

St Helen Auckland Community Primary School

Pupil Premium Strategy Statement 2018 – 2019

1. Rationale

At St Helen Auckland Community Primary and Nursery School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result all our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupil entitled to Pupil Premium and those who are not.

2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
68	Per Pupil £1,320 31 (£40,920)	Per Pupil £1,320 37 (£48,840)	Per Pupil £1,700 1 (£1,700)	Per Pupil £300 1 (£300)

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

3. Early Year Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
33	Hourly Rate £0.53 11 (3,323.10)	Hourly Rate £0.53 4 (£1,208.40)	Hourly Rate £0.53 7 (£2,114.70)	Hourly Rate £0.53 3,323.10

4. Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	170	Number of Pupils Eligible	68
Total Pupil Premium Budget	£91,760	% of Pupils Eligible	36%

5. 2018 - Outcomes

KS1 Year 2 - pupil	PP Pupils			Other			SCH GAP	Year 6 - 6 pupils	PP Pupils			Other			SCH GAP
	SCH	NA 2017	DIF	SCH	NA 2017	DIF			SCH	NA 2017	DIF	SCH	NA 2017	DIF	
Expected Standard R	64	63	+1	70	79	-9	-15	Expected Standard R	86	59	+27	88	77	+11	+9
Expected Standard W	64	54	+10	70	72	-2	-8	Expected Standard W	86	66	+20	75	81	-6	+5
Expected Standard M	64	63	+1	80	78	+2	-14	Expected Standard GPS	100	66	+34	88	81	+7	+11
Year 1 Phonics	64	70	-6	81	83	-2	-19	Expected Standard M	86	63	+23	75	80	-5	+6
EYFS GLD	57	56	+1	68	73	-5	-16	Expected Standard RWM	71	47	+24	63	67	-4	+4

8. Internal Barriers to Future Attainment		
In-school barriers		Desired Outcomes
A	Low levels on entry of PP pupils, particularly in communication, literacy and language.	Pupils eligible for PP make progress in line with national expectations, particularly in reading and writing.
B	Progress of KS1 pupils who are eligible for PP making less than expected progress.	Pupils eligible for PP in KS1 make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage
C	Low levels of resilience for some pupils (including those eligible for PP)	Levels of resilience will be improved, shown through improved attainment and progress.
D	High numbers of PP pupils also have SEND including ASD, ADHD, Learning difficulties, mental health and attachment needs, impacting upon academic progress.	Termly reviews, Parent and pupil SEND reviews and school tracking systems will show at least expected progress. Pupils will be better equipped with strategies to change and control their behaviours/responses to situations. Pupils with SEND eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage
E	Behavioural issues for a small group of pupils (mostly eligible for PP) are having a detrimental effect on their academic progress.	Fewer behaviour incidents recorded for these pupils on school systems impacting positively on progress and attitudes
F	Progress of Upper KS2 pupils who are eligible for PP making less than expected progress.	Pupils eligible for PP in Upper KS2 to make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage 2
G	Progress across school in writing for pupils who are eligible for PP making less than expected progress	Pupils eligible for PP make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage
9. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)		
In-school barriers		Desired Outcomes

H	Safeguarding concerns. Unsettled family arrangements leading to social and emotional difficulties affecting learning.	Addressing safeguarding concerns and support for families will lead to emotional and behavioural regulation for PP pupils, allowing them to focus on school and make progress.
I	Low attendance rates for some PP children	Improve overall PP attendance in line with national expectations.
J	Social deprivation	Provide subsidised breakfast and after school clubs which target PP pupils to ensure basic needs are met and to enrich wider opportunities. Parents/ carers will know how to access additional support.
K	Less engagement in home reading by adults and opportunities to support and value reading.	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.
L	Parenting capacity – lack of routine, sleep, food, homework	Increased parental engagement ensuring that all children are supported and have their basic needs met.

10. Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
A	Improve outcomes for Pupil Premium pupils in communication language and literacy	PD training for Early Years teachers to ensure Quality First Teaching.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	Early Years Training support 3 hours (x2) Cost: £600	43% of Pupil Premium pupils did not make good levels of development in Early Years	Autumn Term - Staff worked with Ann Brass to develop communication, language and literacy provision and teaching in Foundation Stage. Spring Term – Training implemented into planning and teaching for Early Years curriculum. Summer Term – 100% of PP pupils made expected or greater levels of development in CLL

A	Improve outcomes for Pupil Premium pupils in communication language and literacy.	PECS training for Early years staff	Findings from the Delaware Autistic Program found that 76% of all children placed on PECS acquired speech as either their sole communication system or augmented by a picture-based system.	Training for TA (x 2) Cost: £350	43% of Pupil Premium pupils did not make good levels of development in Early Years	Autumn Term - Staff worked with SALT staff to be trained to use PECS in order to support children within the setting Spring Term – Staff working daily with children to implement PECS Summer Term – 100% of PP pupils made expected or greater levels of development in CLL
A	Improve outcomes for Pupil Premium pupils in communication language and literacy.	ELKLAN Speech and Language training for Early Years staff	Research carried out by Sheffield University found that children who received Talking Matters support progressed by an average of seven months in their language development, whilst children in the control group who did not receive the Talking Matters support progressed by two months.	Elklan Training for TA (x2) Cost: £780	43% of Pupil Premium pupils did not make good levels of development in Early Years	Autumn Term – Staff trained to use ELKLAN speech and language programme. Spring Term – Children supported, through speech and language programme, to develop early literacy skills. Summer Term – 100% of PP pupils made expected or greater levels of development in CLL
B	Improve outcomes for Pupil Premium pupils in reading in Year 1 and 2	Reading books linked to Letters and Sounds phonics programme.	EEF research suggests that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Pearson Phonics reading programme Cost: £5,350.00	36% of Pupil Premium pupils did not achieved the expected standard in reading by the end of KS1.	Autumn Term – DHT met with Pearson rep to look at reading resources suitable for KS1 readers. Spring Term – Resources for Early Star reader and Accelerated reader purchased for school Summer Term – 71.4% of PP pupils in Year 1 and 63.6% of PP pupils in Year 2 achieved the expected standard in reading.
B	Improve outcomes for Pupil Premium pupils in reading in Year 1 and 2	Staff training to develop reading progress across school	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes	2 x teachers attending Reading development course	36% of Pupil Premium pupils did not achieved the expected standard in reading by the end of KS1.	Autumn Term – DHT and TLR teacher attended training course for development of reading. Spring Term – Staff meeting to discuss and identify progress in reading and development. Summer Term – 71.4% of PP pupils in Year 1 and 63.6% of PP pupils in Year 2 achieved the expected standard in reading.

			have a significant impact on student achievement	Cost: £562		
B	Improve outcomes for Pupil Premium pupils in Phonics test at the end of Year 1	SLA phonics training for teaching staff	EEF Research found that qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.	CPD Training for teaching staff Cost: Through SLA	36% of Pupil Premium pupils did not meet the required pass rate for the 2018 Phonics test.	Autumn Term – Training attended for phonics Spring Term – Rigorous teaching of phonics in FS2 and Year 1 Summer Term – 83.3% of PP pupils passed the phonics test.
B	Improve outcomes for Pupil Premium pupils in maths in Year 1 and 2	Staff training of White Rose maths resources	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	1 teacher attending White Rose training course Cost: £480	36% of Pupil Premium pupils did not achieved the expected standard in maths by the end of KS1.	Autumn Term – TLR teacher attended training for White Rose Maths Spring Term – Staff meeting to disseminate information from the course. Summer Term – 85.7% of PP pupils in Year 1 and 63.6% of PP pupils in Year 2 achieved the expected standard in maths.
C	Increased levels of resilience and independence for Pupil Premium pupils.	Whole school teaching of TALKABOUT programme, promoting independence, self esteem and resilience.	TALKABOUT allows schools to set social skills targets and measure and report on progress. Public Health England stated that schools have an opportunity to increase the resilience of the students they teach. There are a number of specific strategies that teach social and emotional skills as part of a wider strategy, which have shown some positive results; e.g. social and emotional learning (SEL) programmes	Staff training and TALKABOUT resources Cost: £760	Pupil questionnaires Wellbeing Wheels completed at the start of term	Autumn Term – Wellbeing wheels completed by all staff. Support and training offered to new members of staff. Spring Term – Staff continue to teach TALKABOUT programme each week. Summer Term – 100% of PP pupils made progress, as identified on Wellbeing wheels from September 2018-July 2019.

