



Pupil Premium Action Plan 2018-19

Eligibility:	131 pupils eligible for the Pupil Premium Funding	Total Number of Pupils:	365
Funding per child:	£1,320 per child	Percentage of Pupil Premium:	31.42%
Total funding received:	£152,800		

	Action	Projected cost	Rationale	Evidencing impact
1	Additional teacher in Y6 to support 'catch up' and EXS for end of ks2 (LH) Autumn term 2018 only	£8,200.00	Teachers are able to give targeted support and feedback in class more regularly Accelerated progress for end of key stage is maximised.	EEF Toolkit: Moderate impact for high cost based on moderate evidence +3 months per year
	This enabled targeted support for individuals and small groups. An additional 2 days teacher cover in Spring term has allowed further work to accelerate progress for all groups- WTS/EXS/GDS 32 pp pupils in year 6 Spring 2 -69% on track EXS+ Reading: 69% on track Writing EXS+: 47% on track Maths EXS+ SATs results 2019 Pupil premium Reading EXS+50%. Writing 69% EXS+. Maths 56% EXS+			
2	Continue to improve Quality First Teaching across the school by providing CPD for staff in targeted areas. DSAT Lead practitioner 1 day a week GW 1 day a week	£19,000	Higher quality of teaching increases progress of children in receipt of PP funding.	
	Lesson study -Maths mastery with Y4 and y5 team led to clearer planning and delivery for Maths mastery. Maths attainment and progress improving across the school. In class coaching work and Writing CPD with all teaching staff during 2018-19 resulted in continued improvements in provision for pupils. Writing outcomes continue to improve year on year as provision is reviewed and improved.			



Pupil Premium Action Plan 2018-19

	Action	Projected cost	Rationale	Evidencing impact
3	Class based L2 TA in each year group Y3-6 to support learning of pupils as class sizes 30-32 pupils	£20,238.00	Year group data shows a positive increase in the % of pupils on track for attainment and progress. More opportunity for individual pupil support -pre teaching/catch up	EEF Toolkit: Low impact -high cost based on limited evidence +1 month per year.
4	2 days a week classroom cover for class teachers to have dedicated targeted time to support individual pupils with catch up/pre-teaching time.	£19,373.00	Closing the gap catch up individual/small group work enables pupils to access the age appropriate curriculum and to not fall behind. Ensures that children can receive rapid intervention to support a mastery curriculum.	EEF Toolkit: Moderate impact for moderate cost based on extensive evidence +4 months per year
5	L3 TAs provide small group/ individual closing the gap support. <ul style="list-style-type: none"> • Year 6 12.5 hours weekly • Year 5 14 hours weekly • Year 4 13 hours weekly • Year 3 13 hours weekly Year 3 catch up Phonics/Reading 9.5 hours weekly Year 3-5 English catch up 9.5 hours	£13,534.00	Closing the gap catch up individual/small group work enables pupils to access the age appropriate curriculum and to not fall behind. Ensures that children can receive rapid intervention to support a mastery curriculum.	EEF Toolkit: Moderate impact for moderate cost based on extensive evidence +4 months per year

25 pp pupils in year 5 - Summer 2 -56% on track EXS+ Reading: 52% on track Writing EXS+: 56% on track Maths EXS+: Combined 52%

22 pp pupils in year 4 -Summer 2 -68% on track EXS+ Reading: 59% on track Writing EXS+: 59% on track Maths EXS+: Combined 55%

18 pp pupils in year 3 -Summer 2 -56% on track EXS+ Reading: 50% on track Writing EXS+: 50% on track Maths EXS+: Combined 44%



