



## Pupil Premium Strategy 2017/18

### 2017-2018 Allocation

Number of pupils and pupil premium grant (PPG) received		
	2016/2017	2017/18
Total number of pupils on roll (not inc Nursery)	892	892
Total number of pupils eligible for PPG	312 (35%)	283 (32%)
Amount of PPG received per pupil	£1,320	£1,320
Total amount of PPG received	£411,840	£373,560
Date of last Pupil Premium Review: July 2018	Planned date of next review: July 2019	
<b>Barriers (Outcomes from Pupil Premium Review):</b> <ol style="list-style-type: none"> <li>1. Low and persistent absence as well as mobility factors</li> <li>2. Learning difficulties related to SEND</li> <li>3. Behaviour issues related to lack of parental engagement</li> </ol>		
<b>Desired Outcomes:</b> <ol style="list-style-type: none"> <li>1. To improve the attendance and punctuality of key groups, including boys, mid phase admission and SEND pupils</li> <li>2. To ensure individual needs are identified and addressed so that the gap between vulnerable groups and others nationally is diminished at a rapid pace</li> <li>3. Parents are more involved and work alongside school to ensure good and better outcomes for their children</li> </ol>		

Provisions	Target Group	Success Criteria - How the impact will be measured	Monitoring Who/When	Costs	Evaluation
<p><b>Small group reading and phonics intervention sessions</b></p>	<p>Disadvantaged KS1 and KS2 pupils working below expected standard in reading. Focus group Boys/SEND/mid phase admission pupils</p>	<p>Pupils will improve their reading skills so that they can catch up with their peers and make progress.</p>	<p>Phase Leaders – on-going RWI/ Literacy coordinators - on-going  Termly HT report to Governors  Termly pupil progress meetings</p>	<p>£100,000.00  Including RWI resources</p>	<p>77% of PP at ARE in Reading at Year 1 and 32% above. 74% of PP are at ARE in Reading year 2 and 42% above. Girls are making more progress than boys but have improved from last year's results  96% of pupils have achieved the ARE in Phonics Check</p>
<p><b>Year 5 Creative Writing Retreat</b>  <b>This residential visit is designed to let pupils explore the great outdoors and to spend four days developing their creative writing through poetry November 2018) with 10 children</b></p>	<p>Year 5 Most Able disadvantaged pupils  Top set children will attend this retreat</p>	<p>Outcomes for our most able disadvantaged pupils will be raised through wider curriculum opportunities.  Pupils will be producing high quality writing which will be published in an anthology.</p>	<p>AHT for Yrs. 5&amp;6</p>	<p>£10,000</p>	<p>84% of pupils attained ARE in writing and 21% above in Year 5 last year. Pupils enjoyed the residential last year and were enriched by their experiences through the poetry writing. This enhanced their writing skills throughout the year.</p>

<p><b>In School and After School Reading book library sessions</b></p>	<p>All year groups</p>	<p>Pupils will enjoy reading for pleasure. The library which provide them with opportunities to read a wide range of genres and publications, that includes both fiction and non-fiction texts.</p> <p>Most able disadvantaged pupils to make good or better progress in reading and on track to exceed end of year targets.</p>	<p>Literacy Leader/ Librarian Phase Leaders Half termly reviews and termly pupil progress meeting</p>	<p>£42,500.00</p>	<p>Pupils were exposed to wide variety of text and genres ranging from non-fiction to Harry Potter series. They enjoyed a fun filled Harry Potter Night in school.</p>
<p><b>Inter-School Borough competitions</b></p> <p><b>Pupils to take part in:</b></p> <p><b>Spelling Bee</b> <b>Debate Mate</b> <b>Geography Bee</b> <b>Maths Bee/ Competition</b> <b>City Pitch Challenge</b></p>	<p>Most Able disadvantaged pupils in KS2</p>	<p>Pupils will make accelerated progress from individual starting points</p>	<p>AHT for KS1,LKS2,UKS2 Class teachers Ongoing and half termly progress checks</p>	<p>£10,000.00</p>	<p>Pupils enjoyed an excellent Challenge Day last academic year, whereby they became detectives for the day to solve mystery the mystery of who stole the chocolate. Teachers and pupils enjoyed this collaboratively. They were taught team building skills such as working in a group, aiming high and problem solving.</p>

