

Pupil Premium Strategy Statement 2018-2019

At The District CE Primary School, we are committed to ensuring all our children have equal opportunities to achieve their full potential. To ensure this happens, schools in England are provided with additional funding through a pupil premium grant.

Pupil Premium is additional to main school funding. It is used to address inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The funding for the academic year is split in two. The first half is September-March and the second half is April-August.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as Ever 6 FSM). Schools also receive funding for children who have been looked after for 1 day or more, adopted from care or are the children of service personnel.

Schools decide how the Pupil Premium Grant is spent since they are best placed to assess what additional provision should be made in supporting individual pupils and they use this to narrow the attainment and achievement gap between pupil premium and non-pupil premium students. The 2018-2019 pupil premium funding in primary schools is £1320 per child.

'It is for schools to decide on how the pupil premium, allocated to schools per free schools meal pupil, is spent since they are best placed to assess what additional provision should be made for the individual pupil within their responsibility' DfE.

At The District CE we aim to provide quality first teaching as a priority to support pupils to further develop and improve their knowledge, skills and understanding. We invest in improving the quality of teaching and learning and providing research based interventions to diminish the difference in the attainment gap between our disadvantaged and non-disadvantaged pupils. We aim to develop practice and provision of the highest standard to enable all pupils to achieve their potential through a relentless focus on the attainment and progress of our disadvantage pupils and an awareness of their needs in everything we do.

Around 44%\$ 35%*¹ of our students are eligible for Pupil Premium which is significantly higher than the national figure. The District CE recognises that each pupil has different needs, concerns and aspirations and we aim to provide a tailored offer of education, care and support within the framework of our Christian ethos and values, ensuring the best possible outcomes for everyone.

At The District CE Mrs Shelford the Headteacher has overall strategic responsibility for pupil premium. Cath Clarke is the school Pupil Premium Champion. The lead Governor for Pupil Premium is Frank Maguire. The Headteacher presents a pupil premium report to Governors termly and the impact of spend is evaluated and reviewed.

Annex 2c: Pupil premium strategy statement (primary)

Summary information					
\$ Data taken from January 2018 Census * Data as at 18.9.2018					
School	The District CE Primary School				
Academic Year	2018/2019	Total PP budget	£198,000	Date of most recent PP Review	14.3.18
Total number of pupils	332\$ 323*	Number of pupils eligible for PP	147\$ 114*	Date for next internal review of this strategy	Dec 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing & maths	37%	70%
expected progress in reading	-0.57	0.31
expected progress in writing	-1.34	0.24
expected progress in maths	-2.02	0.31

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Attainment on entry is below age related expectation for almost all pupils (on entry into Nursery and Reception) in some instances significantly so.
B.	Pupils demonstrate limited language skills. Acquisition is poor due to narrow experiences and 'language deficit' environment at home.
C.	Under stimulation within the home learning environment, lack of books, access to enriching experiences and other parental priorities/issues which affect parental mental health and well-being.

