

School vision and values

We are striving to create a bright future for all of our pupils by equipping them well.

We provide learning that will enrich lives.

We believe for all our pupils' lifelong learning matters.

Our school values: Respect, Creativity, Aspiration, Independence, Resilience, Collaboration and Curiosity

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2019/20:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Premium

Rationale for Pupil Premium Spending

Our building blocks for tackling educational disadvantage:

1. Whole-school ethos of attainment for all

High aspiration for all

A belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed

A wide and varied curriculum which reflects the importance of cultural capital

A collective, shared vision and ambition for disadvantaged pupils

Leaders, teachers and other adults understand their role within the school's strategy

All staff are accountable for the outcomes of disadvantaged pupils

2. Addressing behaviour and attendance

A strong emphasis is placed on developing positive attitudes to learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored regularly.

Strategies are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

3. High quality teaching for all

All disadvantaged pupils receive high quality teaching

Responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Professional development is focused on securing strong subject knowledge, metacognition and self-regulation.

Opportunities for talk for learning and collaborative learning are used to support learning and address gaps in understanding and vocabulary for disadvantaged pupils

4. Meeting individual learning needs

A strong understanding of the barriers to learning and how these barriers present in school. Personalised profiles are used to ensure barriers are overcome.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

Careful consideration is given to pupil grouping

The importance of language and vocabulary development is given high status

Interventions are additional to the entitlement to high quality teaching across the curriculum

Intervention strategies are based on individual need

5. Deploying staff effectively

Both teachers and support staff are equipped to maximise their impact and are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

6. Data-driven and responding to evidence

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at the end of phases.

Actions are identified, implemented and reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and across the key stage.

7. Clear, responsive leadership

Leaders recognise and respond to the needs of different cohorts and pupils

Robust quality assurance processes are in place internally and externally for the provision and outcomes of disadvantaged pupils

Self-evaluation is rigorous and honest.

The effectiveness of strategies is reviewed at the end of each assessment phase and is based on internal analysis, research and best practice.

(Taken from NFER/ DfE Building blocks for raising disadvantaged pupils' attainment)

Pupil Premium Strategy Group	
Emma Thornbury	PP Lead and Deputy Headteacher
Steve Summerton	Headteacher
Helen Glendinning	SENCo
Lisa DeCarteret (LA governor)	Pupil Premium and SEND Governor

Review Dates	
Phase 3	May/ June 2019
End of Year	July 2019
Phase 1	November 2019
Phase 2	February 2020

Current Profile 2019-2020							
Number on Roll	Number of Pupils eligible for PP	Total PP budget	FSM/ Ever 6	Service	LAC	Ever in care	EAL
228	38	£61,500 (Indicative for 2019-2020)	38	3	1	3	4

Cohort Profile of Pupil Premium Pupils (does not include EAL, Service or LAC pupils) 2019-2020		
Year Group	Number and % of Pupil Premium	Number and % of Pupil Premium who also have SEN
Year 3- 64 pupils	9 (14%)	6 (66%)
Year 4- 51 pupils	6 (12%)	3 (50%)
Year 5- 64 pupils	13 (20%)	7 (54%)
Year 6- 49 pupils	10 (20%)	5 (50%)

Current Attainment KS2 (2018-2019) (FFT data)				
ARE+	School PP Outcomes	School Non-PP Outcomes	Gap	Local Authority Non-PP Outcomes (Perspective data)
Reading, Writing & Mathematics combined	33% (Average Scaled score 99.3)	54% (Average Scaled score 103.3)	-21% (Average scaled score -4)	73%
Reading	53%	62%	-9%	80%
Writing	80%	84%	-4%	86%
Mathematics	53%	74%	-21%	85%
SPAG	60%	74%	-14%	83%

Current Attainment KS2 (2018-2019) (FFT data)				
GD+	School PP Outcomes	School Non-PP Outcomes	Gap	Local Authority Non-PP Outcomes (Perspective data)
Reading, Writing & Mathematics combined	0%	8%	-8%	15%
Reading	0%	24%	-24%	34%
Writing	7%	18%	-11%	28%
Mathematics	7%	16%	-9%	31%
SPAG	13%	24%	-11%	28%

