

<p>Amount of Pupil Premium Funding Received in Academic Year: 2018 - 2019*</p>	<p>Amount allocated: £33,000</p> <p>* adjusted for Academic Year (7/12= £19,250) + (5/12=£13,750)</p>					
<p>Number of Eligible Children: 21 April 2018</p>	<p>Current Attainment of those children in classes in Spring 2 (April 2018):</p>					
<p>% achieving Age Related Expectations</p>	<p>Reception (40 -60W and above) (9 children)</p>		<p>Year One (1w and above) (5 children)</p>		<p>Year Two (2W and above) (10 children)</p>	
	<p>Pupil Premium</p>	<p>Non-Pupil Premium</p>	<p>Pupil Premium</p>	<p>Non-Pupil Premium</p>	<p>Pupil Premium</p>	<p>Non-Pupil Premium</p>
<p>% in Reading</p>	<p>88.9%</p>	<p>84.2%</p>	<p>100%</p>	<p>86.4%</p>	<p>50%</p>	<p>64.9%</p>
<p>% in Writing</p>	<p>88.9%</p>	<p>73.7%</p>	<p>80%</p>	<p>79.5%</p>	<p>40%</p>	<p>62.2%</p>
<p>% in Maths (Number in EYFS)</p>	<p>88.9%</p>	<p>86.8%</p>	<p>100%</p>	<p>86.4%</p>	<p>60%</p>	<p>73%</p>
<p>% Speaking (EYFS)</p>	<p>77.8%</p>	<p>63.2%</p>				
<p>% The World (EYFS)</p>	<p>66.7%</p>	<p>63.2%</p>				

Barriers to Learning	Strategy	Cost	Desired Outcomes and Measures:
<p>Poor Attendance and/or Lack of Punctuality</p> <p>Attendance and punctuality of some pupil premium pupils is in need of improvement. For others attendance and punctuality can be erratic (often linked to home circumstances).</p>	<p>Fund 0.5 day a week of the school's Attendance Support Officer to work specifically on tracking and supporting Pupil Premium children's attendance and punctuality and offering support to those who need it.</p> <p>Provision of free Breakfast Club places to enable a punctual start to the school day.</p>	<p>Total funding: £836 of Attendance Officer's salary</p> <p>5/12 of the year: £349</p> <p>7/12 of the year: £487</p> <p>21 children x £1 per day and the funding of one additional member of staff to support: £3,990</p> <p>5/12 of the year: £1,662.50</p> <p>7/12 of the year: £2,327.5</p>	<p>Attendance of Pupil Premium children is moved to a % in line with other groups in school and aims for 96%.</p> <p>Children's punctuality is good and observations demonstrate that children are 'ready to learn' within the first lesson of the day.</p> <p>Pupil Premium children are settled in school and 'ready to learn' within the first lesson of the day. No lost learning time due to poor punctuality.</p>

<p>Limited Life Experiences to draw upon to inform learning (particularly in English).</p> <p>Children do not appear to have a wide base of experience to draw upon. This affects their ability to write imaginatively, use the context well in reading or understand more abstract concepts in areas of the curriculum such as The World.</p>	<p>Enrichment activities to be offered, e.g. subsidised trips, science events, drama workshops etc. in order to develop knowledge of the world, extended vocabulary and imagination.</p> <p>Provision of After School Clubs with a curriculum focus, e.g. computer club, science club</p>	<p>Total allocated funding: £2,000</p> <p>5/12 of the year: £833.30</p> <p>7/12 of the year: £1,166.70</p> <p>1 x hour of Teaching Assistant Time for 20 days over the year (4 clubs of 5 weeks in length)</p> <p>Total: £264</p> <p>5/12 of the year: £110</p> <p>7/12 of the year: £154</p> <p>1 outside provider to run club</p> <p>Total: £550</p> <p>5/12 of the year: £229.16</p> <p>7/12 of the year: £320.84</p>	<p>Progress is accelerated in all areas, but particularly in Reading, Writing and Science in KS1 and Reading, Writing, The World and Imagination in EYFS.</p> <p>Children achieve above 5 points progress in the year and/or attain at age expected levels.</p>
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<p>Children who have the potential to achieve 'Greater Depth' (KS1) or 'Exceeding' (EYFS) have reduced access to higher level reading, writing and maths support at home, which hinders the growth of higher order skills, such as inference, fluency and intonation, more complex sentence construction, punctuation and subject specific vocabulary.</p>	<p>3 Teaching Assistants to provide additional feedback and scaffolding within classes and to carry out a range of bespoke learning interventions within Maths and English to support children's individual needs and identified learning gaps.</p> <p>Purchase of additional higher level reading materials for the library and for group reading.</p>	<p>3 Teaching Assistants x 2 hours per day.</p> <p>Total: £15,524</p> <p>5/12 of the year: £6,468</p> <p>7/12 of the year: £9,056</p>	<p>Children who are capable of reaching 'Exceeding' in the EYFS are supported to do so. This progress and attainment is maintained, or accelerated within KS1, so at least the same number achieve 'Greater Depth' in KS1.</p>
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<p>Lack of access to models and support with reading at home and fewer models of accurate phonetic decoding.</p>	<p>Employ Teaching Assistants to work alongside teachers to run differentiated Phonics Group teaching and Guided Reading Sessions.</p> <p>Those children showing a real aptitude for reading to be engaged in further comprehension groups to support their access to wider reading materials and deeper level discussion.</p>	<p>5 Teaching Assistants to deliver 2.5 hours of differentiated phonics teaching per week (38 weeks per year) = 570 hours</p> <p>Total: £7530</p> <p>5/12 of the year: £3137.50</p> <p>7/12 of the year: ££4392.50</p>	<p>Pupil Premium children make good or better progress in Reading (to at least match those of non-pupil premium funded peers), with the aim that they meet age related expectations by the end of the year.</p> <p>Those children who have the potential to achieve above expected standards are given specific support with comprehension and language to allow them to reach exceeding levels.</p> <p>Children in receipt of Pupil Premium funding pass the Year One or the repeat Year 2 Phonics Threshold.</p> <p>Children in receipt of Pupil Premium in Year 2 reach at least the Expected Level in Reading or make accelerated progress from their starting points (to at least match the progress of their non-pupil premium funded peers).</p>
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<p>Social, emotional and mental health development: There are a number of children who would benefit from support in developing appropriate relationships, developing their self-esteem and confidence or ability to work productively as a member of a group.</p>	<p>Provision of targeted group lunchtime activity sessions to support social interaction skills, build self-confidence and nurture emotional well-being.</p> <p>Release of staff member to attend Community Hub allocation meetings in order to access support and mental health training to meet these children's needs.</p>	<p>1 x hour of Teaching Assistant Time for 3 days per week</p> <p>Total: £1506</p> <p>5/12 of the year: £627.50</p> <p>7/12 of the year: £878.50</p> <p>1 x hour of HLTA support for 2 hours every three weeks to cover the Inclusion Manager to attend meetings:</p> <p>Total: £890</p> <p>5/12 of the year: £371.00</p> <p>7/12 of the year: £519.00</p>	<p>Fewer behaviour incidents recorded on the school's behaviour log.</p> <p>Lesson observations/learning walks evidence high levels of engagement for these pupils in lessons.</p> <p>Increased confidence allows children to demonstrate their knowledge and skills.</p> <p>Children make expected progress at least in all curriculum areas and meet age expected levels in PSHE in Key Stage One and attain the Expected Level of Development for PSE in EYFS.</p>
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Date of the next review of Pupil Premium Strategy: November 2018

