

## Pupil Premium Strategy

Summary Information	
Total number of pupils on roll ( <b>Sept 2018</b> )	175
Total number of pupils eligible for PPG ( <b>Sept 2018</b> )	31
% of school population	18%
Amount of PPG per pupil ( <b>Sept 2018</b> )	<b>£1,320</b>
Total amount of pupil premium received	£44160

### 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:**

	<b>Pupils eligible for PP at AFIS</b>	<b>Pupils not eligible (National)</b>
% achieving Expected Standard and above in reading, writing & maths (or equivalent)	<b>55%</b>	
% making at least ARE in Reading (or equivalent)	<b>71%</b>	
% above ARE in Reading (or equivalent)	<b>23%</b>	
% making at least ARE in Writing (or equivalent)	<b>65%</b>	
% above ARE in Writing (or equivalent)	<b>13%</b>	
% making at least ARE in Maths (or equivalent)	<b>77%</b>	
% above ARE in Maths (or equivalent)	<b>16%</b>	

**Current Progress:**

	<b>Pupils eligible for PP at AFIS</b>	<b>Pupils not eligible (National)</b>
% making at least expected progress in Reading (or equivalent)	<b>87%</b>	
% making better than expected progress in Reading (or equivalent)	<b>39%</b>	
% making at least expected progress in Writing (or equivalent)	<b>74%</b>	
% making better than expected progress in Writing (or equivalent)	<b>26%</b>	
% making at least expected progress in Maths (or equivalent)	<b>80%</b>	
% making better than expected progress in Maths (or equivalent)	<b>23%</b>	

## 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	PP pupils who are in multiple vulnerable groups (Boys, SEN, Summer Born, EAL, Low Attendance) are making less progress than other pupils across KS1.
D	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	
E	Parent's engagement with school is lower.
F	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.
G	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	Higher rates of progress across KS1 in English and Maths for pupils eligible for PP and in multiple vulnerable groups.	PP and PP+ pupils make accelerated progress to close the gap in attainment. Measured by teacher assessment and moderation practices.
D	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.
E	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.

F	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 92% to 96% in line with target for all pupils
G	Improve the experiences the pupils have beyond the school day	Pupils in year 2 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. 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. CPD delivered on attachment.	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	<b>£5665</b>
A. Pupils are engaged	Talk for Learning	EFF – Collaborative learning (+5 months)	Whole school monitoring through coaching and data analysis.	SLT	Half termly	<b>£1500</b>

in their learning and have a positive attitude		Mastery learning (+5 months)	CPD for new staff. Termly visit from consultant			
C. Higher rates of progress across KS1 in English for pupils eligible for PP and in multiple vulnerable groups.	Explicitly teach a daily spelling lesson. Use high-quality structured interventions to help pupils who are struggling with their literacy	Mastery learning (+5 months) Small group tuition (+4 months) Oral language interventions (+5 months)	Headstart CPD for staff. Whole school monitoring on daily phonics and daily spelling lessons delivered. Letters and Sounds approach is being used for phonics and Headstart for spelling. Assessments monitored and additional support put in place for any child not making progress. Talk for learning approach (see above) used to deliver learning.	J Lovejoy & C Shirley	Termly	<b>£3000</b>
C. Higher rates of progress across KS1 in Maths for pupils eligible for PP and in multiple vulnerable groups.	Focus on Mathematics and Reasoning. Explicitly teach a daily mental Maths lesson. Use high-quality structured interventions to help pupils who are struggling with their numeracy.	EEF – Mathematics and reasoning (+3 months) Mastery learning (+5 months) Small group tuition (+4 months)	High quality Mathematics Reasoning CPD delivered. Whole school monitoring on reasoning. Additional support put in place for any child not making progress. Talk for learning approach (see above) used to deliver learning.	J Lovejoy & K Lewnes	Termly	<b>£3000</b>

## 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>B</b> Improve language skills for pupils eligible for PP in Preschool and Reception.	Time to Talk Makaton training Additional speech and language support TA trained to deliver speech and language therapy	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 for new staff, coaching and data analysis. DHT to monitor provision and effective delivery to ensure high quality provision.	S Bull	Half termly	<b>£3000</b>
<b>D.</b> 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	<b>£850</b>
<b>E.</b> 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	<b>£5000</b>

if lack of engagement is hindering learning.	1:1 support for any pupil whose parents aren't engaging Using text messages to prompt parents	Text messaging - +1 month	home will receive 1:1 support for reading and home learning. Ensure office staff are sending reminders to parents about key events.			
<b>F.</b> 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	<b>£2000</b>

### 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
<b>A.</b> 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, opportunity to participate in a sports activity and have a calm start	EEF Extending school time +2 months Magic breakfast - +2 months	Pupil premium parents offered use of Bug Club in the morning. All staff will monitor how children and parents come into school in the morning.	J Lovejoy	Half termly	<b>£12825</b>

G. Improve the experiences the pupils have beyond the school day	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	EEF Teaching and learning toolkit- Arts Participation +2 months. EEF Teaching and learning toolkit Outdoor Adventure Learning +3 months EFF Extending school time +2 months	Quality learning opportunities provided. Admin staff to monitor extra-curricular opportunities and HT to update pupil premium plans.	J Lovejoy	Half termly	<b>£7320</b>
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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. 9 of our PP children have attended nurture and 7 have integrated back into class successfully with 2 who will continue in the Autumn term. 27% of our PP families are supported through Early Help 3 PP (1 from Preschool) children actively attended Bug Club each morning. Reception child achieved GLD in Reading and Maths. YR 1 child made ARE in Reading, writing and Maths. The child did not meet ELG at the end of Reception in 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.

