

Pupil Premium Strategy Statement

Pupil Premium Review for 2018 - 2019

1. Summary information 2018/19			
Academic Year	2018-2019	Total PP budget	£10,560
Total number of pupils	51	Number of pupils eligible for PP	8

2. 2019 YEAR 6 SATs outcomes - use the format below or insert core data relevant to your setting			
Number of children eligible for PP:	<i>n/a no pupils in Y6</i>		
Proportion of children e.g. 3/12 (or %)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Achieving/exceeding expected standards in reading, writing and maths combined	<i>n/a no pupils in Y6</i>		
Achieving/exceeding expected standard in reading			
Achieving greater depth in reading			
Achieving/exceeding expected standard in writing			
Achieving greater depth in writing			
Achieving/exceeding expected standard in maths			
Achieving greater depth in maths			

2019 YEAR 2 TEACHER ASSESSMENT outcomes - use the format below or insert core data relevant to your setting			
Number of children eligible for PP:	0		
Proportion of children e.g. 3/12 (or %) 0%	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
achieving/exceeding expected standards in reading, writing and maths		91	
achieving/exceeding expected standard in reading	n/a	100	75
achieving greater depth in reading		45	25
achieving/exceeding expected standard in writing		91	69
achieving greater depth in writing		36	15
achieving/exceeding expected standard in maths		100	76
achieving greater depth in maths		36	22

2019 RECEPTION outcomes - use the format below or insert core data relevant to your setting			
Number of children eligible for PP:	2		
Proportion of children e.g. 3/12 (or %)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
achieving expected standard plus in reading	TBC	TBC	
achieving expected standard plus in writing	TBC	TBC	
achieving expected standard plus in maths	TBC	TBC	
Achieving GLD	TBC	TBC	

3. 2018/19 REVIEW OF EXPENDITURE

i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
83% of children will meet the required standard in Year 1 phonics test and the gap between disadvantage children and their peers is narrowed.	Ensure that disadvantaged pupils are identified and targeted with additional phonics support.	79% (11/14) of children passed the phonics screener in Y1. Children in danger of not meeting the required standard were identified early in the year during a meeting with key staff. Action to catch them up was planned.	Continue to identify which children may not reach the expected standard in phonics at the earliest possible stage in order to plan support. Begin this identification when the children are in reception class.	£360
	Offer parents additional support in how to teach phonics at home through additional Reading Evenings	In September a reading evening was held – 15 people attended. An Education Evening was held with the Executive Headteacher and Assistant Headteacher in October with a 20 mins maths workshop and a 20 minutes phonic workshop – 15 people attended	New parents reading session to be repeated. Reading, phonics and maths to be included within Education Evening sessions.	£190
Children will be supported to achieve age related expectations.	Use rewards to motivate pupils and encourage achievement.	Positive behaviour management policy has been adopted by all staff and reward forms a part of this.	Ensure that children know that good behaviour and high levels of engagement are rewarded primarily,	£1900
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact	Lessons learned (and whether you will continue with this approach)	Cost

		on pupils not eligible for PP, if appropriate.		
83% of children will meet the required standard in Year 1 phonics test and the gap between disadvantage children and their peers is narrowed.	Provide daily intervention with LSA and weekly tuition from subject specialists for those children who are working below the expected standard	79% (11/14) of children passed the phonics screener in Y1. There were clear reasons that explain why three children did not pass.	Continue to identify children at risk of not passing the screener at the earliest possible stage in order to put the right intervention in place.	£1583
Children will be supported to achieve age related expectations.	Work with individual pupils and small groups to develop specific literacy and maths skills.	Numbers of pupils eligible for the pupil premium grant in each year group who reached ARE reading, writing and maths at the end of the year: Year 5: 100% Year 4: 100% Year 3: 100% Year 2: N/A Year 1: 20% Year 0: 100% of pupils were either emerging or expected across all areas	In year 1 fewer children reached age related expectations with 80% (4 pupils out of 5) not reaching the expected level. In other year groups, the extra support provided by the LSA was effective in closing the gap.	£3540

Children that qualify for the Pupil Premium Grant receive additional nurture support as needed.	1:1 and small group art therapy	4 children received ongoing long-term therapeutic support for SEMH based around art. These sessions have been successful.	1:1 sessions to be replaced group sessions to build confidence and social skills as well as allowing staff to see more children in the time available. 1:1 sessions to be provided by specialist SEND teacher.	£912
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Teaching staff are able to identify mental health difficulties among pupils, particularly those who qualify for the pupil premium grant.	All teaching staff to complete a Level 2 distance learning course the Skills Network in Understanding Children's Mental Health.	Teachers feel more confident in identifying and describing a variety of mental health difficulties.	Staff now need to have a range of strategies to draw on to support pupils once needs have been identified. Some staff	£1125
All staff to be made aware of the needs of vulnerable pupils, particularly those who are disadvantaged, across the school community as well as within their own	System of sharing information about vulnerable pupils weekly as part of staff meeting.	Staff have more awareness of these children and are able to adapt their interactions as appropriate to the needs of the child.	Find a way to ensure that all staff, including SMSAs and LSAs have access to this information while still being GDPR compliant.	£950