D.	Children's learning and progress is inconsistent and affected by home circumstances including poor routines (impact on attendance/punctuality), lack of boundaries, low aspirations/expectations or more troubling circumstances such as domestic abuse and substance misuse.	
External barriers		
E.	Poorer attendance and punctuality due to parental support to attend school regularly on time, but also affected in part by more prevalent illnesses, due to poor housing conditions and diet.	
F.	Higher than average social deprivation and limited life experiences.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A	<ul style="list-style-type: none"> • Increase the percentage of children leaving Nursery and entering Reception at age related expectation, specifically within the Prime Areas of Learning. • Increase the percentage of pupils achieving a Good Level of Development at the end of Reception, closing the gap with pupils nationally. 	<ul style="list-style-type: none"> • Data demonstrates an upward trend at the end of the Nursery year, specifically within the Prime Areas. • More than 52% of all pupils and more than 33% of pupil premium pupils achieve a Good Level of Development in 2019. The gap between pupil premium and other pupils closes
B	<ul style="list-style-type: none"> • Improve the rate of progress and the attainment of pupil premium pupils in all year groups. 	<ul style="list-style-type: none"> • Pupils eligible for PP make accelerated progress to 'catch up' to their peers. The attainment gap between pupil premium and others in reading, writing, maths and GPS closes.
C	<ul style="list-style-type: none"> • Teachers demonstrate a detailed knowledge and understanding of all pupils eligible for funding. Barriers to learning are removed. 	<ul style="list-style-type: none"> • Teachers articulate the impact that teaching and interventions have had on individual pupils. • Teachers are proactive in planning and delivering effective interventions at the point of need. • Teachers liaise with pastoral and other external services to ensure that pupils and families receive appropriate support and intervention.
D	<ul style="list-style-type: none"> • Increase the rate of attendance for pupils eligible for the grant and reduce the rate of persistent absence. 	<ul style="list-style-type: none"> • The rate of overall attendance for Pupil Premium pupils increases to match that of other pupils.
E	<ul style="list-style-type: none"> • Improve language acquisition in the Early Years and develop the range of vocabulary the pupils use and understand across school. 	<ul style="list-style-type: none"> • Pupils demonstrate increased understanding and use a range of vocabulary appropriate to their age and stage. • Assessments demonstrate improvements for identified pupils.
F	<ul style="list-style-type: none"> • Increase parental engagement and participation to improve knowledge and understanding of year group expectations and raise aspirations. 	<ul style="list-style-type: none"> • Parents participate in events and activities offered, gaining a greater understanding of how pupils learn. • Parents are well informed about year group expectations. • Parents are involved in activities which raise aspirations and articulate who they will support their child.

5. Planned expenditure					
Academic year	2018/2019				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality first teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

<p>Increase the percentage of pupil premium pupils who achieve Exp + in Reading, Writing and Maths combined in Y1 to Y6.</p>	<ul style="list-style-type: none"> • Set individual pupil targets. • Set a combined measure target for PP. • Hold start of year data meetings with each class teacher, specifically focusing on provision for disadvantaged pupils. • Calculate the combined measure following each assessment week and discuss at pupil progress meetings. • Identify target pupils to achieve the expected standard and introduce 'structured conversations'. • Use personal study time to address misconceptions and plug gaps. • Implement homework groups and small group tuition groups. • Identify pupil premium champion to monitor the impact of the strategy, analyse data, identify and share excellent practice. 	<ul style="list-style-type: none"> • Only 38% of disadvantaged pupils achieved the expected standard in the combined measure in 2018. The school will endeavour to close the gap between disadvantaged pupils and others. • The rigorous focus on pupil level data will facilitate professional dialogue between class teachers and senior leaders to identify actions. • Parents will understand year group expectations and know how to support their child at home. • Pupil premium champion will raise the profile across school and ensure that evidence based/innovative approaches are shared and implemented. • EEF Toolkit: <ul style="list-style-type: none"> -Homework +2mths -Small group tuition +5 mths -Extending school time +2mths 	<ul style="list-style-type: none"> • The pupil premium champion will reports to governors on a termly basis and SLT on a half termly basis. 	<p>CC LS</p>	<p>December 18 April 2019 July 2019</p>
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<p>Provide quality first teaching which is never less than good. Teachers use effective assessment (formative) to identify gaps in knowledge and skill and differentiate lessons to ensure adequate challenge and support.</p>	<ul style="list-style-type: none"> • Implement the CPD programme tailored to need. • Embed teacher rounds peer support approach. • Designate weekly leadership time to monitor teaching/feedback in class, review progress in books and improve marking/presentation and upskill subject leads. • Implement support plans to address any weaknesses in teaching. • Provide pre-teach and catch up sessions to get pupils on track. • Use research based evidence to inform practice – EEF metacognition report. • Improve pupil feedback. • Improve the partnership between teachers and LSAs. • Improve the knowledge, skills and understanding of LSAs to improve the in class support pupils receive. 	<ul style="list-style-type: none"> • Quality first teaching has the greatest impact on pupil attainment and progress. • The use of formative assessment and quality feedback is proven to aid progress. • Evidence based research is proven to inform practice. • High quality LSA support can positively impacts on pupil outcomes (see EEF toolkit) +1 month. • EEF Toolkit: -Metacognition +7mths -Feedback +8mths 	<ul style="list-style-type: none"> • Rigorous pupil progress meetings to monitor progress and attainment and identify actions arising. • Monitor and review individual support plans, moving the process forward if required. • Adapt the monitoring calendar as required to ensure focused monitoring of any areas of underperformance or concern. Monitor the performance of LSAs. • Consult with staff and gather feedback on the effectiveness of the CPD programme. 	<p>LS DHT CC TS</p>	<p>October 18 December 18 February 19 April 2019 July 2019</p>
<p>Increase the percentage of disadvantaged pupils achieving Exp+ in reading in all year groups.</p>	<ul style="list-style-type: none"> • Write and implement a raising attainment reading plan, with a specific focus on PP. • Work with parents of disadvantaged pupils to increase the rate and frequency of reading at home. • Use interventions to good effect to improve attainment and support progress: -Better reading -Comprehension target groups -Reading buddies -LSA target intervention groups. -1:1/small group tutoring. 	<ul style="list-style-type: none"> • 2018 data demonstrates that the attainment of disadvantaged pupils is below that of other pupils in all year groups. • EEF Toolkit: -Phonics +4mths -Small group tuition +4mths -Peer tutoring +6mths -1:1 tuition +5mths -Reading comprehension strategies +6mths -Parental engagement +3mths 	<ul style="list-style-type: none"> • Progress towards actions reviewed on a termly basis and reporting to governors. • Termly data reports to SLT and governors. • Intervention impact reviews. 	<p>HW</p>	<p>December 18 April 2019 July 2019</p>