Pupil Premium Action Plan 2018-19

	Action	Projected cost	Rationale	Evidencing impact																												
	Reading/Writing/Maths Attainment																															
	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #fff9c4;"> <thead> <tr> <th colspan="4" style="text-align: center;">Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">43</td> <td style="text-align: center;">37</td> <td style="text-align: center;">31</td> <td style="text-align: center;">30</td> </tr> <tr> <td style="text-align: center;">23.4%</td> <td style="text-align: center;">21.3%</td> <td style="text-align: center;">17.6%</td> <td style="text-align: center;">16.7%</td> </tr> <tr> <td style="text-align: center;">32.6%</td> <td style="text-align: center;">45.9%</td> <td style="text-align: center;">45.2%</td> <td style="text-align: center;">50.0%</td> </tr> <tr> <td style="text-align: center;">-6.8%</td> <td style="text-align: center;">-1.6%</td> <td style="text-align: center;">-5.5%</td> <td style="text-align: center;">-1.3%</td> </tr> <tr> <td style="text-align: center;">39.3%</td> <td style="text-align: center;">47.5%</td> <td style="text-align: center;">50.7%</td> <td style="text-align: center;">51.3%</td> </tr> <tr> <td style="text-align: center;">2015/16</td> <td style="text-align: center;">2016/17</td> <td style="text-align: center;">2017/18</td> <td style="text-align: center;">2018/19</td> </tr> </tbody> </table>				Disadvantaged				43	37	31	30	23.4%	21.3%	17.6%	16.7%	32.6%	45.9%	45.2%	50.0%	-6.8%	-1.6%	-5.5%	-1.3%	39.3%	47.5%	50.7%	51.3%	2015/16	2016/17	2017/18	2018/19
Disadvantaged																																
43	37	31	30																													
23.4%	21.3%	17.6%	16.7%																													
32.6%	45.9%	45.2%	50.0%																													
-6.8%	-1.6%	-5.5%	-1.3%																													
39.3%	47.5%	50.7%	51.3%																													
2015/16	2016/17	2017/18	2018/19																													
	Reading progress KS1-KS2																															
	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #fff9c4;"> <thead> <tr> <th colspan="4" style="text-align: center;">Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">41</td> <td style="text-align: center;">36</td> <td style="text-align: center;">30</td> <td style="text-align: center;">28</td> </tr> <tr> <td style="text-align: center;">26.6%</td> <td style="text-align: center;">25.7%</td> <td style="text-align: center;">19.0%</td> <td style="text-align: center;">17.1%</td> </tr> <tr> <td style="text-align: center;">-3.19</td> <td style="text-align: center;">-0.53</td> <td style="text-align: center;">1.09</td> <td style="text-align: center;">-1.18</td> </tr> <tr> <td style="text-align: center;">-2.49</td> <td style="text-align: center;">0.17</td> <td style="text-align: center;">1.69</td> <td style="text-align: center;">-0.57</td> </tr> <tr> <td style="text-align: center;">-0.70</td> <td style="text-align: center;">-0.70</td> <td style="text-align: center;">-0.60</td> <td style="text-align: center;">-0.61</td> </tr> <tr> <td style="text-align: center;">2015/16</td> <td style="text-align: center;">2016/17</td> <td style="text-align: center;">2017/18</td> <td style="text-align: center;">2018/19</td> </tr> </tbody> </table>				Disadvantaged				41	36	30	28	26.6%	25.7%	19.0%	17.1%	-3.19	-0.53	1.09	-1.18	-2.49	0.17	1.69	-0.57	-0.70	-0.70	-0.60	-0.61	2015/16	2016/17	2017/18	2018/19
Disadvantaged																																
41	36	30	28																													
26.6%	25.7%	19.0%	17.1%																													
-3.19	-0.53	1.09	-1.18																													
-2.49	0.17	1.69	-0.57																													
-0.70	-0.70	-0.60	-0.61																													
2015/16	2016/17	2017/18	2018/19																													