C	Increased levels of resilience and independence for Pupil Premium pupils.	Resilience courses at The Centre	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	Centre courses Cost: £2000	Pupil questionnaires Wellbeing Wheels completed at the start of term	Autumn Term – Several children attended resilience programmes at The Centre Spring Term – Following closure of The Centre, Resilience programmes taught by Learning Mentor to individual/ groups of children. Summer Term – 100% of PP pupils made progress, as identified on Wellbeing wheels from September 2018-July 2019.
D	Ensure at least expected progress for PP pupils who also have SEND following individual pathways	Detailed intervention programme delivered by qualified teaching assistants	Small group and 1:1 interventions with highly qualified staff have shown to be effective (EEF Toolkit)	TA (x3) 60mins daily per week x38 Cost: £3,420	0% of Pupil Premium SEND pupils achieved expected standards by the end of KS1.	Autumn Term – Intervention groups planned and implemented for specific children. Evaluation of impact completed. Spring Term – Intervention groups planned and implemented for specific children. Evaluation of impact completed. Summer Term – 22.2% of PP SEND pupils achieved expected standard by the end of Year 2.
D	Address social, emotional and mental health issues experienced by some PP pupils	Therapeutic interventions delivered by qualified staff (Lego Therapy, Draw and Talk therapy)	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	Learning Mentor 3 hours daily per week x 38 Cost: £10,260	Pupil questionnaires Wellbeing Wheels completed at the start of term	Autumn Term – Therapeutic interventions planned and implemented by Learning Mentor for specific children. Evaluation of impact completed. Spring Term – Therapeutic interventions planned and implemented by Learning Mentor for specific children. Evaluation of impact completed. Summer Term – Therapeutic interventions planned and implemented by Learning Mentor for specific children. Evaluation of impact completed.

D	Address social, emotional and mental health issues experienced by some PP pupils	Referrals to Emotional Wellbeing Team	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	Referrals x3 Cost: £1,050	Pupil questionnaires Wellbeing Wheels completed at the start of term	Autumn Term – No referrals needed this term Spring Term – No referrals needed this term Summer Term – No referrals needed this term
D	Address social, emotional and mental health issues experienced by some PP pupils	Provide counselling support for relevant children	BACP states that counselling helps with behaviour and learning and can stop mental health problems from developing further.	Counselling Cost: Through SLA	Pupil questionnaires Wellbeing Wheels completed at the start of term	Autumn Term – Children attend weekly counselling sessions in order to support SEMH needs at home and in school. Spring Term – Children attend weekly counselling sessions in order to support SEMH needs at home and in school. Summer Term – Children attend weekly counselling sessions in order to support SEMH needs at home and in school.
D	Address social, emotional and mental health issues experienced by some PP pupils	Maintain Parent Support Advisor to support most vulnerable pupils and their families	Pupils will learn most effectively and make most progress when other issues have been addressed which may otherwise form a significant barrier to learning.	PSA (6 hours) Cost: £6,660	Pupil questionnaires Wellbeing Wheels completed at the start of term	Autumn Term – PSA supported several families in school. Spring Term – PSA supported several families in school. Summer Term – PSA supported several families in school.
D	Address social, emotional and mental health issues experienced by some PP pupils	Wellbeing, nurture and self esteem courses at the Centre.	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	Centre courses Cost: £2000	Pupil questionnaires Wellbeing Wheels completed at the start of term	Autumn Term – Several children attended courses at The Centre to support wellbeing, nurture and self-esteem. Spring Term – Following closure of The Centre, wellbeing, nurture and self-esteem programmes taught by Learning Mentor to individual/ groups of children. Summer Term – Wellbeing programmes planned and implemented by Learning Mentor for specific children. Evaluation of impact completed.