<p><b>Curriculum enrichment activities including</b></p> <p><b>World of Work Week</b></p> <p><b>Enabling Enterprise Week</b></p> <p><b>Children's University</b></p> <p><b>Chess lessons and club</b></p> <p><b>Shakespeare in Schools project</b></p> <p><b>Additional music lessons for children gifted in music</b></p> <p><b>Fair Play House/ residential trip for Year 5 pupils</b></p> <p><b>Lee Valley Farm Day Trip Yr 6</b></p>	<p>KS2 pupils</p>	<p>All children should make at least good or better progress</p> <p>Most able FSM pupils to achieve Exceeding at the end of Year 6.</p>	<p>Phase Leaders</p> <p>Specialist/PPA teachers</p> <p>Termly reviews</p>	<p>£50,000.00</p>	<p>100% of pupils achieved ARE in GPaS last year in year 6. 87% were above ARE. In comparison to their peers they achieved higher at a ARE. Non PP pupils achieved 80%.</p> <p>Fair Play house was enjoyed by all including SEND pupils who spent a night away from home supported by their 1:1 support staff. Parents were delighted that pupils were able to develop this life skill. It was quite an achievement for the pupils involved.</p>
<p><b>Life skills sessions and activities for pupils with SEND - Soft play, Swimming and Horse riding opportunities</b></p>	<p>All year groups</p>	<p>More opportunities for SEND pupils to widen their experiences and skills to prepare them for the wider world.</p> <p>It is an opportunity for the children practice and embed the skills that they acquire in social communication groups, sensory sessions, speech and language and attention autism.</p>	<p>AHT/Inclusion Lead</p> <p>SENCO</p> <p>SEND Support</p> <p>1:1 TAs</p> <p>Termly reviews</p>	<p>£15,000.00</p>	<p>Pupils enjoyed the opportunity to regulate themselves in different environments, have physical breaks, and engage in multi-skills tasks that are sensory. They are also able to enjoy a sense of achievement and satisfaction.</p>

<p><b>Identification of Needs and Support for pupils with learning difficulties and or behaviour difficulties</b></p>	<p>All year groups</p>	<p>Pupils needs are identified and addressed effectively to ensure progress is at least good</p>	<p>Speech &amp; Language Therapist  Dyslexia/ Dyscalculaion service  Behaviour support service  Educational Psychologist service  Termly and Annual reviews of pupils targets  Reviewed annually</p>	<p>£24,000.00   £3,600.00   £9,000.00   £8,000.00</p>	<p>SEND pupils at ARE across the school in Reading achieved an average of 50% except in years 4 and 5 where children achieved approximately 25% on average when compared to non-SEND. These pupils are non-verbal and unable to access the curriculum. In Writing and Maths SEND pupils are not achieving as well as their non-SEND counterparts. However by the time pupils get to their six they are almost on par with achieving as well as their peers who are non-SEND and go on to sitting and passing their SATS at ARE.</p> <p>In comparison to their Non-SEND counterparts they are achieving on average of 20% below ARE.</p> <p>Pupils are supported by various outside agencies and buy-in therapy services based on their needs. They are observed after an initial concern form has been submitted by the class teacher. The SEND team will observe and support the pupils, 1:1 staff and teachers accordingly. If further support is needed beyond what school has to offer, then a referral is</p>
-----------------------------------------------------------------------------------------------------------------------	------------------------	--------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

					made to the appropriate agencies as we see fit. As a result pupils are given programs to support any difficulties they have. These are regularly reviewed.
<p><b>Before and after school booster sessions</b></p> <p><b>Pupils who are working below expected are given extra tuition sessions to diminish the gaps</b></p>	Disadvantaged pupils in all year groups	<p>To increase the % of pupils making expected progress in reading, writing and maths.</p> <p>Assessment coordinator and Phase leaders to track and monitor progress.</p>	<p>Phase Leaders</p> <p>Termly Pupil Progress Meetings</p>	£20,000.00	These boosters were well attended by pupils throughout the year. End of year data evidences that there was an impact on progress and attainment.
<p><b>Family learning opportunities to raise aspirations of families including workshops, curriculum meetings and courses such as ESOL, Sewing classes, Keeping Children Safe, 5 A Day Maths</b></p>	All year groups	<p>Diminish the gap of attainment and progress of vulnerable pupils and others nationally</p> <p>Parents have an opportunity to come to sewing classes, to learn crochet, knit, teach each other, socialize, some of our vulnerable families are able to interact and socialize</p>	<p>Phase Leaders</p> <p>Family Support Worker</p> <p>Termly reviews</p>	£15,000.00	ESOL had an uptake of 20 parents. They had the opportunity to meet other parents and learn basic English. The sessions helped to boost parent's self-confidence, self-esteem and allowed them to share ideas and concerns with each other. It also helped them to practice their English speaking to other parents. More sessions are planned for the new academic year.

