|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **A Schedule showing Pupil Premuim**  |  |  |  |  |  |  |  |
| as at 30th September 2018 |  |  |  |  |  |  |  |  |
|  |  |  |  |   |  |  | £ |  |
| Pupil Premuim received  |  | 2018/19 |  |   |  |  | **£27,980** |  |
| 14 | £1,320 | £18,480 |  |  |  |  |  |  |
| PP service children |  | £300 |  |  |  |  |  |  |
| Looked After |  | £9,200 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Staffing Costs** |  |  |  |  |  |  |  |  |
| Term | TA - KS1 |   | HLTA- KS2 |   | TA -EYS(summer) KS2(autumn & Spring) |   |  |  |
|   | days per week | Total Amount | days per week | Total Amount  | days per week | Total Amount |  |  |
| Summer 2017 | 2.00 | £2,204.50 | 2.00 | £3,256.80 | 5.00 | £4,450.70 |  |  |
| Autumn 2017 | 2.00 | £2,204.50 | 2.00 | £3,256.80 | 5.00 | £4,450.60 |  |  |
| Spring 2018 | 2.00 | £2,204.60 | 2.00 | £3,256.80 | 5.00 | £4,450.70 |  |  |
| Total |   | **£6,613.60** |   | **£9,770.40** |   | **£13,352.00** |  |  |
|  |  |  |  |  |  |  |  |  |
| **Resources** |  |  |  |  |  |  |  |  |
| TT after school clubs |   | £180.00 |  |  |  |  |  |  |
| Resources |   |   |  |  |  |  |  |  |
| Total |   | £180.00 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|   |  |  |  |  |  |  |  |  |
| **Summary of costs 2018/19** |  |  |  |  |  |  |  |  |
| TA - Key stage 1 | £6,613.60 |  |  |  |  |  |  |  |
| HLTA - Key stage 2 | £9,770.40 |  |  |  |  |  |  |  |
| TA - Key stage 2 | £13,352.00 |  |  |  |  |  |  |  |
| Resources | £180.00 |  |  |  |  |  |  |  |
| Total Costs | **£29,916.00** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **Planned Pupil Premium expenditure - £27,980Pupil Premium + £9,200 – LAC + £300 service children** |
| **Academic year** | **2018/19** |
| **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?** |
| A. Improved progress for high attaining pupilsB. Development of confidence, self-esteem, understanding of the world and vocabulary | Staff training on developing oracy for the high attaining pupils in EYFS and throughout the school: creating a “language environment”Literacy scheme implemented to support structured development of reading, writing and comprehension throughout the schoolPP children are supported to develop aspirations, experience, vocabulary and interests through opportunities to go on enrichment visits and to attend specialist clubs and activities | Research shows that there is a 30 million word gap at age 3 between disadvantaged and “educating” homes. It is important to enable disadvantaged children to experience a rich variety of vocabulary and language structures; also to allow them to widen their experience through the medium of book-sharing and real experiences.High ability pupils eligible for PP need additional support to reach higher attaining levels in maths. We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. Teachers throughout the school are receiving CPD on identifying ways in supporting and challenging PP children in understanding mathematical concepts and applying them. | Monitoring to ensure that all PP children have opportunities to attend enrichment clubs and activities, and to attend theatre visits, educational visits..Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees’ classes after the course, to embed learning (no assessment).  | Literacy lead/ Assistant Head and HeadteacherBasic Skills lead (Asst HT) and Headteacher | March and July 2019March and July 2019 |
| C.Improved progress for high attaining pupils in all areas, particularly mathematics. | CPD on providing stretch for high attaining pupils.Mastery Maths Project | Local authority backed scheme already showing impact in other schools |  Invest time |  | March and July 2018 |
| **Total budgeted cost** | £18,000 |
| 1. **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?** |
|  Improved progress for high attaining pupils | Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons. One to one and small group tuition for children who, for personal reasons need to “keep up” or accelerate progress. | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with additional opportunities to develop application of mathematics skills and investigation/mastery learning opportunities. | Extra teaching time and preparation time paid for out of PP budget.Experienced one to one tutors to work with identified groups and monitor progress and attainment.Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. | Assistant HT and HT | Mar 2019 |
| **Total budgeted cost** | £2,500 |
| 1. **Other approaches**
 |
| **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?** |
| C. Increased attendance rates  | Family support worker employed to monitor pupils and follow up quickly on absences. First day response provision.  | We can’t improve attainment for children if they aren’t actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. | Attendance lead is works closely with senior leaders. Tracking an dmonitoring working with parents. | HT and Attendance lead | Jan 2019 alongside monthly reviews |
| D. Parents feel able to support and parent their children; increased engagement with school. | Identify families who require support from FSA and identify needs. FSA is able to support with behaviour management, a range of child protection and safeguarding interventions. Use support worker to engage with parents before any intervention begins. Develop restorative approaches and focus on positive behaviours. | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. | Ensure identification of target families and pupils is fair, transparent and properly recorded.Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.  | FSA and HT | Jun 2019 |
| **Total budgeted cost** | £3,260 |