E	Address behavioural issues displayed by a small number of Pupil Premium pupils	Behaviour intervention courses at the Centre.	Evidence suggests that offering more specialised programmes which are targeted at children with either behavioural issues or behaviour and academic problems, will have a positive impact on attainment especially for older children. (EEF)	Centre courses Cost: £2000	Exclusion records Major Incident records Positive Handling log	Autumn Term – Several children attended courses at The Centre to support behaviour. Spring Term – Following closure of The Centre, behaviour programmes taught by Learning Mentor to individual/ groups of children. Summer Term – Behaviour programmes taught by Learning Mentor to individual/ groups of children.
E	Address behavioural issues displayed by a small number of Pupil Premium pupils	Inclusion provision at the Centre.	Evidence suggests that offering more specialised programmes which are targeted at children with either behavioural issues or behaviour and academic problems, will have a positive impact on attainment especially for older children. (EEF)	Inclusion provision Cost: £500	Exclusion records Major Incident records Positive Handling log	Autumn Term – Where needed, The Centre provision used for Inclusion of 1 pupil. Spring Term – Provision no longer available Summer Term – Provision no longer available. School setting used for Inclusion of 1 pupil.
E	Address behavioural issues displayed by a small number of Pupil Premium pupils	Use of CRISIS support / behaviour panel to support most extreme behaviours displayed	Evidence suggests that offering more specialised programmes which are targeted at children with either behavioural issues or behaviour and academic problems, will have a positive impact on attainment especially for older children. (EEF)	Behaviour Support Service Cost: Through SLA	Exclusion records Major Incident records Positive Handling log	Autumn Term – No referrals made to CRISIS this term Spring Term – No referrals made to CRISIS this term Summer Term – No referrals made to CRISIS this term
E	Address behavioural issues displayed by a small number of Pupil Premium pupils	Use of Learning Mentor to provide focussed support and interventions	EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	Learning mentor support (2 hours daily per week x 38) Cost: £5,840	Exclusion records Major Incident records Positive Handling log	Autumn Term – Several children accessed additional support for the school's Learning Mentor. Spring Term – Several children accessed additional support for the school's Learning Mentor. Summer Term – Several children accessed additional support for the school's Learning Mentor.

F	Increase rates of progress for Pupil Premium pupils in Upper Key Stage 2.	Accelerated reader	EEF toolkit suggests that on average, reading comprehension approaches improve learning by an additional 5 months' progress over the course of a school year. These approaches appear to be even more effective for older readers (aged 8 years or above) who are not making expected progress.	Accelerated reader Cost: £900	37.5% of Pupil Premium pupils in Year 6 and 40% of Year 5 pupils not on track to meet expected standards in reading by the end of KS2	Autumn Term – Accelerated reader being used effectively throughout KS2, showing an increase in reading attainment for the majority of PP pupils. Spring Term – Accelerated reader being used effectively throughout KS2, showing an increase in reading attainment for the majority of PP pupils. Summer Term – 81% of PP pupils achieved expected or greater standard in KS2 reading SATS.57.1% of PP pupils achieved expected or greater standard in reading by the end of Year 5.
F	Increase rates of progress for Pupil Premium pupils in Upper Key Stage 2.	After school Booster club run by qualified KS2 teachers.	Sutton Trust Pupil Premium Research: Small Group Tuition: +4 months Stretch and encouragement for PP pupils to ensure they can achieve expected and higher attainment standards.	2 x KS2 teachers (60 mins x 26 weeks) Cost: £5,736	37.5% of Pupil Premium pupils in Year 6 and 40% of Year 5 pupils not on track to meet expected standards in reading and writing by the end of KS2	Autumn Term – Booster classes to begin in the Spring Term. Spring Term – Booster classes well attended by Year 6 pupils. Summer Term – 75% of PP pupils achieved expected or greater standard in KS2 reading and writing SATS.57.1% of PP pupils achieved expected or greater standard in reading and writing by the end of Year 5.
F	Increase rates of progress for Pupil Premium pupils in Upper Key Stage 2.	Intervention programme delivered by qualified teaching assistants	Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)	TA 60mins daily per week x38 Cost: £1,140	37.5% of Pupil Premium pupils in Year 6 and 40% of Year 5 pupils not on track to meet expected standards in reading and writing by the end of KS2	Autumn Term – Intervention groups planned and implemented for specific children. Evaluation of impact completed. Spring Term – Intervention groups planned and implemented for specific children. Evaluation of impact completed. Summer Term – 75% of PP pupils achieved expected or greater standard in KS2 reading and writing SATS.57.1% of PP pupils achieved expected or greater standard in reading and writing by the end of Year 5.