Pupil Premium Action Plan 2018-19

	Action	Projected cost	Rationale	Evidencing impact																																																																
	<p>Writing progress KS1-KS2</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Disadvantaged</th> </tr> <tr> <th style="width: 25%;"></th> <th style="width: 25%;"></th> <th style="width: 25%;"></th> <th style="width: 25%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">41</td> <td style="text-align: center;">36</td> <td style="text-align: center;">30</td> <td style="text-align: center;">28</td> </tr> <tr> <td style="text-align: center;">26.3%</td> <td style="text-align: center;">25.7%</td> <td style="text-align: center;">19.0%</td> <td style="text-align: center;">17.1%</td> </tr> <tr> <td style="text-align: center;">-1.87</td> <td style="text-align: center;">1.43</td> <td style="text-align: center;">-2.12</td> <td style="text-align: center;">0.28</td> </tr> <tr> <td style="text-align: center;">-1.57</td> <td style="text-align: center;">1.83</td> <td style="text-align: center;">-1.72</td> <td style="text-align: center;">0.79</td> </tr> <tr> <td style="text-align: center;">-0.30</td> <td style="text-align: center;">-0.40</td> <td style="text-align: center;">-0.40</td> <td style="text-align: center;">-0.51</td> </tr> <tr> <td style="text-align: center;">2015/16</td> <td style="text-align: center;">2016/17</td> <td style="text-align: center;">2017/18</td> <td style="text-align: center;">2018/19</td> </tr> </tbody> </table> <p>Maths progress KS1-KS2</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Disadvantaged</th> </tr> <tr> <th style="width: 25%;"></th> <th style="width: 25%;"></th> <th style="width: 25%;"></th> <th style="width: 25%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">41</td> <td style="text-align: center;">36</td> <td style="text-align: center;">30</td> <td style="text-align: center;">28</td> </tr> <tr> <td style="text-align: center;">26.3%</td> <td style="text-align: center;">25.7%</td> <td style="text-align: center;">19.0%</td> <td style="text-align: center;">17.1%</td> </tr> <tr> <td style="text-align: center;">-2.65</td> <td style="text-align: center;">0.51</td> <td style="text-align: center;">-0.44</td> <td style="text-align: center;">-1.94</td> </tr> <tr> <td style="text-align: center;">-2.15</td> <td style="text-align: center;">1.11</td> <td style="text-align: center;">0.16</td> <td style="text-align: center;">-1.22</td> </tr> <tr> <td style="text-align: center;">-0.50</td> <td style="text-align: center;">-0.60</td> <td style="text-align: center;">-0.60</td> <td style="text-align: center;">-0.72</td> </tr> <tr> <td style="text-align: center;">2015/16</td> <td style="text-align: center;">2016/17</td> <td style="text-align: center;">2017/18</td> <td style="text-align: center;">2018/19</td> </tr> </tbody> </table>				Disadvantaged								41	36	30	28	26.3%	25.7%	19.0%	17.1%	-1.87	1.43	-2.12	0.28	-1.57	1.83	-1.72	0.79	-0.30	-0.40	-0.40	-0.51	2015/16	2016/17	2017/18	2018/19	Disadvantaged								41	36	30	28	26.3%	25.7%	19.0%	17.1%	-2.65	0.51	-0.44	-1.94	-2.15	1.11	0.16	-1.22	-0.50	-0.60	-0.60	-0.72	2015/16	2016/17	2017/18	2018/19
Disadvantaged																																																																				
41	36	30	28																																																																	
26.3%	25.7%	19.0%	17.1%																																																																	
-1.87	1.43	-2.12	0.28																																																																	
-1.57	1.83	-1.72	0.79																																																																	
-0.30	-0.40	-0.40	-0.51																																																																	
2015/16	2016/17	2017/18	2018/19																																																																	
Disadvantaged																																																																				
41	36	30	28																																																																	
26.3%	25.7%	19.0%	17.1%																																																																	
-2.65	0.51	-0.44	-1.94																																																																	
-2.15	1.11	0.16	-1.22																																																																	
-0.50	-0.60	-0.60	-0.72																																																																	
2015/16	2016/17	2017/18	2018/19																																																																	
6	Teaching Assistants are deployed to carryout 1:1 reading and small group work. (Reading coaching)	£5,403.00	Targeting of pupils enables accelerated progress in reading	EEF Toolkit: Moderate impact for moderate cost based on extensive evidence +4 months per year.																																																																
	Since Oct '18 the TAs have led small group guided reading sessions with books chosen to engage their interest. At the end of the year most children have made good progress with levels of engagement and enthusiasm for reading being observed to be significantly improved.																																																																			