<p>Increase the percentage of disadvantaged pupils achieving Exp+ in writing in all year groups.</p>	<ul style="list-style-type: none"> • Write and implement a raising attainment writing plan, with a specific focus on PP. • Ensure parents understand year group expectations. • Utilise teacher rounds approach to improve practice. • Use interventions to good effect to improve attainment and support progress: <ul style="list-style-type: none"> -Pupil led book reviews and follow up -Writing buddies -LSA target intervention groups. -1:1/small group tutoring. 	<ul style="list-style-type: none"> • 2018 data demonstrates that the attainment of disadvantaged pupils is below that of other pupils in all year groups. • EEF Toolkit: <ul style="list-style-type: none"> -Small group tuition +4mths -Peer tutoring +6mths -1:1 tuition +5mths -Parental engagement +3mths -1:1 tuition +5mths 	<ul style="list-style-type: none"> • Progress towards actions reviewed on a termly basis and reporting to governors. • Termly data reports to SLT and governors. • Intervention impact reviews. 	<p>TS</p>	<p>December 18 April 2019 July 2019</p>
<p>Increase the percentage of disadvantaged pupils achieving Exp+ in maths in all year groups.</p>	<ul style="list-style-type: none"> • Write and implement a raising attainment maths plan, with a specific focus on PP. • Commission external consultant to audit the teaching of maths across school, identify actions and implement. Monitor, review and evaluate. • Achieve the Maths Quality Mark. • Implement a coaching and team teach model to improve practice. • Work with parents of disadvantaged pupils to make provision for additional support at home in basic skills. • Use question level analysis and develop interventions to good effect to improve attainment and support progress: <ul style="list-style-type: none"> -Maths Whizz and other digital approaches -Bespoke group intervention -Maths ambassador peer support -LSA target intervention groups. -1:1/small group tutoring. 	<ul style="list-style-type: none"> • 2018 data demonstrates that the attainment of disadvantaged pupils is below that of other pupils in all year groups. • EEF Toolkit: <ul style="list-style-type: none"> -Small group tuition +4mths -Peer tutoring +6mths -1:1 tuition +5mths -Parental engagement +3mths -1:1 tuition +5mths -Digital technology +4mths 	<ul style="list-style-type: none"> • Progress towards actions reviewed on a termly basis and reporting to governors. • Termly data reports to SLT and governors. • Intervention impact reviews. 	<p>CC SA</p>	<p>December 18 April 2019 July 2019</p>