G	Improve outcome across school in writing for all pupils, including those eligible for Pupil Premium funding.	Leader for Teaching and Learning working with LA moderator	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	TLR teacher release time 3 hrs each half term Cost: £638	Outcomes in writing for Pupil Premium children are below expectations. 50% of PP children in Year 2, and 37.5 of PP children in Year 6 are not on track to meet expected standards.	Autumn Term – TLR Lead worked with LA moderator to review and adapt curriculum to support improvement in writing. Spring Term – TLR Lead reviewing implementation of writing improvements throughout the school. Summer Term – 57.14% of PP pupils achieved expected or greater standard in KS1 writing. 80% of PP pupils achieved expected or greater standard in writing by the end of KS2.
G	Improve outcome across school in writing for all pupils, including those eligible for Pupil Premium funding.	Writing moderation with neighbouring school and LA	The agreement or moderation of assessment judgements is essential so that all those involved (e.g. teachers, pupils, parents and local authorities) can make effective use of the information. Moderation is used to ensure that the assessment judgements made for any one pupil are accurate, fair, comparable with those made for all other pupils in the same class, and consistent with those made in other classes and in other schools. (NFER)	Moderation Cost: Through SLA	Outcomes in writing for Pupil Premium children are below expectations. 50% of PP children in Year 2, and 37.5 of PP children in Year 6 are not on track to meet expected standards.	Autumn Term – Worked with LA moderator to assess writing progress in school. Spring Term – Internal writing moderation and work scrutiny held in school. Summer Term – 57.14% of PP pupils achieved expected or greater standard in KS1 writing. 80% of PP pupils achieved expected or greater standard in writing by the end of KS2.
G	Improve outcome across school in writing for all pupils, including those eligible for Pupil Premium funding.	Investment in Twinkl Handwriting resources	Joined, neat legible handwriting is an essential skill which must be taught to all children. A consistently high standard of writing is expected in order to foster a sense of pride and respect in work. Handwriting must be embedded across the curriculum , it must become an automatic process allowing	Twinkl subscription Cost: £300	Outcomes in writing for Pupil Premium children are below expectations. 50% of PP children in Year 2, and 37.5 of PP children in Year 6 are not on track to meet expected	Autumn Term – Regular handwriting lessons implemented in all year groups. Expectation that children should be joining handwriting in all written work, with most children now applying this. Spring Term – Regular handwriting lessons continue. All children in KS2 now joining writing. Majority of children in KS1 now joining their writing. Summer Term – 57.14% of PP pupils achieved