Current Progress (2018-2019) (FFT data)				
ARE+	School PP Outcomes	School Non-PP Outcomes	Gap	Local Authority Non-PP Outcomes (Perspective data)
Reading	-5.3%	-3.3%	-2.0	-0.07
Writing	-0.7%	-0.9%	-0.2	0.25
Mathematics	-3.7%	-2.3%	-1.4	-0.38

Absence (2018-2019) (ASP data)		Exclusions (2018-2019)	
School Non PP 3%	School Disadvantaged 5.6%	School Non-PP 3.3%	School Disadvantaged 0%
National Non PP 3.4%	National Disadvantaged 5.4%	National Non PP 0.75%	National disadvantaged 3.88%

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)
<p>Barriers for learning that may affect the learning and progress of some disadvantaged pupils</p> <ul style="list-style-type: none"> • A significant proportion of PP children are lower attaining at KS1. A significant proportion of PP children are also on the SEN register. • Some PP children do not have a wide ranging vocabulary which impacts on progress in all areas of the curriculum • Some PP children arrive in school without a positive attitude to learning which impacts their progress across the curriculum • Some PP pupil's struggle with social and emotional needs • Some PP pupils have less access or exposure to extra-curricular activities and could benefit from educational experiences such as clubs, trips, music lessons and participation in physical activities. • The attendance of a significant number of PP pupils is under 95%. This reduced their school hours and caused them to fall behind academically & socially. • For some PP pupils, there are safeguarding concerns. • For some PP pupils, parental involvement at parents' evenings, supporting reading, spelling and homework is significantly reduced

Summary allocation of funding	Reasons for allocation	Expenditure
Teaching and Learning	<ul style="list-style-type: none"> • Maintain high profile of PP children and accountability with all staff. 	<ul style="list-style-type: none"> • Dedicated leadership time for PP Lead

<ul style="list-style-type: none"> • Dedicated time for PP Lead to ensure that actions are monitored, supported and targeted appropriately and that teachers are well equipped to meet the needs of PP within their class through coaching, CPD and support. • Pupil Premium progress meetings to be held by PP Lead each phase, class teachers and SENCo to attend. • Maths and English leaders to work with HIAS (CPD for staff, core provision for leaders) to provide staff with up to date strategies, resources and ideas to support learning. • Additional teacher led 1:1 and group support for Maths and English • SALT sessions for PP pupils with Speech and Language needs • Focus on pre-teaching vocabulary and knowledge needed for some PP pupils to be able to access units of work and specific texts. • Greater focus on teaching of vocabulary to address a vocabulary gap for some PP pupils. • Teachers offer alternative appointments to parents who do not attend parents evenings • Parents Topic events and parent workshops designed to engage and educate parents on how as well as what learning is happening. • Purchasing of additional resources to support specific learning needs • School to supplement SATs revision guides for Year 6 pupils • One page profiles for PP pupils which detail barriers to learning and known personal strategies which support learning. 	<ul style="list-style-type: none"> • Provision is targeted specifically to accelerate progress for PP children to enable them to reach their academic potential • Specific gaps in learning (at objective level) will be discussed and analysed at progress meetings. • Significant number of PP children are lower attaining at KS1 • Significant number of PP children are on the SEN register • Some PP children do not have a wide ranging vocabulary which impacts on progress in all areas of the curriculum • Additional support in order to accelerate progress of PP pupils to enable them to reach their academic potential • For some PP pupils, parental involvement at parents' evenings, supporting reading, spelling and homework is significantly reduced 	<ul style="list-style-type: none"> • Part of SENCo salary paid for due to number of PP pupils who have an SEND need • Covers costs for PP progress meetings • Cost of pre- and post-teaching interventions for PP pupils from CT and TAs • % of SALT TA hours paid for with PP funding equivalent to the number of PP (who attend) • Specific interventions for PP pupils to support language development • Cost of resources for PP pupils with specific needs <p>Supplement (where requested) for....</p> <ul style="list-style-type: none"> • SATs revision guides
<p>Emotional, social and behavioural support</p> <ul style="list-style-type: none"> • Families contacted by the school office each day when pupils are late or absent. • ELSA to support vulnerable pupils with social, emotional and mental health needs • PSA and ELSA to run additional parent evening meetings 	<ul style="list-style-type: none"> • Children who have high % of absence are not achieving their potential. 	<ul style="list-style-type: none"> • % of PSA salary equivalent to the number of PP children. • % of ELSA salary equivalent to the number of PP children.

