



Pupil Premium Strategy

Last census	January 2017
Total number of pupils on roll (Sept 2017)	168
Total number of pupils eligible for Pupil Premium Grant (PPG) (last census)	18
Total number of pupils eligible for PPG (Sept 2017)	28
% of school population	17%
Amount of PPG per pupil (Sept 2017)	£1,320
Indicative PPG as advised in School Budget Statement April 2017	£23160
Actual PPG allocated 2017/18	£24480

Summary of the PPG

The Pupil Premium is additional funding allocated to schools based upon the number of children from low-income families who are currently known to be eligible for free school meals or have been eligible over the last six years. It also includes the number of children who are/have been 'looked after'. There is also an additional amount provided for pupils who have a parent working for the armed services. The aim of this additional funding is to be used to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Key priorities:

- To use the pupil premium grant in order to narrow the gap between pupil groups
- To eliminate barriers to learning and progress
- To achieve equality of provision in enrichment activities between pupil groups
- To further accelerate progress

Current Attainment:

	Pupils eligible for PP at AFIS	Pupils not eligible (National)
% achieving Expected Standard and above in reading, writing & maths (or equivalent)	67%	64%
% making at least ARE in Reading (or equivalent)	81%	
% above ARE in Reading (or equivalent)	24%	
% making at least ARE in Writing (or equivalent)	67%	
% above ARE in Writing (or equivalent)	10%	
% making at least ARE in Maths (or equivalent)	81%	
% above ARE in Maths (or equivalent)	24%	

Current Progress:

	Pupils eligible for PP at AFIS	Pupils not eligible (National)
% making at least expected progress in Reading (or equivalent)	100%	
% making better than expected progress in Reading (or equivalent)	62%	
% making at least expected progress in Writing (or equivalent)	95%	
% making better than expected progress in Writing (or equivalent)	48%	
% making at least expected progress in Maths (or equivalent)	95%	
% making better than expected progress in Maths (or equivalent)	57%	

Barriers to learning:

In-school barriers	
A	Social and emotional needs are a significant barrier to learning for some pupils
B	Language skills in Early years are lower for pupils eligible for PP/ EYPP.
C	Some PP children find writing more challenging because their physical skills are not as well developed as their literacy skills. (gross and fine motor skills)
External barriers	
D	Parent's engagement with school is lower.
E	Attendance rates for some pupils eligible for PP are (below the target of 96%). This reduces their school hours and causes them to fall behind on average. Of the PP group 20% are persistently late.
F	Pupils don't have access to the same enrichment activities and experiences out of school.

Outcomes:

	Desired outcomes	Success Criteria
A	Pupils attend school with the right attitude towards their learning. They are able to concentrate on learning as they have had a positive start to the day and disruption is minimised.	Pupils eligible, who demonstrate social and emotional needs, have opportunities to work with qualified nurture staff, counsellors and access Early Help. They attend Breakfast Club 'The Bug Club'. Pupils who attend Nurture show significant improvements in Boxall Profile score (+20)
B	Improve language skills for pupils eligible for PP in Preschool and Reception.	Pupils eligible for PP in Preschool and Reception make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in language and communication.
C	Improve gross and fine motor skills so the physical aspect of writing becomes less challenging.	Pupils have better co-ordination and pencil control. They demonstrate a tripod grip and can form letters correctly. Writing is legible and there is an increase in stamina.
D	Improved parental engagement with school and intervention put in place if lack of engagement is hindering learning.	Pupils are better supported by their parents as they have attended our weekly parent sessions. For those AFA pupils, parents attend structured conversations termly. Pupils are listened to read regularly and home learning is completed. If this isn't done at home, these pupils become a priority in school.
E	Improved punctuality and increased attendance rates for pupils eligible for PP	Reduce the number of persistent lateness among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94% to 96% in line with target for all pupils
F	Improve the experiences the pupils have beyond the school day	Pupils achieve certificates in the Federation Learning Diary Scheme. Pupils learn to play a musical instrument. Pupils attend at least one after school club per term. Pupils have access to the holiday clubs that are run at school.

