
<p>Punctuality and attendance</p> <p>Despite recent improvements in the attendance of PPG pupils</p>	<ul style="list-style-type: none"> • Proactive office approach to chasing attendance including 	£2,000

<p>in 2017-18 some of our pupil premium pupils do not yet always arrive at school on time and thus miss the start of lessons regularly, thus resulting in them missing out on important parts of the learning.</p>	<p>half termly attendance updates to families.</p> <ul style="list-style-type: none"> • Rewards for individuals and groups of pupils who attend well. • Continued implementation of Attendance HERO/Great Attendance project to increase overall attendance levels. • Weekly attendance assembly and awards • Attendance prizes each term and at the EOY. 	
<p>Special Educational Needs</p> <p>A number of our pupil premium pupils are also those with an identified special educational need. This makes it imperative that teachers and the Inclusion Support Teacher work closely to help pupils access the best strategies to help them make rapid progress.</p>	<ul style="list-style-type: none"> • Overhaul the use of interventions to ensure best value • Ensure the use of identified programmes known to be effective in improving pupil progress and outcomes. • Group pupils by need/support across the school or across key stages • Check regularly on progress and ensure entry and exit assessment shows progress overtime and achievements made. 	£22,000

Full Year Evaluation		
Barrier to learning	Nature of support in 2017-18	Notes/Evidence of impact
	Learning Mentors to provide behavioural, social and emotional support to pupils and their families	Pupils will be in lessons, settled and on time more regularly as the year progresses. They will develop greater resilience and confidence over time

Behavioural, social and emotional challenges	Learning Mentor Meet and Greets (daily)	Support up to 15 pupils with a Meet and Greet service from Learning Mentors. Evaluations will show how quickly they settle to learning, teachers and adults will report on this programme and its success
	Key Stage responsible Learning Mentors provide 1:1 emotional and social and behavioural support for disadvantaged pupils across the school, but focussing on early intervention in EYFS and KS1	Learning Mentor support will be shown to be effective for the very large majority of disadvantaged pupils. They will be shown to remain on task and in class save for short periods of time when they may need to work away from class and be reintegrated on their return.
Closing the gap towards National Expectations at the end of the academic year	Inclusion Support Teacher (0.8) to provide focused teaching and advice to teachers to impact on pupil outcomes (including support in class in lessons and at planning meetings)	The work of the Inclusion Support Teacher will help support pupils and provide focussed teaching. The aim is for in all year groups the gap will continue to close for RWM combined.
	Additional Y6 teacher to support in providing more focussed teaching for pupils needing to close the gap rapidly.	Additional year 6 teacher achieved will help to achieve the outcomes in line with national for Y6 SATS. Talk for writing programme will be shown to be effective in developing their writing skills to be above 66% at the end of the year.
	Extra reads programme to focus on ensuring pupils are read with regularly so that they can quickly improve	Disadvantaged pupils reading scores (school average) will continue to increase and improve on the 2017/18 results.
	Nursery Nurse to run School Start Speech & Language programme for EYFS children	Phonics knowledge generally will continue to be good. GLD in reading will be at or above 73% at the end of the year. in Autumn 1.

Punctuality and attendance	Attendance Hero programme	Attendance reports will show that attendance for the school ended the year will be at 96% higher. Persistent absenteeism will continue to fall. Pupil premium pupils' attendance will be above that found at the end of 2017/18
	Attendance rewards for those with poor attendance	Persistent absenteeism reports will show that this programme of rewards works well.

Other focuses of the PPG spending

Externally funded or recommended support - £5,000

We will continue to work with other services and professionals in the locality and the county to provide additional targeted support for our pupils. On their recommendation we will use the grant for matters they suggest e.g. transport costs to get pupils to/from an event, additional support related to the curriculum, attendance at residential visits. Subsidies for uniforms and educational visits will be reviewed to ensure this is impacting best on pupils eligible for the grant and updated in accordance with best practice.

Measuring the impact in 2018-19 Overall effectiveness summary

Disadvantaged pupils will have generally achieved well (including emotionally) and their attendance will be improving or close to that of their peers.

Academic progress will continue to improve for disadvantaged pupils and the gap will continue to narrow between them and their peers in almost all year groups.

Date of the next review.

The next review will take place in February 2019.