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increase the percentage of disadvantaged pupils achieving a good level of development.</p>	<ul style="list-style-type: none"> • Deliver a targeted parental engagement programme (PIP) with a focus on reading, writing and maths, underpinned with a focus on PSED. • Deliver 1:1 phonics tutoring for identified pupils. • Invite identified parents to attend RWI sessions in school. • Deliver focus writing interventions tailored to children’s interests. • Develop a bespoke media boxes approach to encourage additional reading and writing at home. • Engage in the EYs maths leadership project in partnership with the teaching school, with a specific focus on raising attainment for disadvantaged pupils. • Additional LSA support within Reception to reduce adult child ratios and provide additional adult intervention. 	<ul style="list-style-type: none"> • Only 33% of disadvantaged pupils achieved a GLD in 2018 compared to 59% of other pupils. • EEF Toolkit: -Reducing class size +3mths -Phonics +4mths -EYs intervention +5mths -Parental involvement +3mths 	<ul style="list-style-type: none"> • Half termly review of disadvantaged pupil progress and attainment. • Evaluation of provision mapping for EYPP and PP pupils. • Termly data reports to SLT and governors. 	<p>KH</p>	<p>December 2018 April 2019 July 2019</p>
<p>Improve the engagement and participation of vulnerable pupils to improve access to learning and increase rates of progress.</p>	<ul style="list-style-type: none"> • Introduce a structured conversation approach for targeted pupils. • Nurture group. • Involve the pupil leadership team in embedding the District learner values and attitudes across school. • Work towards Rights Respecting School and ensure vulnerable pupils have involvement throughout. • Provide bespoke pastoral support for pupils and parents to improve access to the curriculum. • Raise parental aspirations through specific targeted programmes and visits (university visit, careers week, etc.) 	<ul style="list-style-type: none"> • A greater number of disadvantaged pupils require intervention to improve engagement and participation. • EEF Toolkit: -Parental engagement +3mths -Social and emotional learning +4mths -Behaviour interventions +3mths 	<ul style="list-style-type: none"> • Staff and pupil consultation to gather feedback. • Use Insight tracking to monitor the impact of support on attendance, attainment and progress. • Parent case studies to demonstrate impact. 	<p>SS BH</p>	<p>December 2018 April 2019 July 2019</p>

Improve pupils' language and range of vocabulary.	<ul style="list-style-type: none"> • Create a language and communication champion to lead the communication strategy across school. • Use a range of assessment tools to identify need and plan interventions (Wellcomm toolkit, Elklan, BPVS, etc.) • Work towards the Communication Friendly Schools Award. • Embed approaches within Early Years to improve children's early speech, language and communication including Talking Tables, Communication Friendly spaces, Every Child a Talker, etc. 	<ul style="list-style-type: none"> • Children's range of vocabulary is limited which affects access to age appropriate texts. • EYs data indicates that attainment is 15% below that of children within the Local Authority in the Prime Areas. • EEF Toolkit: -Oral language strategies +5mths -EYs intervention +5mths 	<ul style="list-style-type: none"> • Progress towards actions reviewed on a termly basis and reporting to governors. • Progress in assessments over time. • Audit tool and evidenced improvements. • EYs C&L data 	TS HW KH GH	December 2018 April 2019 July 2019
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Total budgeted cost

