

## Pupil Premium Funding 2018/19

The pupil premium is a grant given to schools to close the attainment gap between disadvantaged pupils and their peers, and to support pupils with parents in the armed forces (this part of it is also known as the service premium).

In 2018/19 Pupil Premium funding will be £25560.

Number of Pupil Premium children 2018-19	
Total number of pupils	19 (includes service children)
Total number of FSM pupils	13
Total LAC pupils	2
Total Ever 6 pupils	4

Our Action Plan for anticipated expenditure is as follows:

Objectives	Actions	Rationale	Review	Success
High attendance	Half-termly monitoring and follow-up action in house by Office and Headteacher in order to support parents to improve attendance and punctuality. This is scrutinised by Education Welfare Officer (EWO)	High attendance and punctuality maximises learning opportunities.	Monthly in house with half-termly external scrutiny with EWO	Average attendance 95.53%, range 86.77% - 100%
Parental engagement	Parent consultations with class teacher termly and additionally as required. Headteacher/Senco available additionally to address any concerns. Home-school link worker referrals where beneficial for the family.	Parental support for learning increases progress rates significantly.	On individual basis.	High level of parental engagement results in positive and proactive home school relationship where we work together for each child's best outcomes.

Curriculum enhancement	Families are offered one funded club each term, plus swimming in the Summer term. Additionally children are offered their yearly class educational visit to be paid for.	Increased access to varied stimulating activities increases motivation, engagement and self-esteem.	Termly uptake reviews	30% of children participated in afterschool clubs and all took part in swimming
Accelerated progress in Reading, Writing and Maths, Phonics and Speech and Language.	Additional interventions based on individual, group and class tracking. Class teachers, TA's, LSA's and additional intervention teacher used efficiently to lead interventions on 6 week do/review basis. To include Tracks, Precision Teaching, Colourful Semantics as appropriate. Within Quality First teaching staff deployed effectively to accelerate progress of all vulnerable children working either individually or in small groups.	Evidence-based interventions accelerate learning.	Six-weekly	80% achieved Year 1 phonics check In Reading, Writing and Maths 57%, 43%, 43% of children achieved expected level in end of KS1 assessments
	Targeted teaching	Accurate and early identification maximises opportunity for diminishing difference, accelerating progress of vulnerable children. Extra attention is paid to those children falling into multiple categories of vulnerability.	Daily assessment for learning Termly formal assessment data	Data tracking, pupil progress meetings with teachers, Senco and Headteacher identify success and lead to continued interventions
To build emotional resilience	Recognition of achievements within the classroom and throughout whole school through peer celebration, achievement assemblies, sharing learning with Headteacher including sharing with parents. ELSA involvement where appropriate. Additional transition support opportunities. Case studies for all children identifying any barriers to learning shared with teaching team, Senco and Headteacher. Funding distributed as appropriate to address barriers.	Ensuring opportunities to succeed /achieve within our creative and enriched curriculum leads to higher self esteem	Daily	ELSA support given to children as needed. In addition pastoral care within classrooms identifying any barriers to learning adds layer of pastoral support