<p>Improve language skills for pupils eligible for PP in Preschool and Reception.</p>	<p>Time to Talk Makaton training Additional speech and language support TA trained to deliver speech and language therapy – <b>Training not delivered</b></p>	<p><b>Preschool data showing % at ARE:</b></p> <table border="1"> <thead> <tr> <th></th> <th>On entry</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Listening &amp; Attention</td> <td>25%</td> <td>75%</td> </tr> <tr> <td>Speaking</td> <td>0%</td> <td>75%</td> </tr> </tbody> </table> <p><b>Reception data showing % at ARE and meeting ELG:</b></p> <table border="1"> <thead> <tr> <th></th> <th>On entry</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Listening &amp; Attention</td> <td>75%</td> <td>100%</td> </tr> <tr> <td>Speaking</td> <td>75%</td> <td>88%</td> </tr> </tbody> </table>		On entry	Summer	Listening & Attention	25%	75%	Speaking	0%	75%		On entry	Summer	Listening & Attention	75%	100%	Speaking	75%	88%	<p>Continue early assessment on entry to Preschool and Reception. Continue to assess termly and utilise Time to talk resources. Pursue training for a TA to deliver language therapy</p>																		
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<p>Higher rates of progress across KS1 in English and Maths for pupils eligible for PP and in multiple vulnerable groups.</p>	<p>Explicitly teach a daily spelling lesson. Use high-quality structured interventions to help pupils who are struggling with their literacy Focus on Mathematics and Reasoning. Explicitly teach a daily mental Maths lesson. Use high-quality structured interventions to help pupils who are struggling with their numeracy.</p>	<p><b>Reception:</b></p> <table border="1"> <thead> <tr> <th></th> <th>3+ steps</th> <th>4+ steps</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>W</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>M</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p><b>Yr 1:</b></p> <table border="1"> <thead> <tr> <th></th> <th>3+ steps</th> <th>4+ steps</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>100%</td> <td>14%</td> </tr> <tr> <td>W</td> <td>100%</td> <td>29%</td> </tr> <tr> <td>M</td> <td>100%</td> <td>0%</td> </tr> </tbody> </table> <p><b>Yr 2:</b></p> <table border="1"> <thead> <tr> <th></th> <th>3+ steps</th> <th>4+ steps</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>86%</td> <td>36%</td> </tr> <tr> <td>W</td> <td>71%</td> <td>7%</td> </tr> <tr> <td>M</td> <td>93%</td> <td>43%</td> </tr> </tbody> </table>		3+ steps	4+ steps	R	100%	100%	W	100%	100%	M	100%	100%		3+ steps	4+ steps	R	100%	14%	W	100%	29%	M	100%	0%		3+ steps	4+ steps	R	86%	36%	W	71%	7%	M	93%	43%	<p>Spelling scheme has been adapted and needs time to embed. Moving forward promoting a rich vocabulary will improve reading and writing. For Maths ensuring the children are confident when subtracting including solving problems.</p>
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<p>Improve gross and fine motor skills so the physical aspect of writing becomes less challenging.</p>	<p>Moves Intervention Handwriting interventions Purchase a variety of pencil grips for different stages</p>	<p>4 PP children benefitted from Moves or Premoves. All children achieved at least 11 of the 12 goals.</p>	<p>Continue with Moves.</p>															
<p>Improved parental engagement with school and intervention put in place if lack of engagement is hindering learning.</p>	<p>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</p>	<p>Used AFA for 3 PP children. 2 children's parents engaged fully and they made 3 steps progress in R, W &amp; M. Other child had more support in school as parents didn't engage and made 3 steps in M. 27% are supported through Early Help. All PP children in yr 2 graduated and parents came to support.</p>	<p>Target more PP children using AFA. Improve attendance at weekly family sessions Measure attendance at assemblies and other events.</p>															
<p>Improved parental engagement with school and intervention put in place if lack of engagement is hindering learning.</p>	<p>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</p>	<p><b>Attendance data:</b></p> <table border="1" data-bbox="1128 719 1541 895"> <tr> <td></td> <td>2018</td> <td>2017</td> </tr> <tr> <td></td> <td>-</td> <td>-</td> </tr> <tr> <td></td> <td>2019</td> <td>2018</td> </tr> <tr> <td>96% + present</td> <td>38%</td> <td>33%</td> </tr> <tr> <td>90% present</td> <td>81%</td> <td>74%</td> </tr> </table> <p>Meetings have been held with parents of 3 children to challenge attendance. This resulted in an increase in attendance. 2 are working with Children's services and attendance is a target. PP attendance remained stable at 94%. Without the 2 CP children attendance is 96%.</p>		2018	2017		-	-		2019	2018	96% + present	38%	33%	90% present	81%	74%	<p>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.</p>
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<p>Improve the experiences the pupils have beyond the school day</p>	<p>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</p>	<p>54% participated regularly in extracurricular activities. 33% learned to play a musical instrument. One family had summer holiday club paid for. Everyone that applied for additional funds were accepted.</p>	<p>Continue to actively promote children picking a club to attend each term and a musical instrument in year 2.</p>															

