

## Pupil Premium Strategy 2018-19

59 pupils = approx. £77,880

<p><b><u>Identified barriers to Learning:</u></b></p> <ul style="list-style-type: none"> <li>Low levels of parental engagement</li> <li>Low levels of motivation or self esteem</li> <li>Home- lower levels of literacy and oracy skills</li> <li>Lower starting points</li> <li>Lower levels of attendance</li> <li>Inconsistent behaviour expectations out of school</li> </ul>	<p><b><u>Key Strategies to be employed during 18-19 (breakdown in table below)</u></b></p> <ul style="list-style-type: none"> <li><b>Teaching:</b> Additional teaching input and boosters to fill knowledge gaps</li> <li>Use of <b>targets</b> through CT, LBM and associated rewards</li> <li>Improved <b>curriculum engagement</b> through exciting inputs and opportunities for visits and visitors</li> <li><b>Heightened aspirations:</b> partnership with local secondary schools, peer assisted learning with secondary students.</li> <li><b>Nurture and wellbeing:</b> Use of ‘enrichment’ time within curriculum to include Forest school, gardening and art projects.</li> </ul>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Barriers to learning	Focus	Breakdown of strategies and Costs	£	Success Criteria	Evaluation							
Low levels of parental engagement	Engaging parents	<ul style="list-style-type: none"> <li>Staffed home learning club for parents and children</li> <li>Phonics and maths workshop</li> <li>Use of ‘Community Hub’ to run parenting, literacy skills and other courses</li> <li>‘Read with me’ parent workshop</li> <li>‘Learn with Us’ parent-pupil workshops, termly</li> </ul>	£900	Parental engagement levels rise, with at least 85% of parents saying they agree that the school: <i>‘responds well to concerns raised’, ‘receive valuable information about their child’s progress’ and ‘feel engaged in their child’s learning’.</i>	<b>Parent Survey results</b>							
					% agreeing	March 2018		March 2019				
					<i>Responds well to concerns</i>							
					<i>Receive valuable information</i>							
Lack of behaviour expectations	Improving behaviour for learning	<ul style="list-style-type: none"> <li>Employing a learning behaviour mentor to act as a ‘significant adult’ for each PP child- LBM salary (0.6)</li> <li>Nurture groups to support children with low self-esteem and at risk of exclusion</li> <li>Behaviour rewards</li> <li>Purchase of learning equipment to engage children in both playgrounds</li> </ul>	£14,073	Detentions/ consequences (and the number of children receiving them) reduce term on term  Behaviour is rated ‘good’ or better at inspection/ KCC visits.	<b>‘Consequences’ Received (no. of children)</b>							
					17-18			18-19				
					T5	T6	T1	T2	T3	T4		
Low starting points and less support with	Raising achievement	Basic needs	£1,900	Pupils come to school on time and ready to learn.								
					Writing outcomes for PP							

