

Pupil premium grant expenditure report to parents for the year 2018/19

Since 2011-12, schools have been allocated 'Pupil Premium Funding'. The terms of the grant are very broad and merely state:

'The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the; benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated'.

The grant is to be allocated in two parts, which are:

- Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years and service children in mainstream schools
- Pupil premium for looked-after children and pupils eligible for FSM in any of the previous six years in non-mainstream settings

From September 2012, the Department for Education (DfE) has required schools to publish information about how they plan to use the Pupil Premium grant. The report below details our school's plan for 2018/19

Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2018/19	
Total number of pupils on roll	107
Pupils eligible for PPG	34 children are FSM and/or Ever 6
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£41,940
Barriers to achievement 2018/19	

- Academic support from home – opportunities to discuss learning, support with homework including reading
- Poor oral language skills
- Poor home learning environment
- Opportunities to experience wider cultural experiences and gain a broader knowledge and understanding of the world.
- Emotional issues at home which lead to lack of focus in school
- Attendance for individuals
- Poor diet
- Parents struggling to 'parent' their children effectively.

Nature of support 2018/19 and reasons why in italics

- Teaching assistants to support other children in the class allowing the teacher to work with pupil premium children – *so that the children receive high quality classroom teacher support to meet their needs and support progress within the classroom setting.*
- Bespoke intervention groups e.g. phonics, precision teaching, lego therapy, FLE emotional wellbeing session (based on Trauma informed Schools and Emotional First Aid) – *identified precision support based on assessment to support good levels of progress.*
- Teaching Assistant or Teacher used to release a member of staff with particular expertise e.g. able, gifted and talented math's provision – *To give specialist support to ensure good progress for all disadvantaged children including, most able disadvantaged.*
- Support for children to attend residential and educational visits and clubs– *To ensure that all children receive extracurricular activities to support cultural knowledge and understanding.*
- Teaching assistant time to work with children who require 'catch up' – *So that children are given the time to discuss their learning and address misconceptions before their reach the next lesson. This supports good level of progress.*
- Extra individual reading time within the school day – *To ensure that children are not disadvantaged if parents and carers do not read with them at home.*
- Holiday club – *To give parents respite in the holidays and provide alternative professional care for the children.*

- Use of Dreadnought, Emotional First Aid, Brighter Futures and Trauma informed school training – *To address and support children with social, emotional and mental health needs. This supports emotional health and progress in school and as part of lifelong learning.*
- Fresh fruit and vegetables available at playtime – *As part of our drive for healthy eating. This ensures that all children eat fresh, raw fruit/vegetables daily. The impact over the years has been that children then ask for it at home and are making healthy choice at home as well as school.*
- Half price music tuition – *To ensure that children have the opportunity to develop their musical knowledge and skills.*
- Specialist employed to support FAST (Families and Schools Together) which runs after school every other week. *To support parents with positive parenting approaches, develop the relationships between parents and children. Develop parenting skills and understanding of children.*
- Termly Motional Audit and from the data raised activities and identified tasks set for individuals, groups and classes as applicable. *To track, audit and improve children's emotional health and well-being.*
- 'My Concern' to ensure all the staff (on a need to know basis), have all the information they need to support every child.

How will we measure impact?

We measure the impact of pupil premium by the progress made by the child/ren.

- We do this academically using school pupil tracker online to measure to impact of our interventions and support.
- We do this emotionally and for behaviour using our emotional audit to monitor emotional support put in place.
- We monitor attendance termly with our Educational Welfare Officer

Most of our support is included in our School Development Plan (SDP). This is evaluated termly for impact. Below is part of the SDP that monitors the progress of our pupil premium children. The next governor monitoring of Pupil Premium will be January 2019 The

next evaluation of impact of the pupil premium strategy will be January 2019. The next annual review of the school's pupil premium strategy will be July 2019.