See costs attached

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attendance and punctuality of disadvantaged pupils.	<ul style="list-style-type: none"> • Senior leader with responsibility and appraisal target for improving attendance. • Focused monitoring of disadvantaged pupils documented, reviewed termly and actions/improvements recorded. • First day visit response to all PA pupils and vulnerable groups. • APDR+ approach to early intervention. • Hold meetings with Y2 and Y6 parents at start of the academic year to raise awareness. • Hold settling in meetings with all Reception parents in September to raise awareness. • Provision of two week holiday at Whit to reduce term time absence and enable families to access low cost holidays. • Celebrate improvements in attendance. 	<ul style="list-style-type: none"> • Case studies demonstrate that removal of barriers is essential to pupils' access to education. • Improved attendance and punctuality ensures that children access all lessons, which in turn improves progress. 	<ul style="list-style-type: none"> • Half termly attendance reports. • Monthly supervision meetings with attendance lead. 	SS	October 18 December 18 February 19 April 2019 July 2019

<p>Ensure that children have appropriate support and intervention to improve their behaviour, health and well-being</p>	<ul style="list-style-type: none"> • Embed the Thrive approach within school. Deliver a programme of staff training to raise awareness and ensure the approach is woven throughout all school practice and provision. • Deliver targeted pastoral support based on assessment of need. • Improve pupil resilience, confidence and independence through a range of approaches: <ul style="list-style-type: none"> -District learner -Growth mindset -Arts and sports participation -Rights Respecting Schools, etc. 	<ul style="list-style-type: none"> • Contextual information about the school and individual pupils. • Evidence based research of the impact of pupil well-being on attainment and progress. • EEF Toolkit: <ul style="list-style-type: none"> -Social and emotional learning +4mths -Behaviour interventions +4mths -Arts/sports participation +2mths 	<ul style="list-style-type: none"> • Impact of intervention monitored through Boxall Profile, SDQ, pupil questionnaires, etc. • Monitoring of practice and consistency of the school approach. 	<p>LS SS AHTs KS leads</p>	<p>December 2018 April 2019 July 2019</p>
<p>Enrich the curriculum, broadening the life experiences of pupils and raise aspirations.</p>	<ul style="list-style-type: none"> • Provide a bespoke package of extra-curricular activities to broaden pupils' experiences and opportunities. • Plan and deliver a range of pupil engagement weeks with a specific learning focus. • Subsidise educational trips. • Subsidise the Y6 residential. • Subsidise patron of reading visits. 	<ul style="list-style-type: none"> • All of these experiences enrich the life of the child and promote a holistic approach to supporting pupil well-being and are interrelated with good attainment and progress. Opportunities such as these provide enriching language experiences. • EEF Toolkit: <ul style="list-style-type: none"> -Collaborative learning +5mths 	<ul style="list-style-type: none"> • Termly Headteacher report to governors. • Pupil voice. 	<p>AHTs KS Leads Subject Leads</p>	<p>December 2018 April 2019 July 2019</p>
Total budgeted cost					£See costs attached

6. Review of expenditure			
Previous Academic Year		2017/18	
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)
<ul style="list-style-type: none"> • Increase the percentage of pupil premium pupils who are working at the expected level in Reading Writing and Maths combined in Key stage 1 and Key Stage 2 so that it is comparable to non-pupil premium children. • Provide quality first teaching which is never less than good. Teachers use effective assessment (formative) to identify gaps in knowledge and skill and differentiate lessons to ensure adequate challenge and support. • Teachers use summative data to review progress and identify gaps to inform groupings and interventions. 	<ul style="list-style-type: none"> • Target setting for individual pupils and disadvantaged groups. • Identify gaps termly and plan and implement interventions and support as required. • Rigorous focus on PP during whole school monitoring. • A bespoke curriculum and enrichment events to engage and enrich the learning of all children but especially the pupil premium. • Implement effective and streamlined assessment systems. 	<ul style="list-style-type: none"> • Attainment in the combined measure increased from 45% to 50% for all pupils and from 13% to 38% for disadvantaged pupils in the combined measure (Y6 Exp+). • Y6 attainment trends for PP: Reading 38% to 54% Writing 38% to 58% Maths 31% to 50%. • Consistent data system embedded. 	<ul style="list-style-type: none"> • Further develop quality first teaching and remove any inconsistencies across school. • Improve the pupil conferencing and feedback skills of all teaching and learning staff. • The CPD programme has improved continuity across school. Further develop and extend the programme informed by data and staff need. • Interventions have a significant impact on outcomes when implemented. Implement early on and monitor impact. Teachers to be more pro-active in adapting as required. • Data system has provided swifter access to class and groups data. Train teachers to use data more effectively to inform planning and provision. Hold start of year data meetings with each class teacher, with a specific focus on PP children. • Monitoring has improved practice. The majority of teaching is good or better. Refine the monitoring calendar further and work closely with teachers to improve aspects of practice and provision for pupils as identified.