		Improving outcomes in spoken English, reading and writing	<ul style="list-style-type: none"> <li>1:1 reading support for PP children and use of 'Better Reading Partners' TA salary 0.4)</li> <li>Talk Boost (oral language intervention) used in EYFS and KS1</li> <li>Accelerated Reader programme to assess comprehension and ensure chosen reading books are appropriately challenging</li> <li>Additional teacher support and boosters- 0.2 CT salary</li> <li>1:1 conferencing for pupil targets- LBM/ CT</li> </ul>		<p>75% of PP children to have reached age related expectations (ARE) in writing and reading by July 2018.</p> <p>Year 1 phonics screen results are in line or above national average.</p> <p>The gap between the % of PP and non-PP in EYFS reduces in terms of the % of children on track to reach their GLD (good level of development)</p>	<table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>T2</th> <th>T4</th> <th>T6</th> </tr> </thead> <tbody> <tr><td>Y1</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y2</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y3</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y4</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y5</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y6</td><td></td><td></td><td></td><td></td></tr> <tr> <th colspan="5">Reading outcomes for PP</th> </tr> <tr> <th></th> <th>Baseline</th> <th>T2</th> <th>T4</th> <th>T6</th> </tr> <tr><td>Y1</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y2</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y3</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y4</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y5</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y6</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		Baseline	T2	T4	T6	Y1					Y2					Y3					Y4					Y5					Y6					Reading outcomes for PP						Baseline	T2	T4	T6	Y1					Y2					Y3					Y4					Y5					Y6				
	Baseline	T2	T4	T6																																																																													
Y1																																																																																	
Y2																																																																																	
Y3																																																																																	
Y4																																																																																	
Y5																																																																																	
Y6																																																																																	
Reading outcomes for PP																																																																																	
	Baseline	T2	T4	T6																																																																													
Y1																																																																																	
Y2																																																																																	
Y3																																																																																	
Y4																																																																																	
Y5																																																																																	
Y6																																																																																	
		Improving outcomes in maths, including reaching mastery	<ul style="list-style-type: none"> <li>Mad Maths problem solving with Cranbrook School students</li> <li>Staff CPD on "Quality First" teaching and learning on 'mastery' teaching and marking</li> <li>Additional teacher support and boosters- 0.2 CT salary</li> <li>1:1/ 1:2 tutoring to fill knowledge gaps in maths</li> <li>Use of digital resources providing feedback, e.g. Mathsletics</li> <li>1:1 conferencing for pupil targets- LBM/ CT</li> </ul>	£11,300	<p>75% of PP children to have reached age related expectations (ARE) in maths by July 2018.</p> <p>An average of 5% to 10% of PP pupils are 'exceeding' against curriculum standards by July 2018.</p>	<table border="1"> <thead> <tr> <th colspan="5">Maths outcomes for PP (Exceeding in brackets)</th> </tr> <tr> <th></th> <th>Baseline</th> <th>T2</th> <th>T4</th> <th>T6</th> </tr> </thead> <tbody> <tr><td>Y1</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y2</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y3</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y4</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y5</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y6</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Maths outcomes for PP (Exceeding in brackets)						Baseline	T2	T4	T6	Y1					Y2					Y3					Y4					Y5					Y6																																							
Maths outcomes for PP (Exceeding in brackets)																																																																																	
	Baseline	T2	T4	T6																																																																													
Y1																																																																																	
Y2																																																																																	
Y3																																																																																	
Y4																																																																																	
Y5																																																																																	
Y6																																																																																	
Low attendance	Raising attendance	<ul style="list-style-type: none"> <li>FCM to support parental engagement/attendance- FCM salary</li> <li>'Perfect attendance' family awards and other attendance incentives</li> <li>Prompt action taken to promote good attendance of PP children with link to significant adult to ensure behaviour expectations are enforced- FCM</li> </ul>		£23,847	<p>School attendance for the disadvantaged group is raised to 95% or above by July 2018.</p> <p>The proportion of disadvantaged 'persistent absentees' (PA) reduces from the previous year.</p>	<table border="1"> <thead> <tr> <th colspan="7">Attendance (term on term) of PP group</th> </tr> <tr> <th></th> <th>T1</th> <th>T2</th> <th>T3</th> <th>T4</th> <th>T5</th> <th>T6</th> </tr> </thead> <tbody> <tr> <td>%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>% of PA</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Attendance (term on term) of PP group								T1	T2	T3	T4	T5	T6	%							% of PA																																																					
Attendance (term on term) of PP group																																																																																	
	T1	T2	T3	T4	T5	T6																																																																											
%																																																																																	
% of PA																																																																																	

Low self esteem Low aspirations and lo	Providing a rich curriculum & real experiences	<ul style="list-style-type: none"> <li>Financial support for school trips/visiting speakers</li> <li>Support with school uniform, as required</li> <li>Investment into creative curriculum so as to ensure topics are meaningful and interesting (£50 a term, per class)</li> <li>New 'SHINE' enrichment sessions curriculum (art, cookery, gardening)</li> </ul>	£3,900	Children show greater levels of wellbeing and further motivation to approach learning with positivity.	
	Increasing motivation	<ul style="list-style-type: none"> <li>A 'significant adult' or mentor to be attached to each PP child- LBM</li> <li>Home Reading Heroes prizes</li> <li>Growth Mindset workshops</li> <li>Purchase of appropriate and relevant texts for library and topic work</li> </ul>	£1,600	Pupils are motivated to achieve and talk positively about their targets and next steps in learning.	Evidenced through OFSTED, governor monitoring, SLT drop-ins to discuss targets with pupils.
	Raising aspirations	<ul style="list-style-type: none"> <li>Partnering UKS2 pupils with Cranbrook school students to work on targets</li> <li>1:1 conferencing with LBM/ CT with rewards for meeting targets. Target token reward sessions, e.g. a range of extra- curricular activities and visits to broaden horizons</li> <li>Home visits when pupil starts in EYFS</li> <li>Y5- visits to local secondary schools</li> </ul>	£1,243	Pupils aim to fill 'target token' reward pots and receive outings and extra curricular activities as a result of improved efforts.	
	Nurture and wellbeing	<ul style="list-style-type: none"> <li>Running Forest School to develop confidence and self esteem</li> <li>Creation of garden area to grow vegetables and use of outdoor art projects</li> </ul>	£2,500	Wellbeing and involvement levels increase following Forest School sessions and Play therapy sessions (as shown through Leuven scales).	
TOTAL: £75,023					