Pupil Premium Action Plan 2018-19

	Action	Projected cost	Rationale	Evidencing impact
7	Forest Schools participation (Based on 6 PP children attending each week for 39 weeks) £22.50 per week x 39 = £877.50	£877.50	Providing pupils with opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees	EEF Toolkit: Moderate impact for moderate cost based on moderate evidence +4 months per year
<p style="text-align: center;">2 Forest school programmes of 10 weeks each took place in 2018-19. Staff involved reported an increase in social interaction of the children. Some children who historically did not speak very much began to have conversations with others. There was an evident increase in pupil confidence. Children were able to have experiences that they had never had-for example trying marshmallows having toasted them over the campfire.</p>				
8	Lunchtime staffing increased <i>-Pastoral care – 5 hrs per week - £1,794.00</i> <i>Lunch club -2 support staff – 10 hours per week - £3,588.00</i> <i>EAL group – - £1,794.00</i> <i>Lunchtime supervisor -garden area – 5 hours per week - £1,794.00</i>	£8000	To support a positive lunchtime experience that provides varied learning opportunities as well as enabling vulnerable pupils to have appropriate support during less structured times of the school day	EEF Toolkit: Moderate impact for moderate cost based on moderate evidence +4 months per year
<p>A member of the pastoral team is on the playground all through lunchtime which allows children to come and discuss any concerns they may have. On a daily basis staff report that they have 'counselling' interactions with upwards of 10 children a day as well as monitoring pupils in this setting. Informal 'checkins' can happen which then avoids disruption during classroom time. They are also able to identify any pupils who need support with friendship making.</p> <p>A member of pastoral staff is available though lunchtime in the pastoral room. 8-10 'regular' children eat their dinner in there as they have varying needs that makes the whole school dinner setting difficult for them.</p> <p>There are also around 25 children who regularly come into the room in addition to this to play, share their worries, to calm and to play games to support them in making friends.</p> <p>A lunch club also runs daily with about 30 children who are developing their friendship skills using lego, interactive play etc..</p>				



Pupil Premium Action Plan 2018-19

	Action	Projected cost	Rationale	Evidencing impact
9	Pastoral Support Officer (PSO) <i>targeted sessions in all year groups</i> <i>Circle time, therapy sessions etc.</i> <i>Individual support and counselling</i>	£74,000	Improving confidence and esteem Social and emotional learning: moderate impact for moderate cost Maslow's hierarchy of needs - ensure children have basic needs met. 5 LAC children needing high levels of emotional support.	EEF Toolkit: Moderate impact for moderate cost based on moderate evidence +4 months per year
	The pastoral team have provided varying levels of support to 50 pupils (pp) during the academic year. Some on a daily basis,		One particular therapy lego/creative play was planned regularly with 6 pp pupils. They lead a variety of structured and unstructured experiences to support pupils' emotional well-being.	
10	Behaviour learning support worker		Behaviour intervention Sutton trust: moderate impact for moderate cost (social and emotional learning) High percentage of vulnerable children for exclusion are PP	EEF Toolkit: Moderate impact for moderate cost based on extensive evidence +3 months per year
11	Family support worker role		Providing a staff member who can develop positive relationships with parents/carers to support the attendance and learning of all pupils.	EEF Toolkit: Moderate impact for moderate cost. +4 months per year
	Family support worker supports families in a variety of ways including attending medical appointments with them (8 regular support in 2018-19 pp). Led 'Fun and Families' parent support group during the year which supports with parenting at home. 25 pp pupils and their families have had regular support in order to maintain good attendance during the year. She has worked alongside the school's SENDco to support 20 pupils on a regular basis with complex needs.			