<ul style="list-style-type: none"> Teachers and LSAs further develop curriculum subject knowledge and a greater understanding of effective pedagogy. There is an increased awareness of how to address barriers to learning and a better understanding of effective interventions and how these can be measured. 	<ul style="list-style-type: none"> Implement a programme of staff CPD to improve the quality of teaching. Establish an effective system for the identification of suitable interventions, planned implementation, monitoring and review. Use quantifiable assessments to measure impact of all interventions. 	<ul style="list-style-type: none"> Teachers demonstrate improved curriculum knowledge and understanding. Bespoke curriculum developed and implemented. Teachers identify barriers to learning. Interventions implemented, impact documented (see data files) 	<ul style="list-style-type: none"> Quality first teaching and intervention has the greatest impact on outcomes. Teachers must be pro-active in establishing a baseline assessment and sourcing resources and strategies to plug gaps in learning and impact on outcomes. Further professional development is required to strengthen the knowledge, skills and understanding of learning support assistants. All staff must demonstrate high aspirations for all pupils and focus on overcoming barriers.
			Cost
ii Desired outcome	Chosen action /	Estimated impact	Lessons learned

<ul style="list-style-type: none"> • Improve progress and attainment in reading and writing for pupil premium children in all year groups (particularly boys, middle and high prior attainers) to increase the number of pupils achieving Exp+ and the higher standard. • Improve progress and attainment in maths for pupil premium children in all year groups (with a focus on the progress of PP girls) to increase the number of pupils achieving Exp+ and the higher standard 	<ul style="list-style-type: none"> • Employ sufficient class teachers to maintain single year groups. • Facilitate small group phonics teaching and 1:1 reading. • Reorganise LSA support. • Introduce a whole school approach to writing, spelling and handwriting. • Introduce a daily reading lesson into all year groups. • Organise reading buddies • Deploy a part time teacher into Y6 to provide a more rigorous targeted approach to raising attainment. • Introduce a 'get on track' approach with each class teacher. • Run additional intervention groups. • Implement a more rigorous approach to assessment, including Benchmark reading and NFER termly tests. • Purchase additional resources 	<ul style="list-style-type: none"> • Attainment in reading, writing and maths has improved in all year groups when compared to the percentage of pupils at Exp+ in the autumn term assessments (see termly key groups summary). • The percentage of pupils who passed the phonics screening has increased from 36% to 71%. • Teachers are able to use additional assessments to inform their knowledge and understanding of pupil progress and attainment. • The purchase of additional resources has supported improvements in the quality of teaching and learning. • Specific interventions impact on pupil outcomes (see intervention overviews). 	<ul style="list-style-type: none"> • Due to the long term sickness absence of the substantive Y6 teacher, the additional part-time teacher worked additional hours to cover the class, along with a supply teacher. The strategy was not implemented due to this sickness absence. • The new Headteacher took on the role of pupil premium champion as there was a lack of strategy and there were no evidence based interventions implemented within school. The HT must identify a pupil premium champion to lead the strategy across school. • The long term absence of the Deputy Headteacher/SENCo has impacted on the capacity of the HT. Recruit a DHT with strong leadership skills and an excellent knowledge of teaching and learning to strengthen the leadership team. • Previous senior leaders have over relied on maintaining small class sizes through the PP grant, to the detriment of the school budget. The HT is liaising with finance to address this concern. There have been limited applications submitted by the SENCo for SEN top up funding. This has impacted on the budget and the support available for pupils within school. The HT is addressing this through the creation of an inclusion team and making applications for those pupils who require additional funding.
			<p>Cost</p>
<p>ii. Other approaches</p>			
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact</p>	<p>Lessons learned</p>