			children to record their thinking fluently and legibly. The National Curriculum makes a clear reference to handwriting and forms part of the expected standard at the end of KS1 and KS2.		standards.	expected or greater standard in KS1 writing. 80% of PP pupils achieved expected or greater standard in writing by the end of KS2.
G	Improve outcome across school in writing for all pupils, including those eligible for Pupil Premium funding.	Handwriting materials (books)	Joined, neat legible handwriting is an essential skill which must be taught to all children. A consistently high standard of writing is expected in order to foster a sense of pride and respect in work. Handwriting must be embedded across the curriculum, it must become an automatic process allowing children to record their thinking fluently and legibly. The National Curriculum makes a clear reference to handwriting and forms part of the expected standard at the end of KS1 and KS2.	Handwriting materials Cost: £51	Outcomes in writing for Pupil Premium children are below expectations. 50% of PP children in Year 2, and 37.5% of PP children in Year 6 are not on track to meet expected standards.	Autumn Term – Regular handwriting lessons implemented in all year groups. Expectation that children should be joining handwriting in all written work, with most children now applying this. Spring Term – Regular handwriting lessons continue. All children in KS2 now joining writing. Majority of children in KS1 now joining their writing. Summer Term – 57.14% of PP pupils achieved expected or greater standard in KS1 writing. 80% of PP pupils achieved expected or greater standard in writing by the end of KS2.
H	Safeguarding concerns identified and addressed quickly and effectively.	CPOMS	Schools play an essential role in protecting children for abuse. They have regular contact with children and young people so are in a strong position to identify signs of abuse and neglect (NSPCC) Additional support and concerns can be quickly identified and actions can be taken, e.g. meetings with parents, referrals to outside agencies.	CPOMS Cost: £645	Safeguarding concerns raised Number of Early Help Assessment forms submitted TAF, LAC and Child Protection meetings	Autumn Term – CPOMS being used by staff to report safeguarding concerns. Checked regularly by main keyholders. Spring Term – CPOMS being used by staff to report safeguarding concerns. Checked regularly by main keyholders. Summer Term – CPOMS being used by staff to report safeguarding concerns. Checked regularly by main keyholders.

H	Support provided to Pupil Premium pupils and their families.	PSA to provide support and advice to parents, liaise with other agencies and attend TAF meetings.	Schools play an essential role in protecting children for abuse. They have regular contact with children and young people so are in a strong position to identify signs of abuse and neglect (NSPCC) Families need support for social and emotional issues – their own and that of their children. The school’s PSA can provide support for families, working towards more positive outcomes.	PSA (6 hours) Cost: £6,660	Safeguarding concerns raised Number of Early Help Assessment forms submitted TAF, LAC and Child Protection meetings	Autumn Term – PSA supported several families in school. TAF meeting attended and First Contact referrals made where needed. Spring Term – PSA supported several families in school. TAF meeting attended and First Contact referrals made where needed. Summer Term – PSA supported several families in school. TAF meeting attended and First Contact referrals made where needed.
I	Increased attendance and punctuality for pupils eligible for Pupil Premium funding.	PSA to target poor attendance rates	CEDAR states: “The proportion of persistent absentees decreased by almost a quarter in schools with a PSA.” The PSAs’ impact on improving parents’ engagement with their children’s learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.	PSA (6 hours) Cost: £6,660	Persistent absentee rate for Pupil Premium pupils was 23.3%. The percentage of Pupil Premium absence is higher than that of non-pupil premium pupils (6.6%/4.0%)	Autumn Term – PSA monitoring attendance in school and taking appropriate action where needed (e.g. letters/phone calls home, referrals to EWO) Spring Term – PSA monitoring attendance in school and taking appropriate action where needed (e.g. letters/phone calls home, referrals to EWO) Summer Term – Attendance at 94.23% for PP pupils. Persistent absence for PP pupils at 2.23% and late attendance at 1.46%.
I	Increased attendance and punctuality for pupils eligible for Pupil Premium funding.	EAL support to communicate with families where English is an additional language.	CEDAR states: “The proportion of persistent absentees decreased by almost a quarter in schools with a PSA.” The PSAs’ impact on improving parents’ engagement with their children’s learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.	EAL Interpreter (6 hours) Cost: £240	Persistent absentee rate for Pupil Premium pupils was 23.3%. The percentage of Pupil Premium absence is higher than that of non-pupil premium pupils (6.6%/4.0%)	Autumn Term – EAL interpreter used effectively to communicate with PP children’s parents who have English as an additional language, to discuss attendance and punctuality issues. Spring Term – EAL interpreter used effectively to communicate with PP children’s parents who have English as an additional language, to discuss attendance and punctuality issues. Summer Term – Attendance for EAL pupils at 95.51%.