Success Criteria – what we want to achieve.	Actions – used to ensure success criteria is achieved.	Leader	Start and finish dates	Resources	Monitoring of Implementation How? Who? When?	Termly Evaluation or as appropriate.
<p>2.12 B Leaders and governors effectively track the progress of groups of pupils to ensure that none falls behind and underachieve.</p> <p>To improve:</p> <p>Boys progress in reading, writing and maths</p> <p>Girls attainment in Maths</p> <p>Most able writing attainment - improve Progress of</p>	<ul style="list-style-type: none"> • Leaders will track progress using SPT termly to ensure that all children from all groups are on track. • Termly meetings between class teachers and a member of the SMT to discuss any underachieving children/groups of children. • Interventions to be put in place for any children/groups of children who are identified as underachieving. • From our knowledge an data FLE ‘vulnerable’ groups will be created and tracked. Motional will be used to support identification of underlying issues that may affect progress. To introduce a system that tracks the emotional development of all pupils so that teachers can meet identified needs - SIP • The governors in termly FGM monitor the progress of all groups of children. Challenges are recorded in the minutes. 	<p>All Teachers</p> <p>C of G</p>	<p>Sept - July</p>	<p>£1250 SPTO</p>	<p>Governors to use SPTO and HT reports to check on this and prepare challenging questions for these meetings.</p>	

<p>2.14 B Leaders effectively use additional funding, including the pupil premium, and measure its impact on outcomes for pupils. Governors effectively hold them to account for this.</p>	<ul style="list-style-type: none"> All data is inputted onto the SPT regularly by teachers. Governors to use SPTO to hold leaders to account for their use of pupil premium money SMT monitor the progress made by all groups of children termly. Effective interventions are put in place as necessary to prevent children from falling behind – these are recorded on SPTO HT reports on what is in place for pupil premium children in her termly reports to the governing body. Pupil Premium governor monitors progress of pupil premium children termly and the impact of any interventions and reports on it to the governing body. 	<p>RN</p> <p>C of G</p> <p>RN and FF HI</p> <p>RN</p> <p>RW</p>	<p>Sept – July</p> <p>Oct – July</p> <p>Sept – July</p> <p>Oct - July</p>	N/A	<p>To be monitored by pupil premium governor. Who will need to meet with HT and discuss the progress the children are making and the impact of the interventions, this will be reported to the governing body in termly head teacher report.</p> <p>The chair of governors will monitor and ensure that the pupil premium governor has met with the HT and reported back to governors.</p>	
<p>3.2 F Teachers and other staff have consistently</p>	<ul style="list-style-type: none"> Completing assessments – use of pupil tracker weekly to track progress. Lesson Study; data; progress meetings 	<p>RN and FF</p>	<p>Sept – July</p>	<p>PPA time and staff meeting time.</p>	<p>HT to report on the actions in termly HT report to the governing body.</p>	

<p>high expectations of what each pupil can achieve</p>	<p>and day to day monitoring demonstrates high expectations of ALL children from ALL staff.</p> <ul style="list-style-type: none">• TA PM to support high expectations.• Interventions in place to ensure those having difficult keep up and rapid graspers stretch and deepen their learning.• Marking/response scrutiny– high expectations of all groups. Use Strand 1 – Marking and Feedback termly.	<p>RN</p> <p>RN</p> <p>RN</p> <p>FF</p>			<p>Governors to challenge as appropriate. HT to monitor Strands progress, interventions and progress through PM of teachers and progress meetings.</p>	
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<p>4.1 D Overall absence is reducing and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils.</p>	<p>Attendance is monitored half termly and attendance letters sent out as necessary (where attendance has dropped or is below 90%).</p> <p>Outside agencies to be used to support good attendance – Together for families.</p> <p>Attendance clinics are held termly with the headteacher and the EWO and written agreements are drawn up at the meeting to help improve attendance and these are then reviewed at the next meeting.</p> <p>A letter at the beginning of the year to be sent to all parents and put on the school website reminding parents/carers of the laws surrounding school holidays.</p> <p>Unauthorised holidays are G coded and letters go out to families explaining the consequences. Where necessary penalty notices are issued.</p> <p>Letters to go out at the beginning of the year setting targets where attendance last year was below 90%. To be monitored closely and when drops again call attendance meeting.</p>	<p>RN</p> <p>RN</p> <p>RN</p> <p>RN</p> <p>RN</p> <p>RN</p>	<p>Sept – July</p> <p>Sept – July</p> <p>Nov – July</p> <p>Sept – Oct</p> <p>Sept – July</p>	<p>Outside agencies – Together for Families (no cost)</p> <p>Dreadnought (£30 per child per session) and Brighter Futures (cost dependent on usage – money taken from PP as applicable for particular children).</p>	<p>Attendance Governor to monitor attendance termly and ensure all actions are completed. All governors to receive attendance information in the HT report to the governing body termly.</p>	