Pupil Premium Action Plan 2018-19

Action		Projected cost		Rationale	Evidencing impact
		2017-18	2018-19		
	Attendance Pupil Premium	94.04%	95.28%		
	Late	1.02%	1.35%		
	Unauthorised late	0.47%	0.49%		
	Persistent Absence	20.33%	5.77%		
12	Use of CPOMS system - £900 per annum plus £17.00 per key	£323.00		Tool to manage and record child protection, behavioural issues, bullying, special educational needs and domestic issues. This enables all key staff to be informed of all of these issues across the school population.	
13	Training of additional DSLs - £220 per person	£79.00		To support families in the school community with complex needs	
14	Education Welfare Service support - £6,251.00 per annum	£2,000.00		Increased attendance will result in increased attainment for PP pupils. Supports the work of the school Family Support worker.	
Home visits with Family link worker which have supported the improvement of attendance particularly in persistent absentees (see table in point 11.) Attendance Panel meetings to help resolve issues behind poor attendance -41% pp. Penalty notices served 27% pp.					
15	Residential for year 6 and Year 4. Year 6 – 56 children (32.2% PP)	£1,500		Providing experiences to engage children and enrich curriculum Helping to support 'engage experiences' in the new curriculum to help PP children to be inspired	EEF Toolkit: Moderate impact for moderate cost based on moderate evidence +4 months per year



Pupil Premium Action Plan 2018-19

	Action	Projected cost	Rationale	Evidencing impact
			and develop a love of learning	
16	Termly heavily subsidised trips/experiences for all pupils throughout the year	£7,500	Providing experiences to engage children and enrich curriculum Helping to support 'engage experiences' in the new curriculum to help PP children to be inspired and develop a love of learning	EEF Toolkit: Moderate impact for moderate cost based on moderate evidence +4 months per year
17	Sporting Events through City Schools Partnership and DSAT £14,454.00	(Sports premium funded) £5,174.00	Providing sporting experiences to pupils in order to engage them and allow access to possibilities for future participation.	EEF Toolkit: Low impact for moderate cost based on limited evidence. +2 months per year
18	Lunchtime enrichment Reading groups weekly Y4 -HA pp pupils.	£400 -books for pupils	Continuing to develop a love of reading and 'reading stamina.' In pupils. Providing quality texts for pupils to engage with and to keep.	EEF Toolkit: Moderate impact for low cost with extensive evidence +5 months per year
19	Termly visit-HA group focused Square Mile project linked activities. Maths projectsx2. Coding	£1,878.00	Participation in learning opportunities provided by Universities -opening up future possibilities and aspirations for Higher education.	EEF Toolkit: Moderate impact for low cost with moderate evidence +5 months per year
20	DSAT enrichment events participation – Wilton Baking Challenge - IT event	£100.00 £1092.00	Providing experiences to engage children and enrich curriculum Helping to support 'engage experiences' in the new curriculum to help PP children to be inspired and develop a love of learning.	EEF Toolkit: Moderate impact for moderate cost based on moderate evidence +4 months per year



Pupil Premium Action Plan 2018-19

	Action	Projected cost	Rationale	Evidencing impact
21	Breakfast/early reading club		Providing opportunities for pupils to have a quiet, structured reading environment.	EEF Toolkit: Moderate impact for low cost with extensive evidence +5 months per year
	6 pp children regular attendance at breakfast club (35% of total)			
22	Homework club – 4 days a week. 1 hour. 3 x L2 TA. Pupils supported with their homework	£2,335.00	Providing time and support of staff members to enable pupils to complete homework. Developing good learning behaviours.	EEF Toolkit: Low impact for moderate cost with moderate evidence +1 months per year
	27% of regular attendees pp (65 pupils)			
23	Speech and Language provision £6000.00 per annum	£2,148.00	The Communication Trust: “There is a substantial amount of evidence linking SLCN with other areas of difficulty. We know that children with SLCN have difficulties across many areas of their lives.” School baseline data against the communication trust age-appropriate expectations shows that large proportion of children are below. Sutton trust: oral language benefits +5 months Role will be to support children as well as upskill staff working to developing skills.	EEF Toolkit: Moderate impact for low cost with moderate evidence +3 months per year



Pupil Premium Action Plan 2018-19

	Action	Projected cost	Rationale	Evidencing impact
24	Reading books for the Summer holidays given to all pupils (Based on £3 per book for 131 PP children)	£300	Providing access to books over the summer to help children to continue reading skills – hopefully to reduce the ‘summer dip.’	EEF Toolkit: Moderate impact for low cost with extensive evidence +5 months per year