I	Increased attendance and punctuality for pupils eligible for Pupil Premium funding.	Attendance letters sent home to parents	CEDAR states: "The proportion of persistent absentees decreased by almost a quarter in schools with a PSA." The PSAs' impact on improving parents' engagement with their children's learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.	Admin and resource costs Cost: £200	Persistent absentee rate for Pupil Premium pupils was 23.3%. The percentage of Pupil Premium absence is higher than that of non-pupil premium pupils (6.6%/4.0%)	Autumn Term – PSA monitoring attendance in school. Letters sent home to parents to make them aware of current attendance rates. Spring Term – PSA monitoring attendance in school. Letters sent home to parents to make them aware of current attendance rates. Summer Term – Attendance at 94.23% for PP pupils. Persistent absence for PP pupils at 2.23% and late attendance at 1.46%.
I	Increased attendance and punctuality for pupils eligible for Pupil Premium funding.	Prizes for 100% attendance for pupils	CEDAR states: "The proportion of persistent absentees decreased by almost a quarter in schools with a PSA." The PSAs' impact on improving parents' engagement with their children's learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.	Prizes for children (each half-term) Cost: £360	Persistent absentee rate for Pupil Premium pupils was 23.3%. The percentage of Pupil Premium absence is higher than that of non-pupil premium pupils (6.6%/4.0%)	Autumn Term – PSA monitoring attendance in school. Prizes awarded for children attaining 100% attendance. Spring Term – PSA monitoring attendance in school. Prizes awarded for children attaining 100% attendance. Summer Term – Attendance at 94.23% for PP pupils. Persistent absence for PP pupils at 2.23% and late attendance at 1.46%.
I	Increased attendance and punctuality for pupils eligible for Pupil Premium funding.	Prizes for 100% attendance for families	CEDAR states: "The proportion of persistent absentees decreased by almost a quarter in schools with a PSA." The PSAs' impact on improving parents' engagement with their children's learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.	Termly prize for families (3x £20) Cost: £60	Persistent absentee rate for Pupil Premium pupils was 23.3%. The percentage of Pupil Premium absence is higher than that of non-pupil premium pupils (6.6%/4.0%)	Autumn Term – PSA monitoring attendance in school. Family prize awarded for children in family attaining 100% attendance. Spring Term – PSA monitoring attendance in school. Family prize awarded for children in family attaining 100% attendance. Summer Term – Attendance at 94.23% for PP pupils. Persistent absence for PP pupils at 2.23% and late attendance at 1.46%.

J	Provide support for low-income Pupil Premium pupils and their families.	Subsidised Breakfast club	Breakfast clubs can have a highly positive effect on attendance and punctuality. They can also have a positive impact on levels of engagement, concentration and behaviour for learning in children. This can improve academic outcomes (School Food Trust)	Subsidised breakfast clubs Cost: £1,800	Parent questionnaires Pupil questionnaires Meetings with parents	Autumn Term – High attendance of PP children at breakfast club. Spring Term – High attendance of PP children at breakfast club. Summer Term – High attendance of PP children at breakfast club.
J	Provide support for low-income Pupil Premium pupils and their families.	Subsidised After school provision	EEF evidence indicates that, on average, pupils make two additional months' progress per year from targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.	Subsidised after school clubs Cost: £2,300	Parent questionnaires Pupil questionnaires Meetings with parents	Autumn Term – Several after school club opportunities offered to children. Reasonable level of uptake from PP children. Spring Term – Several after school club opportunities offered to children. Good level of uptake from PP children. Summer Term – Several after school club opportunities offered to children. Good level of uptake from PP children.
J	Provide support for low-income Pupil Premium pupils and their families.	Ensure all aspects of the wider curriculum are accessed, e.g. residential visits, school trips.	Overall, studies of outdoor learning experiences consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning experiences make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)	Contribution towards regular school visits/visits Cost: £10,000	Parent questionnaires Pupil questionnaires Meetings with parents	Autumn Term – School visits/visitors paid for from school budgets to ensure all children have access to the wider curriculum. Spring Term – School visits/visitors paid for from school budgets to ensure all children have access to the wider curriculum. Summer Term – School visits/visitors paid for from school budgets to ensure all children have access to the wider curriculum.

