

# Pupil Premium Strategy Statement 2017-18

Pupil premium grant (PPG) is a government grant given in addition to main school funding. It is allocated to children from low income families who are currently known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months.

The percentage of **Blue School** pupils eligible for the Pupil Premium (PP) is approximately 6%

| Eligible pupils             | Early Years | Key Stage 1 | Key Stage 2 | Total |
|-----------------------------|-------------|-------------|-------------|-------|
| FSM                         | 5           | 3           | 16          | 24    |
| LAC/previously LAC          | N/A         | 1           | 1           | 2     |
| Both FSM and previously LAC | N/A         |             |             |       |

| Number of pupils & pupil grant (PPG) received   |                        |                            |
|---|------------------------|----------------------------|
| Total number of pupils on roll  | 451                    |                            |
| Total number of pupils eligible for PPG   | 26                     |                            |
| Amount of PPG received per pupil  | FSM £1300              |                            |
|   | PLAC/LAC £1900         |                            |
| Total amount of PPG received  | £35,480                |                            |
| Date of most recent PP review   | Summer 2017            |                            |
| Current attainment  | Pupils eligible for PP | Pupils not eligible for PP |
| %making progress in reading   | 76%                    | 92%                        |
| %making progress in writing   | 70%                    | 91%                        |
| % making progress in maths  | 73%                    | 85%                        |
| Summary of PPG spending 2017-18   |                        |                            |
| Barriers to future attainment for pupils eligible for PP  |                        |                            |
| <b>In school barriers</b>   |                        |                            |
| A. Children have poorer speech and language skills, also children with additional learning and special education needs  |                        |                            |
| B. Children have gaps in basic knowledge and understanding that need targeted support – such to help children attain greater depth in KS2 maths, English reading and English writing  |                        |                            |
| C. Lower self-esteem and self-confidence affecting learning behaviour   |                        |                            |
| D. Ensuring excellent teaching of PP pupils maintained  |                        |                            |
| <b>External barriers</b>  |                        |                            |
| E. Ensuring excellent attendance  |                        |                            |
| F. Ensuring home reading and homework is completed  |                        |                            |
| G. Opportunities to attend educational visits to extend knowledge and understanding   |                        |                            |
| H. Opportunities to take part in after school clubs due to low income   |                        |                            |
| <b>Objectives of Spending PPG</b>   |                        |                            |
| PPG expenditure has been aimed at raising attainment and progress for PP pupils by supporting their emotional stability, improving their basic skills, enriching their educational experience and developing their personal confidence and self-esteem. |                        |                            |

## Record of PPG spending by item/project 2017-18

| Item/Project  | Objectives  | Cost          | Impact Measures   |
|---|---|---------------|---|
| <b>Years 1-6</b><br>Additional hours of support according to the needs of each cohort in English and maths e.g. guided/individual reading, maths booster groups, writing booster groups, phonics, handwriting, intervention sessions in afternoon for these and other activities such as social skills, physical skills.<br><b>Equivalent to TA per year group x 2 afternoons</b> | <ul style="list-style-type: none"> <li>To accelerate progress in identified areas to narrow gaps with peers</li> <li>To increase percentage of disadvantaged pupils attaining at or above age-related expectations (ARE)</li> </ul>   | £16089        | <ul style="list-style-type: none"> <li>Key pupils to make accelerated progress to narrow gaps with peers</li> <li>Increased number of disadvantaged pupils reach ARE or above</li> </ul>                              |
| <b>Year 6</b><br><b>Focus group/team teaching for writing and Grammar</b><br>SLT: 2 hours   | To increase percentage of disadvantaged pupils attaining at or above age-related expectations (ARE) and narrow gaps with peers  | £3170         | <ul style="list-style-type: none"> <li>Key pupils to make accelerated progress to narrow gaps with peers</li> <li>Increased number of disadvantaged pupils reach ARE or above</li> </ul>                              |
| <b>Year 5 and Year 6</b><br><b>Additional staffing for individual and group work</b><br>TA: 16 hours  | To accelerate progress in identified areas e.g. language, writing, reading and numeracy to narrow gaps with peers   | £6523         | <ul style="list-style-type: none"> <li>Key pupils to make accelerated progress to narrow gaps with peers</li> </ul>   |
| <b>Year 6</b><br><b>Behaviour consultant (% of costs met through PPG)</b><br><b>Karen Kirkpatrick</b>   | <ul style="list-style-type: none"> <li>To develop pupils' social skills and mental well-being so that they are able to manage own attitudes to learning and behaviour</li> <li>To develop staff skills to meet the social, emotional and mental health needs of children in their care</li> </ul> | £2000         | <ul style="list-style-type: none"> <li>Pupils are better equipped to manage their own emotional well-being leading to better outcomes</li> <li>Staff better equipped to support pupils mental health needs</li> </ul> |
| <b>Reception to Year 6 LAC and others with emotional needs</b><br><b>More trained staff at lunchtime</b><br>TAs in role of SMSAs  | <ul style="list-style-type: none"> <li>To provide continuity of pastoral support for lessons/playtime with TAs available at lunchtime</li> <li>To ensure pupils are settled and happy ready to resume afternoon lessons</li> </ul>  | Met by school | <ul style="list-style-type: none"> <li>Pupils feel supported during the lunch hour and are ready for learning</li> </ul>  |
| <b>Reception to Year 6</b><br><b>Extra-curricular opportunities</b><br>Clubs/music tuition<br>School visits including residential Y6 school journey   | <ul style="list-style-type: none"> <li>To give all disadvantaged pupils access to clubs or music tuition through subsidised/free places</li> </ul>  | £4698         | <ul style="list-style-type: none"> <li>Pupils' experiences enriched and social skills developed</li> </ul>  |
| <b>Reception-Year 1</b><br>Phonics TA support   | <ul style="list-style-type: none"> <li>5 pupils to benefit from additional phonics group work.</li> </ul>   | £2000         | <ul style="list-style-type: none"> <li></li> </ul>  |
| <b>Nursery to Year 6</b><br><b>LAC pupils</b><br>Parent support met through SENCO for Inclusion   | <ul style="list-style-type: none"> <li>To develop home-school partnership with parents and carers of LAC pupils</li> </ul>  | Met by school | <ul style="list-style-type: none"> <li>Families feel well-supported with shared home school strategies to support both learning and behaviour and increased awareness of attachment and familial issues</li> </ul>    |
| <b>Volunteer Reading Scheme-Beanstalk-2 reading teachers</b>  | <ul style="list-style-type: none"> <li>To develop reading and comprehension skills</li> </ul>   | £1000         | <ul style="list-style-type: none"> <li>Pupils make progress and gaps are narrowed with peers.</li> </ul>  |