



Harlesden Primary School

Pupil Premium Grant Summary **Report 2018/19**

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. For the academic year of 2018-19, this remains at £1320 per pupil.

A provision is also made for children who have a parent in the armed services. Harlesden Primary School is committed to ensuring maximum progress for all groups of children and strives to close any gaps.

Harlesden Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes an identified governor having responsibility for Pupil Premium, the Pupil Premium Champion and Head Teacher leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors, ensuring that the school is held to account for the impact of spending.

The multi-faceted approach for the support of PPG pupils enables school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for this identified group which are substantially above those found nationally.

Key Priority

To ensure that the disadvantaged gap is closed by addressing inequalities and raising the attainment of those students in low-income families.

Barriers faced by disadvantaged pupils

In-school barriers:

- Poor communication skills.
- A significant number of our pupils have communication barriers linked to Speech and Language factors.
- Self-esteem and confidence is a barrier for some pupils, leading to reduced engagement in lessons and extra-curricular activities.
- Understanding of language and vocabulary is below expected for many disadvantaged pupils when they join the school and can slow progress across the curriculum.

External barriers:

- Limited resources available outside school to provide out of hours learning support.
- Difficulties with finances and access to social housing causing disruption and mobility.
- Limited educational experience of some parents/carers affecting out of hours learning support.
- Poor attendance has historically been a barrier.

The plan below details how the school will use the Pupil Premium Grant to address these barriers.

Expected outcomes (what do we expect to see):

Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences. All pupils in the target group who are currently underperforming because of the impact of their disadvantaged background will make substantial progress leading to narrowing of any attainment gaps.

School overview

NB: Disadvantaged means pupils eligible for Pupil Premium Grant.

	Financial Year	
	2017-18	2018-19
Number of pupils on roll	399	385
Number of disadvantaged pupils	154 (39%)	117 (30%)
Number of LAC eligible for PPG or pupils from Armed Services Families	0	1
PPG received per pupil	£1320/pupil	£1320/pupil
Total PPG received	£203,280	£154,440

Pupil Premium Grant Summary

Table 1: EYFS

<i>Showing percentage of pupils achieving GLD</i>	HPS 2018	National 2018
All (51pupils)	75 % (38 pupils)	71%
Disadvantaged (1 pupil)	100% (1 pupil)	72%
Other (50 pupils)	74% (37 pupils)	72%
School PP Gap	+26%	-
Gap to National	+28%	-

- The percentage of disadvantaged pupils attaining GLD in 2018 was 100% (+28% on National Cohort 2017).

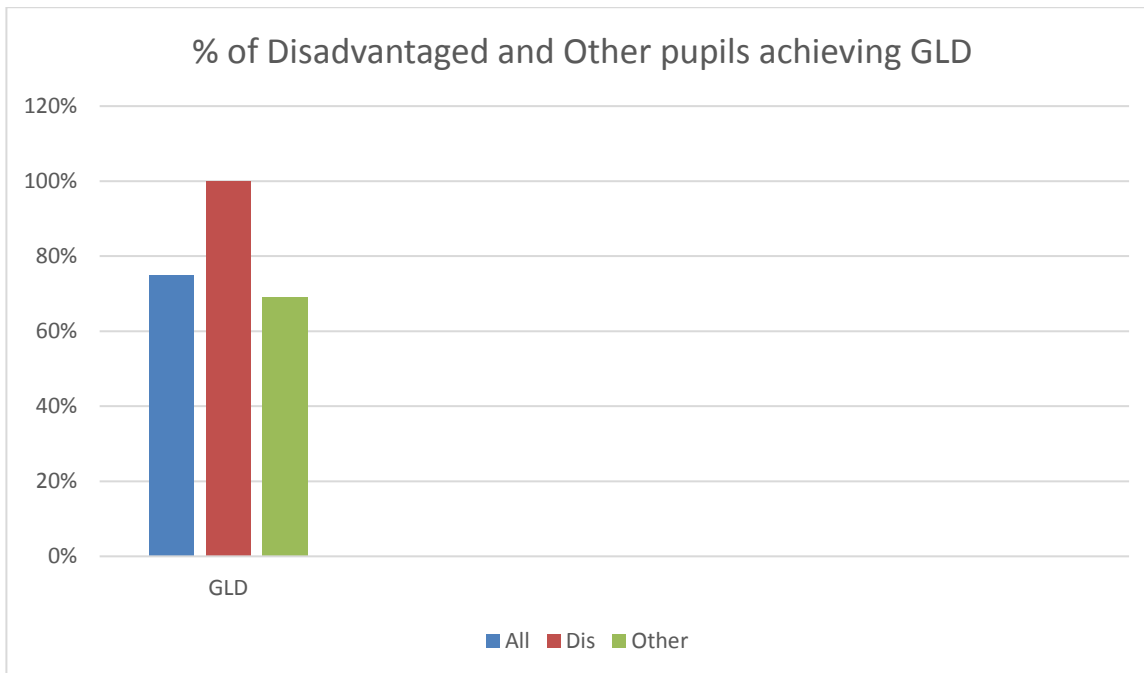


Table 2: Phonics - Pupils achieving the Expected standard in the Phonics Screening Test

Year 1	HPS 2018	National 2018
All (68 pupils)	79 % (54 pupils)	81%
Disadvantaged (10 pupils)	80% (8 pupils)	84%
Other (58 pupils)	79% (46 pupils)	84%
School PP Gap	+1%	-
Gap to National	-4%	-

Year 2	HPS 2018	National 2018
All (51 pupils)	92 % (47 pupils)	92%
Disadvantaged (9 pupils)	89% (8 pupils)	92%
Other (42 pupils)	93% (39 pupils)	92%
School PP Gap	-4%	-
Gap to National	-3%	-

- In Year 1, the percentage of Disadvantaged pupils achieving the Expected standards in phonics was 80% compared with the National Figure of 84%. This is a difference of -4%, 1 pupil who was a new arrival to the country.
- The school gap between Disadvantaged and Other pupils has narrowed and is a difference of +1 percentage point.
- In Year 2, the percentage of Disadvantaged pupils achieving the Expected standards in phonics was 89% compared with the National Figure of 92%. This is a difference of -3%, 1 pupil who was a new arrival to the country.
- The school gap between Disadvantaged and Other pupils has narrowed and is a difference of -4 percentage points.

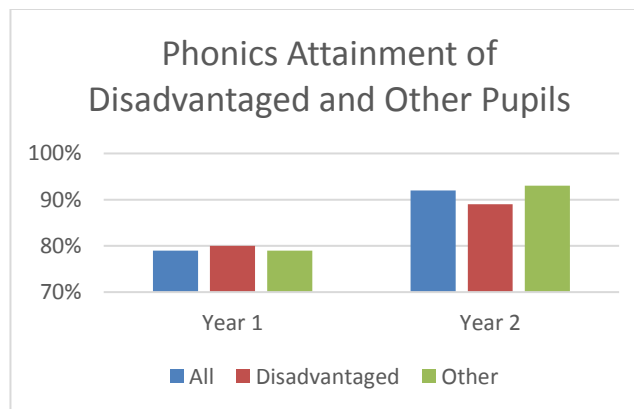


Table 3: KS1 Outcomes of Disadvantaged / Other Pupils

KS1 Outcomes 2017-18												
	Teacher Assessment						2018 National					
	Reading		Writing		Maths		Reading		Writing		Maths	
	At Expected	Greater Depth	At Expected	Greater Depth	At Expected	Greater Depth	At Exp.	Gr. Depth	At Exp.	Gr. Depth	At Exp.	Gr. Depth
All pupils	75% (38)	16% (8)	69% (35)	12% (6)	84% (43)	18% (9)	76%	25%	68%	16%	75%	21%
Disadvantaged pupils	78% (7)	11% (1)	67% (6)	0% (0)	67% (6)	0% (0)	79%	28%	72%	18%	79%	23%
Other pupils	74% (31)	17% (7)	69% (29)	14% (6)	88% (37)	22% (9)	79%	28%	72%	18%	79%	23%
School PP Gap	+4%	-6%	-2%	-14%	-21%	-22%						
Gap to National	-1%	-17%	-3%	-18%	-22%	-23%						

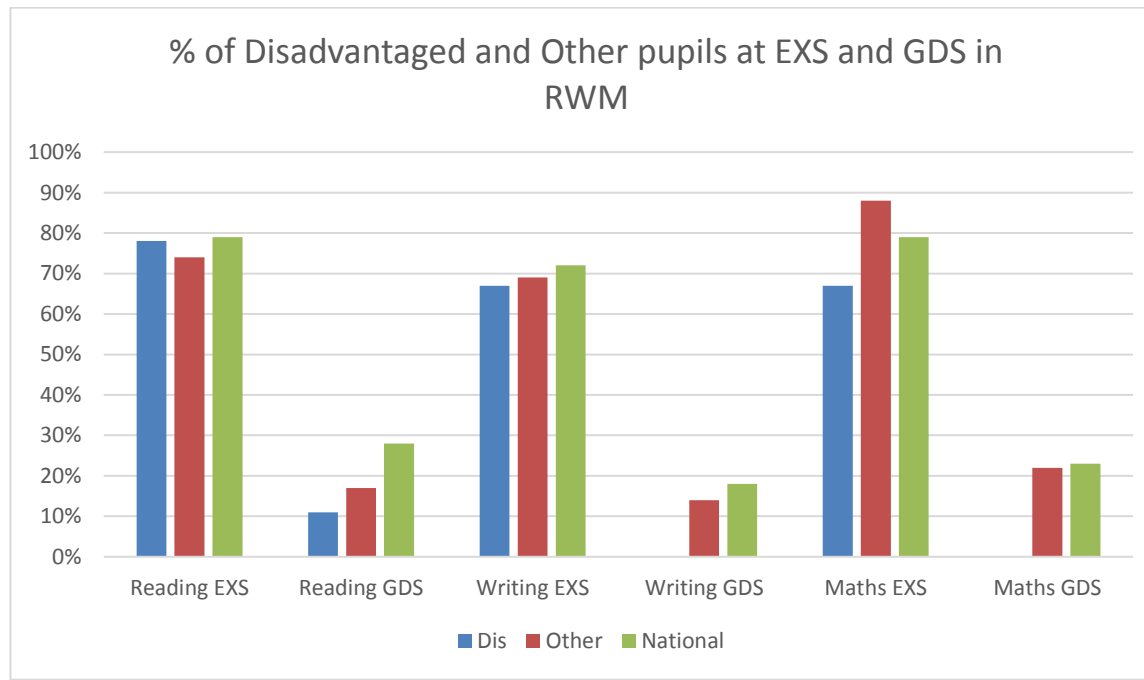


Table 4: KS2 Outcomes of Disadvantaged / Other Pupils

KS2 Outcomes 2017-18								
	Teacher Assessment						2018 National	
	All Pupils (30)		Disadvantaged Pupils (14)		Other Pupils (16)		Working At	Greater Depth
	At Expected	Greater Depth	At Expected	Greater Depth	At Expected	Greater Depth	At Expected	Greater Depth 2017
Reading Test	57% (17)	10% (3)	43% (6)	14% (2)	69% (11)	6% (1)	75%	25%
Writing TA	77% (23)	7% (2)	71% (10)	14% (2)	81% (13)	0% (0)	78%	18%
Maths Test	83% (25)	17% (5)	79% (11)	14% (2)	88% (14)	19% (3)	76%	23%
SPAG Test	67% (20)	30% (9)	64% (9)	43% (6)	69% (11)	19% (3)	78%	31%
Combined RWM	50% (15)	7% (2)	36% (5)	14% (2)	63% (10)	0% (0)	64%	9%
Science	80% (24)		79% (11)		81% (13)		82% (2017)	

In Table 4 it can be seen that by the end of KS2, the gap between Disadvantaged and Other pupils has narrowed in Maths, SPAG and Science.

Of the 14 Disadvantaged pupils, 8 are EAL, 2 are on the SEND register, 2 are on the Child Protection Register and 2 are on the schools' Safeguarding Concerns Record. Of the 16 Other pupils, 12 are EAL, 4 are on the SEND register, 1 is on a Child In Need Plan and 1 is on the schools' Safeguarding Concerns Record.

The data was re-run without 3 pupils, this included 1 Disadvantaged SEND pupil, 1 Disadvantaged pupil on the Child Protection register and 1 Other pupil with SEND needs and on the schools' Safeguarding concerns record. It can be seen in the table below that 75%+ of Disadvantaged pupils at HPS have achieved in line with, or Exceeded National Figures at Expected level in Writing, Maths, SPAG and Science; and 17%+ at Greater Depth level in Writing, SPAG and Combined RWM. The achievement of Other pupils is in line with National at Expected level but the gap between Disadvantaged and Other needs to be further narrowed.

KS2 Outcomes 2017-18								
	Teacher Assessment						2017 National	
	All Pupils (30)		Disadvantaged Pupils (12)		Other Pupils (15)		Working At	Greater Depth
	At Expected	Greater Depth	At Expected	Greater Depth	At Expected	Greater Depth	At Expected	Greater Depth 2017
Reading Test	57% (17)	10% (3)	50% (6)	17% (2)	73% (11)	7% (1)	75%	25%
Writing TA	77% (23)	7% (2)	83% (10)	17% (2)	87% (13)	0% (0)	78%	18%
Maths Test	83% (25)	17% (5)	92% (11)	17% (2)	93% (14)	20% (3)	76%	23%
SPAG Test	67% (20)	30% (9)	75% (9)	50% (6)	73% (11)	20% (3)	78%	31%
Combined RWM	50% (15)	7% (2)	42% (5)	17% (2)	67% (10)	0% (0)	64%	9%
Science	80% (24)		92% (11)		87% (13)		82% (2017)	

Table 5: Attendance of Disadvantaged / Other Pupils

Group	2017-18	Spring 2019
Disadvantaged cohort	95.5	96.1
Other cohort	94.7	96.4
School gap	+0.8	-0.3
Disadvantaged cohort comparison to National	+1.2	+0.3

- Disadvantaged pupil group attendance in Spring 2019 was 96.1% (95.5% in 2017-18) with Other pupils' group attendance at 96.4% (94.7% 2017-18).
- The gap in attendance was 0.8% in 2017-18 and is -0.3 in Spring 2018-19.

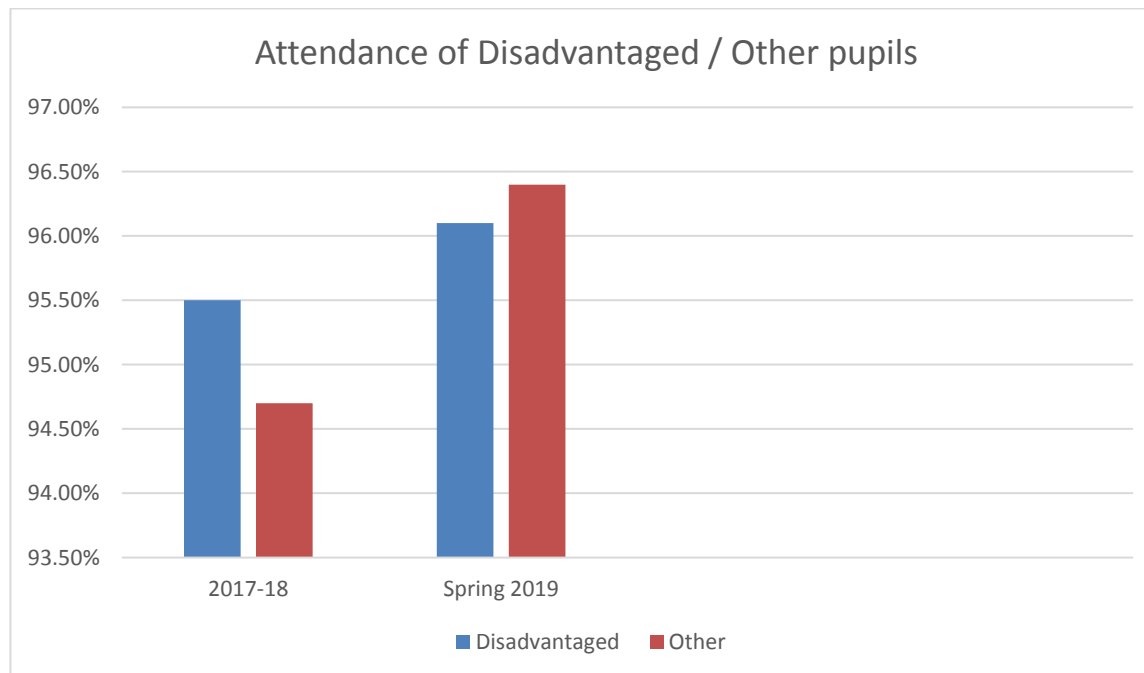


Table 6: Pupil Premium Grant Strategy 2018-19

Objective	Action	Rationale	Success Criteria	Cost	Review	Impact																																																
Accelerate the progress of disadvantaged/ vulnerable pupils, especially those at risk of underachieving.	Additional teacher support to target underachieving pupils. FTE 1.5xTeachers	Previous data analysis has shown good outcomes for disadvantaged pupils.	Pupils meeting/ exceeding progress targets.	£49,950	Termly	Year 3: <table border="1"> <thead> <tr> <th colspan="6">Autumn 2018 – 9 dis. pupils</th> </tr> <tr> <th colspan="2">R</th> <th colspan="2">W</th> <th colspan="2">M</th> </tr> <tr> <th>EXS</th> <th>GDS</th> <th>EXS</th> <th>GDS</th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>78% (7)</td> <td>0</td> <td>67% (6)</td> <td>0</td> <td>56% (5)</td> <td>0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="6">Spring 2019 – 11 dis. pupils</th> </tr> <tr> <th colspan="2">R</th> <th colspan="2">W</th> <th colspan="2">M</th> </tr> <tr> <th>EXS</th> <th>GDS</th> <th>EXS</th> <th>GDS</th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>55% (6)</td> <td>0</td> <td>45% (5)</td> <td>0</td> <td>45% (5)</td> <td>0</td> </tr> </tbody> </table> <p>Note: 1 EXS leaver and 2 additional dis. pupils.</p>	Autumn 2018 – 9 dis. pupils						R		W		M		EXS	GDS	EXS	GDS	EXS	GDS	78% (7)	0	67% (6)	0	56% (5)	0	Spring 2019 – 11 dis. pupils						R		W		M		EXS	GDS	EXS	GDS	EXS	GDS	55% (6)	0	45% (5)	0	45% (5)	0
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	Beanstalk 1:1 readers		Pupils more confident in reading and provided regular opportunities to practice.	£500	Termly	1 disadvantaged pupil took part in Beanstalk 1:1 reading, making a strong 2-3 levels of progress.																																																												
Improve learning behaviours by supporting vulnerable pupils through use of therapeutic support.	30% of full cost of Parent support officer (Mentoring, parent support, behaviour support etc.)	Impact in previous years on vulnerable at risk pupils e.g. improved attendance, behaviour and feedback	Attendance for targeted pupils	£8461	Termly	Well-being interventions: 18 pupils took part in well-being interventions. This focused on social skills and interaction, managing emotions, sensory support and general well-being/emotional support. Of these, 17/18 pupils (94%) made progress in the above areas.																																																												
	Art Therapy		Improved behaviour for targeted pupils				Improved achievement	£12,335	Termly	2 disadvantaged pupils took part in Art Therapy this year. 2/2 made progress in																																																								
Extend experiences and build confidence.	School contribution from PPG to subsidise families at	The impact of pupils attending school trips in		£4236	Ongoing																																																													

	risk of not attending day or residential trips through financial disadvantage	terms of PSED and other educational experiences.				
	School contribution from PPG to subsidise additional music lessons for PPG pupils who wish to take part	Pupils with a talent for a particular musical instrument are not prevented from taking part due to financial constraints	High level of instrumental tuition uptake	£1500	Ongoing	
Total planned PPG expenditure 2018/19						£176,411
Total profiled PPG income for 2018/19						£154,440

Plans for future funding include:

- Continue to develop the provision of support for lunchtime activities to ensure that all disadvantaged pupils are given the opportunity to develop their personal skills including pupil-led clubs and activities including Lego Clubs.
- Closing the attainment gap at expected and greater depth standard.
- Mental health awareness training for all staff and the employment of a play therapist to support disadvantaged pupils.

Tracking and Intervention:

The progress and achievement of all pupils is monitored at key points in the academic year. Any pupil (disadvantaged or not) who is in need of intervention is identified and the necessary support is put in place. This is led by the Headteacher, the SLT and SENCo through regular meetings and discussions. Pupil Asset is used to analyse assessment data and to highlight differentials in performance and impact of interventions.

Resources and Staffing:

The contribution from Pupil Premium will continue to provide a range of intervention programmes to help children reach their full potential in Literacy and Numeracy, e.g., RWI, Destination Reader, SALT, dyslexia support, SEN Manager, Behaviour Manager, Art Therapist, mental health awareness training, lunchtime and afternoon groups to support pupils' self-esteem, attitudes to learning, sense of wellbeing and enjoyment of school.



Harlesden Primary School

Pupil Premium Grant Strategy 2019/20

Focus	Barrier	Action	Targeted pupils	Cost from PPG funding	Monitored by	Success criteria / impact
<p>Ensure gaps close between disadvantaged and other pupils and remain above National 2019.</p> <p>Accelerate progress of Disadvantaged Mobile pupils in Reading.</p>	<p>Attainment of KS1 and KS2 disadvantaged pupils at GDS in Reading, Writing and Maths.</p> <p>KS1 GDS Reading: 8% (1/12) Writing: 8% (1/12) Maths: 17% (2/12)</p> <p>KS2 GDS Reading: 4% (3/71) Writing: 3% (2/71) Maths: 6% (4/71)</p>	<p>Additional support to target underachieving pupils.</p> <p>0.5 x AHT delivering interventions.</p> <p>Teaching support for identified groups of pupils at the Greater Depth standard. Maths and English support from skilled teachers for disadvantaged pupils, particularly focusing on securing concepts and maximizing progress.</p>	<p>KS1 and KS2 potential dis. pupils</p>	<p>£38,171</p>	<p>HT, DHT AHTs, Govs</p>	<p>Raised attainment and achievement across the school in English and Maths, particularly at GDS.</p> <p>Ensure that all teaching is never less than good over time, maximizing achievement and progress gains for disadvantaged pupils.</p> <p>Closed attainment gaps at greater depth at KS1 for disadvantaged pupils in Reading (from -20% to 0% by July 2020) Writing (from -10% to 0% by July 2020) Maths (from -6% to 0% by July 2020).</p>
	<p>Attainment of KS1 and KS2 disadvantaged pupils at EXS in Reading, Writing and Maths.</p>	<p>Use of teaching assistant support to target individual and small groups of pupils underperforming.</p> <p>FTE 4x TA</p> <p>Support in class for all year groups from trained Teaching Assistants, developing focussed reading,</p>	<p>KS1 and KS2 pupils</p>	<p>£94,000</p>	<p>HT, AHT and Governors Curriculum committee</p>	<p>Raise self-confidence and increase participation/motivation for targeted pupils especially the mobile disadvantaged pupils. The percentage of disadvantaged pupils will achieve at greater depth across subjects in line with peers. NTS disadvantaged pupils in KS1 will make substantial progress within the first academic year of attendance to achieve at least Expected. Maths gaps at greater depth in KS1</p>

	<p>KS2 EXS Reading: 65% (46/71) Writing: 56% (40/71) Maths: 66% (47/71)</p>	<p>writing and maths interventions to secure depth of understanding in concepts across subjects for disadvantaged pupils. Support for new to school disadvantaged pupils to ensure substantial progress to bring their attainment in line with peers within the first year of attendance.</p> <p>Phonics interventions Reception to Yr6, staffing costs and training. Read, Write, Inc. Phonics Leader, teaching and support staff to review, evaluate and assess progress of groups on a half termly basis. Phonics support staff to work with Phonics Leader to plan effective interventions for identified disadvantaged pupils to address gaps.</p>				<p>are narrowed; gaps in other subjects remain closed. Reading and maths gaps at greater depth in KS2 are closed; gaps in other subjects remain closed.</p> <p>Phonics and reading skills are embedded, being used independently and with confidence by pupils. Disadvantaged pupils make substantial progress in R and W from starting points to achieve in line with or better than other peers. All disadvantaged (especially new to school and more able pupils) make substantial progress to pass phonics screening test in Year 1 (or Year 2 if new to school or retaking).</p>
	<p>KS2 EXS Reading: 65% (46/71) KS2 GDS Reading: 4% (3/71)</p>	<p>Beanstalk 1:1 readers</p>	<p>Y4,5,6 dis. pupils</p>	<p>£500</p>		<p>Through regular reading opportunities, pupils have made progress from their starting points and are more confident readers.</p> <p>INSERT DATA</p>
<p>Ensure that staff are well-equipped and have good knowledge to support</p>	<p>Whole school focus on differentiated and challenge.</p>	<p>Continuing Professional Development for all support staff. Professional Development program for Teachers and Teaching Assistants to develop a clear understanding of differentiation for pupils to achieve expected outcomes in reading, writing and maths, with a focus on securing and applying</p>	<p>All Years</p>	<p>£1000</p>	<p>HT/DHT / AHTs / Governors Curriculum Committee</p>	<p>Disadvantaged pupils (including PMA pupils) make substantial progress from starting points and therefore achieve at expected level and greater depth across all subjects in line with National Other. Reading – writing gap at greater depth is closed; gaps between disadvantaged pupils and other pupils in reading and maths are closed. 50% reduction in behaviour incidents recorded for disadvantaged pupils.</p>

<p>the attainment and progress of Disadvantaged pupils.</p>		<p>arithmetic skills across a range of concepts; maths reasoning and fluency; continue to develop the understanding and use of vocabulary in reading comprehension and writing.</p>				<p>Disadvantaged pupils will demonstrate greater confidence and resilience in learning and in relationships with others.</p>
<p>Improve the learning behaviours of vulnerable disadvantaged pupils.</p>	<p>Disadvantaged pupils attendance 2018 was 95.4%</p>	<p>30% of cost of Parent Support Officer Monitoring of the attendance and punctuality of disadvantaged pupils. Mentoring parents and providing support.</p>		<p>£9461</p>		<p>Improved attendance. Vulnerable disadvantaged pupils make sustained and substantial progress in Reading, Writing and Maths. Improved behavior of targeted pupils.</p>
		<p>Staff to receive Behaviour Management training. Two staff members completing Emotion Coaching training.</p>	<p>Staff</p>	<p>In house</p>	<p>AHT / External</p>	<p>50% reduction in behaviour incidents recorded for disadvantaged pupils.</p>
		<p>Staff to receive Mental Health First Aid training.</p>	<p>Staff</p>	<p>£1000</p>	<p>AHT</p>	<p>Staff are confident in supporting the mental state of disadvantaged pupils and understand the complexity of the needs of some pupils.</p>
<p>Support Disadvantaged pupils at lunchtimes in the playground.</p>	<p>52% (53) of Disadvantaged pupils identified as struggling with SEMH and Communication and Interaction.</p>	<p>Lunchtime Nurture club and playground activities. Nurture Club for pupils who find the playground difficult to cope with, particularly focussing on disadvantaged SEN pupils identified as needing to develop social skills and friendships. New funding to support pupil-led Lego Clubs to support the development of social skills for disadvantaged pupils. Training for Playpals and funding for equipment to support pupil led games within the playground. Focus for disadvantaged pupils to</p>	<p>All pupils</p>	<p>£8491</p>	<p>AHT / Well-being leader</p>	<p>Pupils are more confident in socializing with others and are supported in making positive relationships.</p>

		lead this and to engage younger pupils.				
Provide pupils with a range of experiences and promote their confidence.	A need for investing in the cultural capital of Disadvantaged pupils.	School contribution from PPG to subsidise families at risk of not attending day or residential trips due to financial disadvantage.		£4000		The impact of pupils attending schools trips in terms of PSED and other educational experiences.
		School contribution from PPG to subsidise additional music lessons for PPG pupils who wish to take part.		£1500		Pupils with a talent for a particular musical instrument are not prevented from taking part due to financial constraints.
	Pupils expressed an interest in more leadership opportunities across the school.	Leadership opportunities. Development of opportunities for disadvantaged pupils to lead and take on responsibilities within school, also developing resilience, being proactive, etc. to prepare pupils for the wider world. Non-contact time for staff to build a programme of opportunities including wider impact through pupil voice led projects.	Upper KS2	£200	AHT	Set up Digital Leaders and E-Safety Ambassadors and provide the pupils with relevant training/ experiences for the post. Pupils to visit Westminster to speak to Minister Margo James. Play / lunchtime leaders.
Total planned PPG Expenditure 2019/20				£158,323		
Total profiled PPG income for 2019/20				£134,640 (estimate 102 x £1320)		

What is the National Expectation?

From 2015-16, schools have been able to use a variety of assessment tools to measure the progress of pupils, although pupils in Year 2 and Year 6 will continue to be assessed using standardised tests.

We continue to use Pupil Asset to track and evaluate our pupil progress and attainment. We aim to support this with the use of termly NFER tests linked to the new national curriculum standards. Aspirational targets will continue to ensure that our pupils [all groups] achieve more than expected from starting points and therefore demonstrate that they are ready for the next stage of their education. Please see our Assessment Policy for details.