



# **Pupil Premium Plan for Spending Review** **2018-19**

**Funding information:** £6,600 (5 x £1,320) FSM  
£2,300 (1 X £2,300) PLAC

**£8,900** (total)

## **Pupil information:**

Qualifying pupils for pupil premium	Free school meals	Previously Looked After in Care (PLAC)
Numbers and % involved	5 children 4.7%	1 children 0.9%

% and number of pupils eligible for a Free School Meal (FSM) as of September 2018						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	1 child		1 child		1 child	2 child
	5.6%		6.7%		9%	11.7%



# **Action plan:**

# **RAG rated**

Approach/resource	Cost	Objectives/Desired outcome	Actions
<b>Year 5/6 writing booster group</b> Chn at risk of not meeting the expected standard in writing due to basic punctuation errors. These chn will receive 1:1 guided opportunities to edit all extended pieces of writing.	<b>£1800</b> (Teacher time)	<ul style="list-style-type: none"> <li>- Children develop a greater understanding of their areas for development in writing</li> <li>- they will learn the skill of editing for themselves</li> <li>- Basic punctuation will become automatic for them as they write.</li> </ul>	<ul style="list-style-type: none"> <li>- Release time for class teacher to conduct 1:1 sessions</li> <li>- Editing prompts produced.</li> <li>- Review for impact each half term</li> </ul>
<b>Impact:</b> All PP chn in Yr6 met end of year expectations in writing and progress for each of them was positive, with 1 child making accelerated progress from L2B to Greater Depth.			
<b>Year 5/6 maths booster group</b> Chn at risk of underachieving due to a lack of fluency. These chn also have gaps in their basic number knowledge. These chn will receive daily small group teaching (either as a pre-teach or post teach consolidation depending on the needs)	<b>£1800</b> (Teacher time)	<ul style="list-style-type: none"> <li>- Children develop greater fluency.</li> <li>- Children gain confidence as they have opportunities to learn in a small group</li> <li>- Children will retain their learning due to the consolidation</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable to set aside time each day</li> <li>- Constant formative assessment / responsive teaching to identify needs</li> <li>- Review for impact each half term</li> </ul>
<b>Impact:</b> All PP chn in Yr6 met end of year expectations in maths and progress for each of them was positive.			
<b>Small group phonics booster</b> Year 1 children at risk of not passing the phonic check will receive an additional consolidation phonic session to reinforce learning.	<b>£300</b> (TA time)	<ul style="list-style-type: none"> <li>- Children make at least expected progress in phonics.</li> <li>- The acquisition of phonics is on a par with non-PP children.</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable set up to allow for a daily group session to support pre-teaching of phonemes or consolidation of phonemes already taught.</li> <li>- Planned by the class teacher for a TA to deliver.</li> </ul>



<b>Impact:</b> All children in Year 1 except 1 9non PP child) passed the Year 1 phonic check.			
<b>Fine motor group</b> To improve handwriting skills as some chn at risk of not meeting expected standard due to poor letter formation and speed of writing.	<b>£1000</b> (TA time) <b>£100</b> (resources)	<ul style="list-style-type: none"> <li>- Children are able to move successfully from mark marking to letter formation.</li> <li>- Children achieve the ELG for Moving and Handling and this has a positive impact on their ELG for Writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable set up to allow for a daily fine motor group in addition to normal classroom practise.</li> <li>- Class teacher to purchase resources to support fine motor development.</li> </ul>
<b>Impact:</b> The ELG for writing was met in the Autumn term for Yr1.			
Daily 1:1 reading	<b>£1000</b> (TA time)	<ul style="list-style-type: none"> <li>- Children make at least expected progress in reading.</li> <li>- Children enjoy reading and can talk about a range of texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify any PP children who are not supported to read every day at home.</li> <li>- Timetable set up to allow for daily 1:1 reading.</li> </ul>
<b>Impact:</b> Progress for these chn has been positive and all PP chn except 1 ended the year at an expected level for their year group in reading.			
Reading Recovery Teacher for 1 hour a week	<b>£1800</b> (Teacher time)	<ul style="list-style-type: none"> <li>- Children make at least expected progress in reading.</li> <li>- Children are equipped with strategies for improved decoding.</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable set up for Reading Recovery Teacher.</li> <li>- Outcomes of reading recovery assessment shared with parents as well as strategies to support.</li> </ul>
<b>Impact:</b> All PP chn except 1 ended the year at an expected level for their year group. There is a clear understanding of their reading needs and teachers and TAs are aware of these for each child. Parent sessions to observe the Reading recovery teacher were excellent at engaging parents and demonstrating how to support their child with reading.			
Support with payments for visits out of school, residential and extra curricular opportunities.	<b>£500</b> (estimated)	<ul style="list-style-type: none"> <li>- To give children opportunities to engage in learning outside the classroom.</li> <li>- To give children the opportunity to engage in experiences that might not be available to them without support.</li> </ul>	<ul style="list-style-type: none"> <li>- All letters to parents about school visit include a reminder for parents of PP children that financial support is available to them.</li> </ul>



		- To support parents with costs so that their children have equal opportunities to take part.	
<b>Impact:</b> All PP chn attended class visits as well as the whole school end of year day visit. 1 external provider after school club per week funded for 3 PP chn for the whole academic year. The chn would not be able to access these clubs without this financial support.			
Provision of school uniform and PE kit.	<b>£80</b> (estimated)	- To ensure that our PP children are fully inclusive in our school and have the uniform and kit that they need to take part.	- Uniform letters include a reminder for parents of PP children that financial support is available to them.
<b>Impact:</b> No uniform requested.			
School office to monitor attendance every week and identifying children who are a concern over 6 weekly blocks so that we can follow up in line with EWO recommendations.	<b>£500</b> (Secretary time)	<ul style="list-style-type: none"> <li>- The HT has up to date and accurate information about group attendance so that we can intervene quickly to ensure that pupils with the highest need are attending school in order to access high quality teaching and make accelerated progress.</li> <li>- The attendance of our PP children is monitored and any concerns followed up promptly.</li> <li>- Attendance rates of our PP children improve and is at least in-line with national.</li> <li>- Persistent absence rates for our PP children improve.</li> </ul>	<ul style="list-style-type: none"> <li>- Share the County attendance 3 letter system with the office.</li> <li>- Office to create a spreadsheet and/or report within SIMs that will populate attendance data so we can track groups and individuals.</li> <li>- Regular meeting time between HT &amp; school secretary to review weekly attendance data.</li> <li>- Letters written to parents when attendance is causing a concern – following the 3 letter system.</li> <li>- HT and school secretary to meet with the EWO.</li> </ul>
<b>Impact:</b>			
<b>Total</b>	<b>£8,980</b>		