<ul style="list-style-type: none"> • PSA to support vulnerable families, including a specific drop in session at the start of the school day. • Parent coffee mornings with external agencies e.g. school nursing team, behaviour support. • Chill skills workshops to provide pupils with strategies to be more resilient, positive and reduce levels of anxiety. • School to supplement attendance at the breakfast club on school site which is run by an external agency • School to supplement equipment and uniform for PP children if requested 	<ul style="list-style-type: none"> • Children need a positive start to the school day where they are in school on time, have time to settle before starting work and have had a breakfast so that they are able to focus in class • Some PP families benefit from support with external barriers to learning • Improve behaviour of some PP pupils to minimise impact on the learning of themselves and their peers. • Some PP children arrive in school without a positive attitude to learning which impacts their progress across the curriculum • Some PP pupil's struggle with social and emotional needs 	<ul style="list-style-type: none"> • Contribution towards the cost of chill skill sessions <p>Supplement (where requested) for....</p> <ul style="list-style-type: none"> • Uniform • Breakfast club • Clubs run by external agencies
<p>Enrichment</p> <ul style="list-style-type: none"> • School to supplement payment for children to take part in activities, trips and clubs including peripatetic music lessons and swimming lessons. 	<ul style="list-style-type: none"> • Some PP pupils have less access or exposure to extra-curricular activities and could benefit from educational experiences such as clubs, trips, music lessons and participation in physical activities to broaden aspirations and provide them with a greater range of life experiences. 	<p>Supplement of 50% (where requested) for....</p> <ul style="list-style-type: none"> • Trips/visits • Residential visits • Music lesson • Clubs run by external agencies • Swimming lessons including transport costs.
<p>Total Expenditure</p>		<p>£61,500</p>

The impact of the funding allocations and improvements outlined in the PP strategy 2018/19

DHT and SENCo attended training. Very good quality. Practical and able to get answers to questions. Strategies from training being put into practice- individual profiles and PP statement for the website have been updated, use of funding to be discussed with SLT.

Teaching and learning

- **Attainment**
- **Progress**

	Maths		Reading		Writing		Combined	
	PP	Cohort	PP	Cohort	PP	Cohort	PP	Cohort
ARE+	53%	68%	53%	59%	80%	83%	33%	48%
GD	7%	14%	0%	18%	7%	15%	0%	6%

Staff have increased understanding and ownership of the data in order to better support PP children.

Monitoring of pupil premium has been incorporated in to the routine monitoring process.

Cohort plans record focus children intended actions and outcomes. Lesson observations and annotated to show actions for specific PP children were being carried out.

Specific PP progress meetings have taken place

Resources and strategies have been shared by Maths and English leads, the P4C team and the SENCo. The activities to scaffold and extend learning can be used with PP children. Evidence of this can be seen in Maths and English reports.

HIAS tackling the disadvantaged resource packs were purchased and shared with English, Maths, Science and Art/DT leads.

Emotional, social and behavioural support

- **Attendance**
- **Exclusions**
- **Enrichment**

Analysis of school support shows that pastoral support is very comprehensive-

PP pupils have had opportunities to work with members of the community that they would not otherwise have come into contact with , e.g. Local care home.

Attendance and punctuality data has improved.

PP parents evening attendance increased. Some PP families attended PSA/ELSA parents evenings

Some PP families attended coffee mornings

No exclusions of PP children

Lesson observations show evidence of classroom ethos that promotes independence, strategies for resilience and a positive attitude to learning .

Enrichment opportunities were available to PP families (Parent topic events, Grounds day, film nights, clubs) PP children participated in these events but a low number of families attended these events.

Pupil Premium Strategy

The school must publish a strategy for the school's use of the pupil premium funding. For the current academic year it must include:

- The school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how the pupil premium funding will be spent to overcome those barriers and the reasons for that approach
- how the effectiveness of the pupil premium can be measured
- the date of the next review of the school's pupil premium strategy

For the previous academic year, it must include:

- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils