



Pupil Premium Strategy Statement

1. Summary information					
School	Southdale Junior School				
Academic Year	2018/19	Total PP budget	£64, 940 £1320 per FSM £1900 per LAC £2300 per post LAC £300 service child	Date of most recent PP Review	
Total number of pupils	343	Number of pupils eligible for PP	53 (currently in school)	Date for next internal review of this strategy	

2. Current attainment			
Results based on 19 Pupil Premium Pupils in Year 6 in a cohort of 72 pupils in 2017-18	<i>Pupils eligible for PP (our school last year)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>For all Pupils (national average)</i>
% achieving ARE in reading, writing and maths combined	42%	77%	68%
% achieving ARE in reading	58%	83%	77%
% achieving ARE in writing	53%	85%	77%
% achieving ARE in maths	63%	87%	81%

% achieving ARE in GPS	53%	78%	72%
Progress score for reading	-3.1	-0.8	-1.3
Progress score for writing	-3.6	-1.5	-2.0
Progress score for maths	-3.7	-0.4	-1.2

Evidence of School Performance

Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils: See Ofsted report Sept 2016 for key performance statements:

The newly appointed 'pupil premium champion', working with governors and staff, has put in place effective structures and monitoring processes to ensure that disadvantaged pupils access the full range of opportunities at the school. Their progress in lessons is also checked more rigorously. Their attendance is also improving. As a result, disadvantaged pupils now are making better progress. Even so, there is still some way to go to ensure that recent improvements for these pupils are sustained and, therefore, achieve well.

Over time, leaders have not used the pupil premium effectively to ensure that disadvantaged pupils do well. Although this is now improving, disadvantaged pupils' achievement still lags behind others

Improve the impact of leadership and management by:
further improving the quality of provision for disadvantaged pupils so that they make consistently good progress across the year groups

The quality of teaching, learning and assessment requires improvement because expectations of what pupils can achieve are not consistently high enough. There is too much variability in the quality of teaching and learning between classes in the same year and across the school. This is particularly the case for the most able pupils and those who are disadvantaged.

Teachers are aware of those pupils in their classes who are disadvantaged and may need extra support. However, they do not take sufficient account of the specific needs of some of these pupils in their planning. They do not check carefully enough that these pupils are making the progress that they should.

At the end of key stage 2 in 2016, outcomes were weak. This was particularly the case in reading and mathematics. In these subjects, a below average proportion of pupils reached the expected standards for their age. Their progress was too slow. Since then, staff have worked with increasing success to address these weaknesses. For example, carefully targeted additional support in English and mathematics is now in place for pupils currently in Years 5 and 6. Inspection evidence shows that these actions are having a positive impact. Progress in these year groups is much improved. Pupils' workbooks show improvements in both writing and mathematics. This improvement is particularly marked for disadvantaged pupils.

In 2016, disadvantaged pupils made too little progress. Improvements to the provision for this group are already helping current pupils to make much better progress. However, the quality of teaching across the year groups is still variable and this prevents them from making consistently good progress and to catch up with others.

Recommendations from SIP/Ofsted	Steps Taken
<ul style="list-style-type: none"> • Improve the quality of provision for disadvantaged pupils so that they make consistently good progress across the year groups • Continue the recent work to establish effective structures and monitoring processes to ensure disadvantaged pupils access the full range of opportunities within school. • Ensure teachers take sufficient account of the specific needs of disadvantaged children in their planning and make careful checks that these children are making the progress that they should. 	<p>The DHT is now the PP lead within the school</p> <p>The DHT is being supported by the PP lead from another school as part of her NPQH.</p> <p>A full PP audit has taken place and a new “working” document has been created</p> <p>A review of PP performance in KS2 tests for 2017-18 has highlighted barriers to learning and areas for development.</p> <p>A whole-school provision map had been created for PP children.</p> <p>PP lead is working closely with SENCo to ensure correct provision for “cross-over” children.</p> <p>All teachers made aware of their PP children in class.</p> <p>A policy of “positive discrimination” implemented to ensure all PP children have access to full range of opportunities within the school.</p> <p>Progress of PP children closely monitored by staff and their progress is discussed during pupil progress meetings.</p> <p>Whole school assessment and tracking system is used by teachers to ensure close monitoring of PP children.</p> <p>All PP children are invited to after-school booster clubs as a part of our policy of “positive discrimination”.</p> <p>PP children are encouraged to attend all after-school clubs/extra-curricular activities/enrichment activities.</p>

Monitoring calendar implemented by SLT that involves learning walks and work scrutiny – PP children are a key focus of all monitoring by SLT.

The school has undertaken an extensive programme of CPD to ensure good quality teaching and learning occurs across the school. This includes:

- Immersive curriculum (wider curriculum)
- Reading – whole class guided reading
- Writing – new planning structure based on EEF recommendations
- Maths – mastery maths approach adopted, using new DfE approved “Power Maths”
- Pixl – for assessment, tracking and intervention

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	<p>Reading and Writing Attainment: There was a significant number of children that did not reach the ARE benchmark at KS2 in reading and writing. (39% for reading and 44% for writing) Compared to their KS1 results, 56% did not make expected progress in Reading at KS2 and 44% did not make expected progress in Writing at KS2.</p> <p>Therefore, a focus must be to develop vocabulary and key skills to be able to access higher level texts and to make more complex inferences based on their background knowledge.</p>
B.	<p>Maths Attainment: A significant number of children did not reach ARE at KS2 (33%) and 27% of these did not make expected progress from KS1 to KS2.</p> <p>Therefore, a focus needs to be to support Pupil Premium pupils to utilise higher level thinking and reasoning skills and increase their fluency when mentally calculating therefore enabling access to tasks of greater complexity.</p>
C.	<p>In School Progress: Every PP pupil to make at least expected progress across the school. Improve progress over time for PP children – to ensure as many individuals as possible achieve their targets.</p> <p>Carefully track progress made by pupils in multiple groups (eg. Pupil Premium and SEND) as these are the pupils who are regularly underperforming; regularly monitor their barriers and develop staff knowledge to reduce them as much as possible; track provision for specific pupils to ensure all are in receipt of the support they need and that it is having impact.</p>

D.	Pastoral: Within school there are a number of pupils that have social, emotional and mental health related difficulties that impact upon behaviour in school and at home, in particular the PP children who are in multiple risk groups (LAC, SEND).	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance: Rates for pupils eligible for PP in 17/18 was 94.85% compared to non PP children at 96.20%. This reduces their school hours and causes them to fall behind on average.	
F.	Parental engagement : This is an issue for a small number of our Pupil Premium children, particularly for those whose attendance is also a barrier to learning.	
G.	Enrichment: Many of our pupils eligible for the Pupil Premium do not have the wealth of life experiences or high standard of vocabulary/texts needed to be able to comprehend and justify at a higher level. They also may not have the access to technology that non-PP children may have, reducing their access to online resources that the school provides.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	That the disadvantaged pupils make at least as much progress as National Others in Reading and Writing. The percentage of disadvantaged children attaining ARE in Reading and Writing at KS2 will increase from the previous year.	PP gap to National Others in Progress narrows. Percentage of PP attaining ARE in Reading and Writing increases.
B.	That the disadvantaged pupils make at least as much progress as National Others in Maths. The percentage of disadvantaged children attaining ARE in Maths at KS2 will increase from the previous year.	PP gap to National Others in Progress narrows. Percentage of PP attaining ARE in Maths increases.
C.	All PP pupil progress monitored and addressed through Pupil Progress Meetings. Extra provision tracked and evaluated half termly.	Pupils eligible for PP in all year groups make rapid progress by the end of the year so that the % of for PP pupils at age related increases.
D.	Increased awareness and support with social, emotional and mental health difficulties in particular the PP children who are in multiple risk groups (LAC, SEND)	PP pupils' social, emotional and mental health is improved and result in more positive attitudes and results in work as their behaviours improves. Confidence building through intervention work, with an increased focus on those children in multiple risk groups.
E.	Increased attendance rates for pupils eligible for PP	To keep the number of persistent absentees among pupils eligible for PP and FSM below national benchmarks. Overall PP attendance improves from 94.85% to the expected target of 96% in line with 'other' pupils. Ensure that the attendance figures for PP and FSM pupils is in line with National Others.

F.	Increased Parental Engagement for pupils eligible for PP.	Parents of PP pupils aware of age-related expectations and home/school can help pupils. New initiatives are in place to encourage disadvantaged parents to attend events, e.g. parent's evenings and school to raise awareness of school app to improve communication and engagement.
G.	That our Disadvantaged pupils experience a range of enrichment/extra-curricular and have high aspirations for their future.	That the number of PP children accessing after school clubs has increased significantly - giving the PP children priority access to specific clubs – multi-sports, therapy clubs, cross-country etc. School to help subsidise for paid clubs and trips, where appropriate.

4. Proposed Planned expenditure								
Academic year		2018/19						
Southdale Juniors Pupil Premium Profile 2017-2018								
Total number of pupils in the school:			343					
Number of PP eligible pupils:			53 (currently this year – due to increased FSM uptake)					
Total pupil premium budget:			£64 940					
Amount per pupil:			£1320 per FSM £1900 per LAC £2300 per post LAC £300 service child					
Barrier Area		A: Reading/Writing Attainment/Progress						
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Start/End	Cost per Pupil	Total Cost
Literacy Booster Interventions SATs (Reading comprehension)	Raise the attainment levels in reading for all PP pupils and close the gap between National Others.	RM MF ZR	All PP pupils with a Year 6 priority	PP attainment levels in reading are lower than those with Non-PP children. Reading, understanding and interpreting unfamiliar vocabulary is a key barrier for PP children in our school when monitoring and data analysis of test outcomes takes place. EEF research shows +6 impact through this intervention.	Children to be attending each week consistently to ensure they are receiving the intervention in its entirety so that they meet national expected standard.	Oct 2018 (Year 6) June 2019	£300	£2100
Pupil Premium TA one-to-one tuition and behaviour/social/emotional support	To ensure the needs of the child are met so that they can make the most progress possible using support and strategies from outside agencies.	VS SB	Individual 1:1 intensive support Y6 pupil	This individual child is working well below national expectations and has a range of complex needs. He requires a high level of adult support to ensure his needs are met over and above the WAVE 1 quality first teaching. A request to assess has been made to the LA. +5 impact based on EEF research when delivered in this way.	The child to make expected progress	Sept 2018 Summer 2 2019 (Review impact spring 1)	£10, 371	£10, 371
Reading Interventions Rapid Read Lexia	Children will make increased progress towards ARE.	SB RM RR	Selected underperforming readers across school with PP pupils	As interventions run last year and recommended as having moderate impact on the EEF toolkit as long as they are used effectively. High pupil engagement levels.	Progress tracked and discussed every half term at Pupil Progress meetings to measure impact. Children to meet half termly targets.	Sept 2018 July 2019		£1037.13

Specific ability-appropriate reading resources			as a priority.	EEF toolkit shows that reading comprehension strategies deliver an additional 6 months progress.	Children to meet expected standard at the end of KS2.			£1067.30
Challenge Group for GD Pupil Premium pupils (children with entry levels of 2A and above) – use of PiXL	More Able PP pupils to be challenged to ultimately achieve greater depth at KS2.	RM SB	All PP pupils with entry levels of 2A and above.	More able PP pupils need to be stretched to achieve ‘greater depth’ in line with more able national others. Providing high quality, small group ‘feedback’ and coaching that is proven to have an impact on progress – as identified in the EEF toolkit +6 impact.	MA pupils will attain greater depth over the year as their performance increases.	Ongoing review at the end of the year	£349.75	£2100
Forest School	To increase the engagement level of all pupils (including pp) by offering an exciting and enriching curriculum.	VS	All PP children have access to this through the curriculum.	Introduced last year, it has been evidenced through increased parental engagement and pupil enjoyment that it is impacting on children’s love of learning. Work completed with the forest school teachers is transferred to the wider curriculum back in the classroom – engaging more PP children to write.	Further increase pupil’s engagement with the wider curriculum to impact of outcomes in writing.	Sept 2018 Review July 2019	£96.21	£5099.13

Barrier Area	B: Maths Attainment/Progress							
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Start/End	Cost per Pupil	Total Cost
After school "Therapy" sessions	<p>Progress towards ARE will be accelerated for these targeted pupils.</p> <p>Raise the attainment levels in maths for all PP pupils and close the gap between National Others.</p>	<p>KP RM</p> <p>All teaching staff</p>	<p>Pupils in all year groups who are not on track to achieve ARE by the end of the year</p>	<p>Supports the development and consolidation of maths skills (place value, calculation) based on specific QLA to develop confidence and competence and –particularly - narrow gaps for pupils involved.</p>	<p>Progress tracked and discussed every half term at Pupil Progress meetings.</p> <p>Children will be working at ARE by the end of the intervention.</p>	<p>Sept 2018</p> <p>Ongoing</p>	<p>£253.36</p>	<p>£13,428.28</p>
Transport costs for PP children to attend Therapy sessions	<p>All PP children are able to access after school therapy sessions.</p>		<p>Any PP that are unable to attend therapy sessions due to transport costs</p>				<p>£41.58</p>	<p>£2203.89</p>
My Maths	<p>Progress towards ARE will be accelerated for these targeted pupils.</p> <p>Raise the attainment levels in maths for all PP pupils and close the gap between National Others.</p>	<p>JGB</p>	<p>All pupils in years 5&6, with a priority of PP children just working below ARE</p>	<p>My Maths is a light touch, leaner specific, calculation-based programme for learners to help extend their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers.</p>	<p>Progress tracked and discussed every half term at Pupil Progress meetings.</p>	<p>Sept 2018</p> <p>Ongoing</p>	<p>£12</p>	<p>£325</p>

<p>Same Day Intervention</p>	<p>Raise the attainment levels in maths for all PP pupils and close the gap between National Others.</p>	<p>SB RM RR LS</p>	<p>All children with a focus on PP pupils</p>	<p>This form of assessment and feedback has been evaluated in other schools and has been extremely effective – from early monitoring, staff feel it to have a significant impact on pupil development, consolidation and progress.. Evaluated by the EEF toolkit as ‘high impact’ as it works on instant, specific feedback given +8 impact.</p>	<p>PP pupils to be accessing SDI when necessary to ensure misconceptions are addressed quickly to ensure maximum progress.</p>	<p>Sept 2018 July 2019</p>	<p>£142.31</p>	<p>£7542.60</p>
<p>Challenge Group for More Able Pupil Premium</p>	<p>More Able PP pupils to be challenged to ultimately achieve greater depth.</p>	<p>RM MF ZR</p>	<p>All PP pupils with entry levels of 2A and above.</p>	<p>More able PP pupils need to be stretched to achieve ‘greater depth’ statements in line with more able national others.</p>	<p>MA pupils will reach greater depth. KS2 GD figures to be in line with National.</p>	<p>Autumn 2 2018 July 2019</p>	<p>£349.75</p>	<p>£2098.52</p>

<p>Maths Resources</p>	<p>Resources to enhance the provision and curriculum offered to all pupils to increase mathematical understanding. This will increase progress and raise attainment across school. This will develop the schools philosophy of concrete, pictorial and abstract learning.</p>	<p>SB AM</p>	<p>All PP pupils.</p>	<p>All PP children to have opportunity to access Maths resources to help develop, consolidate and extend their understanding of maths concepts. This includes the new whole-school approach to teaching through “My Maths” scheme.</p> <p>As a part of the whole school’s “mastery approach” to teaching and learning in mathematics, the EEF has evaluated this as moderate impact (+5)</p>	<p>All PP children will increase in confidence when using mathematical resources to support their learning.</p> <p>PP pupils to be in line with National figures and diminish the gap between PP and others.</p>	<p>Autumn 2 2018</p> <p>Ongoing</p>	<p>£13.20</p>	<p>£699.50</p>
<p>Barrier Area</p>	<p>D: Pastoral</p>							

Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Start/End	Cost per Pupil	Total Cost
Pastoral – through SLT	<p>As a result pupils feel safe and comfortable at school, knowing that they can seek/access support from the SLT.</p> <p>Parents feel supported and can access the support of the SLT.</p> <p>SLT reports termly to GB on attendance.</p> <p>Actions taken and support given for those who need it to increase attendance for the disadvantaged pupils.</p>	KP SB RM	<p>Any families and children who need support with a particular focus on those children who are in multiple risk groups.</p> <p>PP pupils and families.</p> <p>Vulnerable pupils and families including LAC children.</p>	<p>School now has specifically trained TAs to support the growing number of pupils who may have emotional difficulties. There are specific 1:1 and small group interventions covering a range of aspects around emotional literacy.</p> <p>SLT will continue to support transition plans that school have implemented to ensure the most vulnerable children get the best start to each school day.</p>	<p>Vulnerable pupils are identified and supported in order to improve outcomes for all pupils.</p> <p>Families feel supported and know where they can access support.</p> <p>Prepare children to access learning to the best of their abilities.</p> <p>Improve the pupil's emotional literacy so that they are able to feel confident to express themselves.</p>	Ongoing	£98.60	£5226
Attendance, including PP priorities, Target Key Pupils.	<p>PP attendance and PP PA attendance gap to National Others, diminishes.</p> <p>Vulnerable families are support to improved attendance and reduce the PA % for PP pupils.</p>	SB Rm	Any PP pupils under 90%	<p>The school has the resources and relevant tracking systems to do this so this needs to be developed so that PP pupils are tracked more closely and actions can be taken to tackle persistent absences & 'lates'.</p> <p>Regular meetings are held with the school's attendance officer to track and respond to trends and tackle poor attendance.</p>	PP attendance to be at least 95%+	Sept 2018 July 2019	£7.20	£384

<p>Funding contributions towards the cost of school trips and residential visits.</p> <p>Funding of peripatetic music lessons for FSM pupils.</p>	<p>Parents are not put in a difficult financial position and made to make the decision that their child can not attend school visits due to cost implications.</p>	<p>KP SB SJ</p>	<p>All PP pupils in Y3,4,5 and 6</p>	<p>NB: Each individual case is considered by the Headteacher.</p> <p>Where allocated, this has been effective over recent years as some parents find financial commitments difficult. This has resulted in more disadvantaged pupils being able to attend various residential visits like their peers – developing the high quality experiences they receive.</p>	<p>PP pupils identified and parents notified of the funding available. (50% contribution)</p>	<p>Sept 2018 July 2019</p>	<p>Y3 £37.50 £6 Y4 £117.50 Y5 £85</p> <p>£192</p>	<p>£147.50</p> <p>£576</p>
<p>Breakfast and key skills Booster Club</p>	<p>Raise the engagement, attendance and attainment levels for those PP pupils targeted, to help close the gap between PP and National Others.</p>	<p>SB RM</p>	<p>2 x PP children with specific social/emotional and disruptive home lives.</p>	<p>Children attend and enjoy the extra support given – they are provided with a breakfast prior to some basic skills interventions which help set them up for the day ahead.</p>	<p>Children to be in school every morning consistently to ensure they are receiving a full breakfast and the intervention in its entirety. Staff to actively engage parents where children are not attending – letters home, phone calls.</p>	<p>Sept 2018 July 2019</p>	<p>£1099.33</p>	<p>Breakfast Club £2080.65 CGP: £40 Rapid Read: £28 Lexia: £50</p> <p>Total: 2198.65</p>
<p>Year 6 Breakfast and SATs Booster Club X 4 times throughout the year. One Week each.</p>	<p>Raise the attainment levels in reading for all PP pupils in Year 6 and close the gap between National Others.</p>	<p>SB RM</p>	<p>All PP in Year 6. 4x session per year.</p>	<p>Children to be attending each week consistently to ensure they are receiving the intervention in its entirety. Staff to actively engage parents where children are not attending – letters home, phone calls.</p>	<p>Children are in school well in time for their tests. They have a breakfast and time to prepare themselves.</p>		<p>£36</p>	<p>£357</p>

<p>Staff CPD (focus on wider curriculum)</p> <p>Immersive curriculum</p> <p>CPD for PP leaders</p>	<p>Staff CPD-</p> <p>All SLT and other agencies to work together to enable the T&L leader (RM) to oversee and deliver CPD for all staff and all stakeholders and the sharing of the best T&L Strategies across the curriculum.</p>	<p>KP RM</p>	<p>All PP pupils in the Academy benefit from this training as their needs will be met through the curriculum we offer.</p>	<p>The EEF states: “Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried-and-tested continuing professional development courses and effective feedback methods”</p> <p>We want to invest some of the PP funding in longer term changes which will develop all pupils. We want all teachers to be focused on curriculum content in their year group to provide stretch and encouragement. Quality first teaching – in all subjects - is the strategy proven to have the biggest impact on pupil progress</p> <p>New T&L leader (RM)to develop staff’s ability to make the wider curriculum engaging and exciting to raise pupil outcomes across school.</p>	<p>CPD to be delivered from the Autumn term onwards as a key SDP priority linked to the previous Ofsted report.</p>	<p>Sept 2018</p> <p>July 2019 – review impact and next steps</p>	<p>£79</p> <p>£3</p>	<p>£4175</p> <p>£160</p>
<p>Leadership</p>	<p>A Deputy Headteacher with responsibility for PP oversees all approaches.</p>	<p>SB</p>	<p>All PP pupils</p>	<p>To have a core leader in school to drive PP to the forefront of the school and raise the profile of PP and the funding to ensure that all PP children are given the same opportunities than their peers through the provision provided by school.</p>	<p>As a result of the new leadership in the PP area will ultimately mean the results show gaps to National Others have diminished or are in line with National data.</p>	<p>Sept 2018</p> <p>July 2019 – review impact</p>		

EPS – decreased to 25 hours of support compared to previous year of 30 hours SLE	To provide school with support and strategies to meet the needs of individual children in school.	RR	All PP pupils will benefit from the ESP service in school as their individual needs will be met.	Currently we have several children who are open to the EPS service. These children are discussed in the three yearly planning meetings and support and advice is given throughout the year to ensure the needs of the pupils are met.	The support and guidance from this service will mean that children’s outcomes will be improved in many areas including; socially, emotionally and behaviourally.	Sept 2018 July 2020 Review impact for SLE renewal	£88	£704
Barrier Area	Other External Barriers							
	E. Attendance							
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Start/End	Cost per Pupil	Total Cost
Tracking Systems (Integris)	PP leader taking a lead in attendance for PP children using a tracking system (Integris) to identify persistent lates and non-attenders.	SB Rm	All PP pupils under 90%	Clear tracking system and procedure in place to ensure that PP pupils’ attendance was tracked carefully and followed up by the attendance team. Daily procedures continue to document PP pupils who are late or absent and they are contact swiftly as part our school’s first day response. Rach Mallas to track and report on attendance each week.	PP attendance to be at least 95%+	Sept 2018 July 2019	£7.20	£384

Home visits	HT to carry out home visits as required to ensure all PP children are attending school regularly and accessing their learning.	KP SJ	All PP children with attendance with issues.	All PP children need to be in school in order to access the curriculum fully and advance their learning and development further.	PP attendance to be at least 95%+	Sept 2018 July 2019	£20.47	£555
Barrier Area	F. Parental Engagement							
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Start/End	Cost per Pupil	Total Cost
Twitter Parent Hub School Website	Parental engagement to increase so that parents are more informed about what the children are learning and what is going on in school including parent consultation evenings etc.	KP SJ	All PP pupils	Improved methods of parental communication have been introduced over the previous year. The interest and sign up has been very positive and has meant that there has been increased engagement between harder to reach parents. Parental feedback regarding home-school communication has been good and something as a result school will continue to use these methods this year.	Children to be supported by school and parents in order to make the best possible progress. Parents to engage with school events and kept informed about school achievements and those of the pupils.	Sept 2018 July 2019	£12.73	£675 (website one-off payment) £40.50 (annual payment for Parent Hub)
Barrier Area	H. Enrichment							
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Completed	Cost per Pupil	Total Cost

Laptops/ipads SEN laptops	ICT to be used as a tool to develop children's ICT skills including the wider curriculum. Children to have access to online resources that school provides that they may not be able to access at home.	JGB SJ	All PP pupils have access to these resources.	The increased number of laptops and ipads available for use will increase pupil's access to technology. This will help to develop not only their computing skills but also enhance their skills within a wider curriculum.	Children to develop their ICT skills across the curriculum and ICT to be more accessible across school. Develop basic computing skills for example, typing skills, using Microsoft office programmes like word and excel.	Ongoing	£280 £8.21	£840 (laptops) £435 Ipads
After school clubs	PP children targeted to have an option to attend the afterschool clubs at a discounted rate or free	SB RM	All PP children to have the opportunity to attend	Extending and enriching experiences and building confidence by offering all children, but in particular the PP children the opportunity to access the after school clubs for free or discounted rate.	Children from more disadvantaged backgrounds who may not have the additional funds to encourage their children to take part in the afterschool activities that run in school to have the same opportunities as other children. This will extend and build their confidence	July 2019	£10	£10
Total budgeted cost							Total: £64 940.	

5. Review of expenditure

Barrier Area	A: Reading Attainment							
Approach	Desired Outcome/Success Criteria	Lead	Impact	Lessons Learned	Cost Per Pupil	Total Cost	To be continued next year?	

Breakfast and SATs Booster Club	Raise the attainment levels in reading for all PP pupils and close the gap between National Others.		Children attended and enjoyed the extra support – they were provided breakfast prior to the booster which helped set them up for the day ahead.	Children to be attending each week consistently to ensure they are receiving the intervention in its entirety. Staff to actively engage parents where children are not attending – letters home, phone calls.	£135.13	£2432.49	Yes
Literacy Booster Interventions SATs (Reading comprehension)	Raise the attainment levels in reading for all PP pupils and close the gap between National Others.	SB RM LS	All 18 PP children attended specific Y6 boosters which focused on reading comprehension and as a result 62% achieved ARE in Reading and 8 children made expected or above progress. These groups were resourced from gap analysis and QLA from PIXL.	This will continue with a focus on the new cohort to ensure the PP children close their attainment and progress gap.	£116.58	£2098.52	Yes
Pupil Premium TA support (small groups support in Reading)	To ensure the needs of the pp child are met so that they can make the most progress possible.	SB	As a result of attending small group intervention sessions twice a week, the achievements have been: Year 3 67% of the identified PP children achieved ARE in Reading. Year 4 43% of the identified PP children achieved ARE in Reading. Year 6 62% of the identified PP children achieved ARE in Reading.	Year 5 20% of the identified PP children achieved ARE in Reading. This was one child out of a possible 5. The children will continue to attend focused interventions in Y6 with teacher to ensure the gap closes. The school continues to use PIXL QLA to identify specific areas to cover in interventions.	£91.98	£5656.96	Yes
Specific reading Interventions Rapid Read CGP Lexia	Children will make accelerated progress towards ARE.	SB RM LS	All children were able to make progress in different ways, academically and emotionally through confidence to tackle more challenging texts.	After review, AR will no longer continue in the school. An emphasis on quality-first teaching of reading and more engaging resources per year group has been introduced in its place.	Lexia £25.29 CGP: £4.34 Rapid Read:£13.87	Lexia: £1037.13 CGP: £26.05 Rapid Read: £569	Yes-Lexia and rapid reader

Accelerated Reader (Y3,4,5,6)			Staff used the AR reports to help plan and support pupils better.	Rapid Read and Lexia will continue to be used for interventions (particularly SEND and crossover with PP)	AR Reader: £76.83 Specific Reading resources: £21.78	AR Reader: £3150 £1067.30	No- AR reader
Specific Reading resources							
Challenge Group for GDS Pupil Premium	More Able PP pupils to be challenged to ultimately achieve greater depth.	SB RM	Identified more able PP pupils were stretched to achieve 'greater depth' in line with more able national others. All children identified and targeted achieved GDS in reading. Providing high quality, small group 'feedback' and coaching has proven to have an impact on progress – as identified in the EEF toolkit.	This was successful for a select few of pupils however to build on the success early intervention needs to take place through school. Groups of children who are expected to achieve ARE at the end of KS2 however are not currently on track need to be targeted for both maths and reading in Years 3, 4 and 5 to have full impact in Year 6.	£116.58	£2098.52	Yes
Pupil Premium TA support (small groups support in Writing)	To ensure the needs of the pp child are met so that they can make the most progress possible.	SB	As a result of attending small group intervention sessions twice a week, the achievements have been: Year 3 67% of the identified PP children achieved ARE in Writing. Year 4 88% of the identified PP children achieved ARE in Writing. Year 6 50% of the identified PP children achieved ARE in Writing.	Year 5 0% of the identified PP children achieved ARE in Writing.. The children will continue to attend focused interventions in Y6 with teacher to ensure the gap closes. The school continues to use PIXL QLA to identify specific areas to cover in interventions.	£91.98	£5656.96	
Barrier Area	B: Maths Attainment						
SATs Maths Booster Club	Raise the attainment levels in maths for all PP pupils and close the gap between National Others.	RM SB	Y6 PP children also achieved 67% ARE this was due to a range of therapy groups and booster groups. These groups were resourced from gap analysis and QLA from PIXL.	The children will continue to attend focused interventions in Y6 with teacher to ensure the gap closes for the future cohorts entering Y6. The school intends to use PIXL QLA to identify specific areas to cover in interventions.	£116.58	£2098.52	Yes

Pupil Premium TA support (small groups support in Maths)	To ensure the needs of the pp child are met so that they can make the most progress possible.	SB	As a result of attending small group intervention sessions/ therapy groups twice a week, the following achievements have been made: Y3 PP children achieved 67% ARE Y4 PP children achieved 57% ARE Y6 PP children achieved 67% ARE	Y6 will continue to work with the PP children as only 20% achieved ARE (1 out of 5 children) during Y5, the children will continue to attend focused therapy sessions run by a teacher. The school continues to use PIXL QLA to identify specific areas to cover in interventions.	£91.98	£5656.96	Yes
Same Day Intervention	Raise the attainment levels in maths for all PP pupils and close the gap between National Others.	KP SB RM RR LS	This form of assessment and feedback has been evaluated in other schools and has been extremely effective. It was trialled with several teachers across the school – particularly in Y6. From continuous monitoring both staff and pupils felt it beneficial and there has been a buzz about maths this year as a result. Evaluated by the EEF toolkit as ‘high impact’. As a result: Y3 PP children achieved 67% ARE Y4 PP children achieved 57% achieved ARE Y6 PP children also achieved 67% ARE	The school will continue to build on the successes recognised from SDI to ensure that it continues to have the impact needed to meet the desired outcomes for the most disadvantaged pupils. During the next academic year we will strive for this to become a non-negotiable, embedded strategy and structured part of the school day within the teaching and learning sequence Y6 will continue to work with the PP children as only 20% achieved ARE (1 out of 5 children) during Y5, the children will continue to attend focused therapy sessions run by a teacher.	£183.96	£7542.60	Yes
MyMaths	Raise the attainment levels in maths for all PP pupils and close the gap between National Others.	RM	Online maths platform which children can access to further develop their maths skills in school and at home. Both children and parents speak very positively about this online tool and the children are enthusiastic to compare their scores with peers.	This was successful last year and has seen 6 PP pupils who were not expected to meet KS2 expectations in maths by accelerating their progress and giving them the confidence to approach the SATs with skills and techniques which allowed them to tackle more complex calculations.	£7.92	£325	Yes
Barrier Area	D: Pastoral						
The SLT work together to form an inclusion team who provides behaviour	As a result pupils feel safe and comfortable at school, knowing that they can seek/access	KP SB RM RR	Provided emotional support for both parents and pupils in order to maintain high attendance and support with emotional learning barriers.	The SLT meet weekly to discuss pastoral issues. This means that there is an increased oversight and accountability in this key area, which is having a significant impact on our most vulnerable families.	£127.46	£5226	Yes

<p>support, home school liaison, running of CAFs safeguarding deputy attending CIN and CP conferences etc.</p> <p>SLT also tracks attendance of pupils with a focus on PP pupils.</p>	<p>support from key members of staff.</p> <p>Parents feel supported and can access the support from the SLT.</p> <p>SLT (including pp, LAC and attendance lead) reports termly to FGB</p> <p>Support given for those who need it to increase attendance for the more disadvantaged pupils.</p>		<p>All SLT are now Designated Safeguarding Leads so provided level of protection and care needed by some specific families and enabled access to wider support network.</p>	<p>Closer monitoring of attendance has increased school's capacity to identify key families to work with to improve the outcomes of our learners.</p>			
<p>Contribution towards trips including residential</p>	<p>Parents are not put in a difficult financial position and made to make the decision that their child can not attend school visits due to cost implications.</p>	<p>KP SJ</p>	<p>This enabled the disadvantaged pupils the opportunity to attend trips and residential with their peers with support from the school.</p>	<p>Looking carefully at the PP children that are not attending the residential that there is a proactive approach to engage these parents in the trips so that they able to have the same opportunities as their peers. Discussions over payment plans and payment support could be had with these parents.</p>	<p>Y6: £124.75</p> <p>Y4: 108.25</p>	<p>Y6: £1871.25</p> <p>Y4: £974.25</p>	<p>Yes</p>
<p>Ipads for PP/ SEND children</p>	<p>Raise the attainment levels in for all PP pupils and close the gap between National Others.</p>	<p>SJ KP RR SB</p>	<p>Purchasing laptops for specific individuals will allow them access to specific platforms, which will further develop their maths, reading and fine motor skills. Both children and parents speak very positively about the laptops purchased, which allow the children access to a range of online tools. The children are enthusiastic to complete the tasks on the laptops and are proud to share their work.</p>	<p>This was successful last year and 70% of PP pupils who were not on track for ARE, were successful in achieving their groups combined ARE, accelerating their progress and giving them the confidence to approach the skills and techniques which allowed them to tackle more complex questions and problems across reading, writing and maths.</p>	<p>£8.88</p>	<p>£435.55</p>	<p>Yes</p>
<p>Pupil Premium TA support</p>	<p>To ensure the needs of the pp child are met</p>	<p>SB</p>	<p>As a result of attending small group sessions focused on developing social and emotional skills, PP</p>	<p>This will continue next year with the specific children who need to develop their social and emotional</p>	<p>£91.98</p>	<p>£3771.30</p>	<p>Yes</p>

(small groups support in Social and Emotional Development)	socially and emotionally to ensure they are then able to make the most progress possible		developed strategies for coping at unstructured times, making friends and coping with more challenging work. This resulted in the children developing more confidence to play during unstructured times or enter in to discussions with other children. In addition, the children developed a resilience to tackle more challenging work and expressed they felt confident to do so. Parents had commented and expressed how their child was feeling more confident to complete their homework independently.	skills. Work with teachers and SENCO will continue to ensure the correct children are identified.			
Pupil Premium TA support (Lego Therapy)	To ensure the needs of the pp child are met socially and emotionally to ensure they are then able to make the most progress possible	SB RR	As a result of attending small group Lego therapy sessions which focused on developing social and emotional skills, PP developed strategies for coping at unstructured times and making friends. This resulted in the children developing more confidence to play during unstructured times or enter in to discussions with other children.	This will continue next year with the specific children who need to develop their social and emotional skills. Work with teachers and SENCO will continue to ensure the correct children are identified	£91.98	£3771.30	Yes
Pupil Premium TA support (Quick as QWERTY)	To ensure the needs of the pp child are met socially and emotionally to ensure they are then able to make the most progress possible	RR SB	As a result of attending small group sessions focused on developing fine motor skills. This resulted in the children developing more confidence. The children expressed their enjoyment using Quick as Qwerty. Parents had commented and expressed how their child was feeling more confident to use a laptop at home.	This will continue next year with the specific children who need to develop their fine motor skills. Work with teachers and SENCO will continue to ensure the correct children are identified.	£91.98	£3771.30	Yes
PP allocation: £59 240					Total Spend: £59 236.96		