Action plan

Quality of teaching

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?	Cost
A. All PP pupils make good or better progress in Reading, Writing and maths with increased proportions reach ARE at KS1 because they have the right attitude towards their learning.	Nurture programme for referred pupils delivered by qualified Nurture staff – informed by Boxall profile scores. Counselling for identified individuals (referred) informed by Early Help and teachers/ Parents.	The EFF states that On average, SEL (Social, Emotional Learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (4+ months).	Whole school monitoring of nurture programme. Boxall and CPQ questionnaires measure baseline data and outcome data of Nurture and Counselling respectively. HT to work closely with identified families to support using Early Help methodology. Where relevant referrals to specialist services are made.	J Lovejoy & J Hetherington	Half termly	£2500
A. Pupils are engaged in their learning and have a positive attitude	Talk for Learning	EFF – Collaborative learning (+5 months) Mastery learning (+5 months)	High quality CPD for new staff. Whole school monitoring through coaching and data analysis.	SLT	Half termly	£2000

Targeted support

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?	Cost
B Improve language skills for pupils eligible for PP in Preschool and Reception.	WCC- Closing the Gap project- Time to Talk	Research (Hansen and Joshi 2007) shows variations in cognitive development are seen as early as 22 months. By the age of 3 pupils from disadvantaged backgrounds can be up to a year behind their more advantaged peers. The gap increases over time and lasts a lifetime. Teaching and Learning Toolkit: Early Years Intervention +5 Months	High quality CPD, coaching and data analysis. DHT to monitor provision and effective delivery to ensure high quality provision.	S Bull	Half termly	£2500
C. Improve gross and fine motor skills so the physical aspect of writing becomes less challenging.	Moves Intervention Handwriting interventions Purchase a variety of pencil grips for different stages	EEF Small group tuition +4 months Individualise instruction +3 months	High quality CPD, coaching and data analysis. SENCO to monitor provision and effective delivery to ensure high quality provision.	J Hetherington	Half termly	£850
D. Improved parental engagement with school and intervention put in place	Achievement for All Achieving Early Early Help's initiated Weekly parent workshops Structured conversations	Teaching and Learning Toolkit: Social and Emotional Learning interventions +4 Months, Parental involvement +3 months Homework - +2 months	High quality training for new staff. Pupils have targets which are agreed by parents and teacher and reviewed regularly. Home learning is focused on targets. For pupils who aren't being supported at	J Lovejoy	Half termly	£5000

if lack of engagement is hindering learning.	1:1 support for any pupil whose parents aren't engaging		home will receive 1:1 support for reading and home learning.			
E. Improved punctuality and increased attendance rates for pupils eligible for PP	HT and SBM to work with families to support school attendance. Targeted letters and meetings with HT Attendance data reviewed monthly. Use of Early Help support. Involvement of ACE team	Pupil Premium funding was spent well when it 'provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning' (The Pupil Premium: How schools are spending the funding successfully to maximise achievement) Ofsted 2013	Monthly monitoring of attendance and pupils causing concern by HT and SBM. All admin staff to collaborate to ensure attendance targets and lateness targets are achieved.	J Lovejoy & J Tucker	Monthly	£2000

Other support

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?	Cost
A. Pupils are able to concentrate on learning as they have had a positive start to the day and disruption is minimised.	Pupils have access to Bug Club where they have breakfast and a have a calm start	EEF Extending school time +2 months	All staff will monitor how children and parents come into school in the morning.	J Lovejoy	Half termly	£4750
F. Improve the experiences the pupils have	Federation learning diary Extra-curricular	EEF Teaching and learning toolkit- Arts Participation +2 months.	Quality learning opportunities provided. Admin staff to monitor extra-curricular	J Lovejoy	Half termly	£4880

beyond the school day	clubs paid for. Holiday clubs that are run by school paid for. Each PP child given the opportunity to play a musical instrument in Yr 2. Support with the cost of school visits	EEF Teaching and learning toolkit Outdoor Adventure Learning +3 months EFF Extending school time +2 months	opportunities and HT to update pupil premium plans.			
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Impact Evaluation