<p><b>Develop provision in EYFS</b></p> <p>RWI workshops for EYFS/Year 1.</p> <p>Phonics workshops for parents so that they can support their children in the development of early reading skills. Free resources will be given to the disadvantaged pupils to ensure the gap between the disadvantaged pupils and their peers is diminished.</p>	<p>EYFS Pupils</p>	<p>Reducing educational gap in the progress and attainment of low ability children in comparison to others</p>	<p>Phase Leader for EYFS</p> <p>Termly reviews</p>	<p>£12,000.00</p>	<p>The RWI workshops have been successful and well attended by parents</p> <p>Parents are aware through these practical activity-based sessions how to support their children at home, with reading as well as the sounds that they are expected to learn. To gather a basic understanding of how to help their children to learn the sounds and to practise writing the letters. The resources that parents are given allows them to use familiar pictures and letters that children see daily throughout their lessons</p>
<p><b>To improve attendance of key groups</b></p> <p>Pupils with attendance below 96.1%</p> <p>There will continue to be sharp and consistent tracking of attendance and punctuality of disadvantaged pupils. Attendance of targeted pupils will improve, there will be a decrease in figures</p>	<p>All year groups</p>	<p>Teachers and Attendance Officer to review attendance/punctuality of vulnerable pupils and actions taken.</p> <p>Teachers and Attendance Officer to proactively engage with parents/carers re attendance/punctuality both formally and informally. Persistent absentees raised at pupil progress meetings.</p>	<p>Attendance Officer/ Lead</p> <p>Class teachers</p> <p>Half Termly Pupil progress meetings</p>	<p>£10,000.00</p>	<p>Our attendance has been upheld to a high standard of</p>

<p><b>Investment in playground equipment to make playtime active, challenging and above all fun</b></p>	<p>All year groups</p>	<p>Less behavioural issues at playtimes</p> <p>Pupils more focused on learning, leading to better outcomes</p>	<p>Phase Leaders</p> <p>Termly reviews</p>	<p>£5,000.00</p>	<p>Our playground is a safe, happy and interactive environment for our pupils. We have had training from our neighbouring secondary school – Cumberland. We have had INSET day training as well as practical support during playtimes and lunchtimes. Staff have visited other schools to observe their provisions with a view to improve our activities in the playground. Behavior incidents have reduced.</p>
<p><b>Support for working parents and provide before school care and provision for disadvantaged pupils, eg, Breakfast Club</b></p>	<p>All year groups</p>	<p>Parents are supported and ensure their children are in school</p> <p>We offer transport for children in exceptional circumstances to our pupil premium children in order to ensure that their attendance is in line with our target of 96.1%</p>	<p>Leadership Team</p>	<p>£2,500.00</p>	<p>Breakfast club had an uptake of about 10% of our pupils which is approximately 89 pupils in any given week.</p>
<p><b>To celebrate and share good practice in writing</b></p> <p>Interactive online programme – Pobble</p>	<p>All year groups</p>	<p>Writing outcomes are higher for pupils</p> <p>Pupils are able to edit their writing at a greater depth and this is published and celebrated during assembly and our online Pobble portal.</p>	<p>Literacy Lead</p> <p>Phase Leaders</p> <p>Termly reviews</p>	<p>£5,700.00</p>	<p>Teaching assistants have regularly updated the Pobble display board with children’s outstanding work each term. Teachers have updated the Pobble website. Parents and children are able to see and read their work online.</p>

<p><b>To promote aspirations and access to higher education through visits to universities</b></p> <p>Brilliant Club/visits to Oxford and Cambridge Universities</p>	Year 5 and 6 more able pupils	Pupils are learning about higher education and given opportunity to consider further education after leaving school	Leadership Team Annual review	£3,500.00	This is to be planned for the new academic year 2018-19. This is an ongoing programme in which pupils acquire skills such as how to write an essay and its components, they meet fortnightly with a PHD tutor from prominent universities, they research philosophical topics among many other issues relevant to them.
Thorough induction process including class buddies, small group activities, early assessment of need and support given for mid phase admission pupils	All year groups	Induction of mid-phase admission pupils is effective and ensures they make at least good progress	EAL Lead Phase Leaders Termly reviews	£30,000.00	Induction processes are being embedded across the school. Children are tested on entry in phonics, reading, writing and maths to determine their language and ability skills. Many children due to the right support settle in very well and make good progress.

### Reporting

The Head Teacher and AHT/Inclusion Lead will produce annual reports for the Governors' curriculum committee on: the progress made towards narrowing the gap by year group, for socially disadvantaged pupils, an outline of the provision, an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Governors of the school will ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of 'diminishing the gap', for socially disadvantaged pupils. This statement will be published on the schools website.