			Sept/Oct			
4.2 D Low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%).	Low attendance is tracked and EWO is and other agencies are involved to improve attendance.	RN	Sept - July	Attendance Governor to monitor attendance termly and ensure all actions are completed. Outside agencies – Together for Families (no cost) Dreadnought and Brighter Futures (cost dependent on usage – money taken from PP).	Attendance Governor to monitor attendance termly and ensure all actions are completed.	
4.5 F Effective strategies are in place resulting in high standards of behaviour – incidences of low level disruption are rare. There are sustained improvement in pupils' behaviour where there are particular needs.	<p>The behaviour for learning policy is in place, reviewed and reflects practise.</p> <p>The school values are in place and are reviewed by the governors for impact on behaviour and learning.</p> <p>Pupil voice assembly every available Monday.</p> <p>Behaviour books used by all classes and monitored weekly by HT.</p> <p>Referral made for outside agency support as necessary.</p> <p>Staff trained to support Trauma Informed School Approach. Emotional First Aid is used to deal with incidents across school and are used proactively to support children</p> <p>Introduction and use of Motional</p>	<p>All teachers</p> <p>HI and</p>	<p>October</p> <p>Sept – July</p> <p>Sept – July</p> <p>Sept – July</p> <p>Sept – July</p>	<p>Outside agencies – Together for Families (no cost)</p> <p>Dreadnought and Brighter Futures (cost dependent on usage – money taken from PP).</p>	<p>RN to report on actions in HT report to the governing body termly and governor to challenge as appropriate.</p>	4.5 F Effective strategies are in place resulting in high standards of behaviour – incidences of low level disruption are rare. There are sustained improvement in pupils' behaviour where there are particular needs.

	across school inputting and analysing results termly	JW TIS HI and RN EFA	Sept - July			
		HI and JW	September January March July			
4.8 E Pupils know how to keep themselves healthy and make informed choices about healthy eating, fitness and their educational and mental well-being.	<p>Fruit and vegetable are available to all children at playtime.</p> <p>Pupil voice assembly every available Monday.</p> <p>Wednesday assemblies cover keeping healthy, mental and physical well-being.</p> <p>SAs and PAs reflects children's understanding in regards to making informed choices about their educational and mental well-being.</p> <p>Strategies that staff trained in previously such</p>	<p>RW</p> <p>RN</p> <p>NP</p> <p>All staff</p>	<p>Sept – July</p> <p>Sept – July</p> <p>Sept – July</p> <p>Sept –</p>	Cost of fruit/veg to be taken from PP.	RN to monitor actions – how are children making in RN to report on actions in HT report to the governing body termly and governor to challenge as appropriate. formed choices?	4.8 E Pupils know how to keep themselves healthy and make informed choices about healthy eating, fitness and their educational and mental well-being.

	<p>as Thrive and Emotional First Aid are used to deal with incidents across school and are used proactively to support children</p> <p>Introduction and use of Motional across school inputting and analysing results termly</p>	<p>RN and HI</p> <p>HI</p>	<p>July</p> <p>Sept – July</p> <p>September January March July</p>			
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