<ul style="list-style-type: none"> • Continue to improve attendance and punctuality of pupil premium children to be comparable to that of non-pupil premium children. • Ensure that children have appropriate support and intervention to improve their behaviour, health and well-being • Enrich the curriculum, broadening the life experiences of pupils and raising aspirations. 	<ul style="list-style-type: none"> • Provide 'team around the child' approach. • Purchase and implement 'My Concern'. • Continue with the EWO SLA. • Introduce attendance rewards. • Utilise the Insight data system to further analyse attendance data. • Introduce rag rating alerts for attendance. • Provide 1:1 pupil mentoring. • Team building workshops for identified year groups. • Creative arts provision to support health and well-being • 1:1 pastoral intervention and supportive transition. • Awards for good attitude and achievement • Enrichment visits and visitors • Subsidise identified trips • Parental engagement events 	<ul style="list-style-type: none"> • PP attendance has improved • An increased number of pupils have received L2 or L3 intervention (see individual case studies). Outcomes for pupils are monitored at monthly supervision meetings, led by the HT. • All concerns are dealt with promptly as My Concern has significantly improved the referral process and access to information. • Increased awareness of attendance concerns and flags. More parents request meetings with lead and HT. • Qualitative data demonstrates impact of 1:1 pupil mentoring and team building, creative arts. • Increased parental participation through enrichment events. • Pupil voice demonstrates impact of curriculum events/experiences. 	<ul style="list-style-type: none"> • Work with other schools in First Learning Network to create criteria for pastoral support and intervention. Capacity of teams in schools to lead on EHAT is a growing concern. • Document the school strategy for supporting pupils holistically to ensure that all staff understand and implement the agreed approach in all aspects of school life. Monitor this across the school day/year. • Improve the systems and processes for documenting the impact of specific strategies, e.g. creative arts, pastoral intervention, etc. • Continue to develop the use of Insight tracking to document the journey of the child in school – log all interventions, involvement of external services, etc. • Further develop parental partnerships and develop a more targeted approach to working with parents to improve outcomes for pupils. • Involve parents in more school events and experiences to raise aspirations – careers week, university visit, celebrations of pupil achievements, etc.
			Cost

7. Additional detail

The Headteacher will support the newly designated Pupil Premium Champion to rigorously analyse attainment and progress data and improve the implementation of the PP strategy across school. The data will be analysed to identify groups within PP, improve assessment of need and plan and develop additional strategies and approaches to improve attainment and progress

PUPIL PREMIUM COSTINGS SEPTEMBER 2018-AUGUST 2019

	Expenditure	Income
Pupil Premium Allocation		198,000
SLT	26,900	
Pastoral Team	65,300	
LA3 Intervention support	25,000	
LA2 Intervention support	64,650	
Salary totals	181,850	
50% of following		
Accelerated Reader	1,000	
Junior Librarian	1,000	
Whizz	150	
Clicker	650	
Books	1,000	
NFER	1,800	
Insight Tracking	800	
Reading Events	400	
ICT	2,000	
Focus Weeks	1,500	
EWO SLA	1,200	
Attendance Rewards	150	
CPD	500	
Curriculum Enrichment	1,000	
Trips	500	
Extended Clubs	1,000	
Military	1,500	
Intervention totals	16,150	
GRAND TOTAL	198,000	