Desired Outcome	Chosen action/approach	Evidence of impact/ RAG rating	Future actions
Pupils attend school with the right attitude towards their learning. They are able to concentrate on learning as they have had a positive start to the day and disruption is minimised.	Nurture programme for referred pupils delivered by qualified Nurture staff – informed by Boxall profile scores. Counselling for identified individuals (referred) informed by Early Help and teachers/ Parents. Talk for Learning Pupils have access to Bug Club where they have breakfast and a have a calm start	Beehive continues to be successful in providing environment to establish boundaries, routines and social development. 7 of our PP children have attended nurture and 5 have integrated back into class successfully with 2 to transition in the Autumn term. 30% of our PP families are supported through Early Help 1 of our yr 2 PP children actively attended Bug Club each morning and achieved ARE in Reading and Maths. The child did not meet ELG at the end of Reception in Reading, Writing or Number.	Continue with Beehive (Nurture) if there is a need. Otherwise support the children emotionally in the classroom and in 1:1 time. Continue using Early Help to support families. Promote the use of Bug Club for breakfast.
Improve language skills for pupils eligible for PP in Preschool and	WCC- Closing the Gap project- Time to Talk	Preschool data showing % at ARE:	Continue early assessment on entry to Preschool and Reception.

Reception.		<table border="1"> <tr> <td></td> <td>On entry</td> <td>Summer</td> </tr> <tr> <td>Listening & Attention</td> <td>44%</td> <td>78%</td> </tr> <tr> <td>Speaking</td> <td>44%</td> <td>90%</td> </tr> </table> <p>Reception data showing % at ARE and meeting ELG:</p> <table border="1"> <tr> <td></td> <td>On entry</td> <td>Summer</td> </tr> <tr> <td>Listening & Attention</td> <td>22%</td> <td>67%</td> </tr> <tr> <td>Speaking</td> <td>33%</td> <td>67%</td> </tr> </table>		On entry	Summer	Listening & Attention	44%	78%	Speaking	44%	90%		On entry	Summer	Listening & Attention	22%	67%	Speaking	33%	67%	Continue to assess termly and utilise Time to talk resources. Investigate further training for Speech & Language
	On entry	Summer																			
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Improve gross and fine motor skills so the physical aspect of writing becomes less challenging.	Moves Intervention Handwriting interventions Purchase a variety of pencil grips for different stages	6 PP children benefitted from Moves. All children achieved at least 11 of the 12 goals.	Continue with Moves.																		
Improved parental engagement with school and intervention put in place if lack of engagement is hindering learning.	Achievement for All Achieving Early Early Help's initiated Weekly parent workshops Structured conversations 1:1 support for any pupil whose parents aren't engaging	Used AFA for 2 PP children. 1 child and parents engaged fully and they made 3 steps progress in W & M and 4 in Reading across the year. Other child had more support in school as parents didn't engage and made 3 steps in R, W & M. 26% are supported through Early Help.	Target more PP children using AFA. Improve attendance at weekly family sessions																		
Improved punctuality and increased attendance rates for pupils eligible for PP	HT and SBM to work with families to support school attendance. Targeted letters and meetings with HT Attendance data reviewed monthly. Use of Early Help support. Involvement of ACE team Pupils have access to Bug Club where they have breakfast and a	<p>Attendance data:</p> <table border="1"> <tr> <td></td> <td>2016</td> <td>2017</td> </tr> <tr> <td></td> <td>-</td> <td>-</td> </tr> <tr> <td></td> <td>2017</td> <td>2018</td> </tr> <tr> <td>96% + present</td> <td>40%</td> <td>33%</td> </tr> <tr> <td>90% present</td> <td>75%</td> <td>74%</td> </tr> </table> <p>Meetings have been held with parents of 8 children to challenge attendance. This resulted in an increase in attendance. 3 are</p>		2016	2017		-	-		2017	2018	96% + present	40%	33%	90% present	75%	74%	Challenge attendance that drops below 96%. Monitor half termly for PP children. Continue to target families with support and raise awareness of the need to attend regularly.			
	2016	2017																			
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	<p>have a calm start</p>	<p>working with Children's services and attendance is a target. PP attendance remained stable at 92%. This was due to widespread bouts of illness- chicken pox, sickness and diarrhoea. This impacted on attendance. HT has picked up 3 of these children on a number of occasions to ensure they are in school.</p>	
<p>Improve the experiences the pupils have beyond the school day</p>	<p>Federation learning diary Extra-curricular clubs paid for. Holiday clubs that are run by school paid for. Each PP child given the opportunity to play a musical instrument in Yr 2. Support with the cost of school visits Pupils have access to Bug Club where they have breakfast and a have a calm start</p>	<p>Only 23% actively participated in the Learning awards scheme. 63% participated regularly in extracurricular activities. 40% learned to play a musical instrument</p>	<p>Reflect with the Federation regarding Learning Awards Scheme. Actively promote children picking a club to attend each term and a musical instrument in year 2.</p>