K	Increased involvement of parents in supporting the reading of Pupil Premium pupils.	Reading Cafe	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. (EEF)	Teaching staff and refreshments Cost: £570	36% of Pupil Premium pupils did not achieved the expected standard in reading by the end of KS1.	Autumn Term – Reading café cancelled due to staff absence Spring Term – Reading café attended by 4 parents. Summer Term – 71.4% of PP pupils in Year 1 and 63.6% of PP pupils in Year 2 achieved the expected standard in reading.
K	Increased involvement of parents in supporting the reading of Pupil Premium pupils.	Increased range and availability of reading material linked to children's interests and understanding.	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes.	Greater range and breadth of reading materials, particularly for Early Years/ KS1 Cost: £3,750	36% of Pupil Premium pupils did not achieved the expected standard in reading by the end of KS1.	Autumn Term – Reading materials purchased to support Accelerated reading scheme in school Spring Term – Reading materials purchased to support Accelerated reading scheme in school Summer Term – 71.4% of PP pupils in Year 1 and 63.6% of PP pupils in Year 2 achieved the expected standard in reading.
L	Increased parental involvement in school	Family learning events, Parent workshops, Class presentations and Celebration events	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF)	Staffing costs Cost: £1,021	Parent questionnaires Meetings with parents	Autumn Term – Family learning events, topic assembly and workshops poorly attended by parents. Celebration assembly attendance continues to be high. Spring Term – Four families have signed up to attend the family cookery course. Celebration assembly attendance continues to be high. Summer Term – Attendance at Family Friday events, Father's Day activities and celebration assembly has risen.
L	Parents encouraged to seek support in relation to home/school liaison	PSA support for parent/carers through signposting, referrals to Harbour, outside agency support	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF)	PSA (6 hours) Cost: £6,660	Parent questionnaires Meetings with parents	Autumn Term – PSA supported several families in school, providing signposting and referrals, where needed, to other agencies. Spring Term – PSA supported several families in school, providing signposting and referrals, where needed, to other agencies. Summer Term – PSA supported several families in school, providing signposting and referrals, where needed, to other agencies.

11. Budget Summary

Desired Outcome		Cost
A	Pupils eligible for PP make progress in line with national expectations, particularly in reading and writing.	£1,730
B	Pupils eligible for PP in KS1 make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage	£6,392
C	Levels of resilience will be improved, shown through improved attainment and progress.	£2,760
D	Termly reviews, Parent and pupil SEND reviews and school tracking systems will show at least expected progress. Pupils will be better equipped with strategies to change and control their behaviours/responses to situations. Pupils with SEND eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage	£23,390
E	Fewer behaviour incidents recorded for these pupils on school systems impacting positively on progress and attitudes	£8,340
F	Pupils eligible for PP in Upper KS2 to make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage 2	£7,776
G	Pupils eligible for PP make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage	£989
H	Addressing safeguarding concerns and support for families will lead to emotional and behavioural regulation for PP pupils, allowing them to focus on school and make progress.	£7,305
I	Improve overall PP attendance in line with national expectations.	£7,520
J	Provide subsidised breakfast and after school clubs which target PP pupils to ensure basic needs are met and to enrich wider opportunities. Parents/ carers will know how to access additional	£14,100

	support.	
K	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	£4,320
L	Increased parental engagement ensuring that all children are supported and have their basic needs met.	£7,681
Total Budget Spent		£92,303

Additional Funding Supporting Provision	
Notional SEND funding - £543	

Governance			
Monitoring the Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor: Mrs Heather Airey			
Pupil Premium Committee Meeting	Autumn: October 2018	Spring:	Summer: July 2019
<p>Autumn Summary</p> <p>School currently has 68 PP pupils in school, and 33 pupils eligible for Early Years PP funding. Support offered from LA to create accurate and measurable PP strategy. School working as part of the LA PP working party. PP strategy has been created to identify current PP pupil issues and measures put in place to meet these needs.</p>			
<p>Spring Summary</p>			
<p>Summer Summary</p> <p>Outcomes shared with Governor.</p>			
Review Date		July 2019	