



Pupil premium strategy statement 2018 – 2019

Pupil Premium Governor
Mrs Emms

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 is eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After, or CLA), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

We have a clear, strategic approach to the use of specific Pupil Premium Funding (PPF) 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 maximise progress.

Strong leadership systems ensure that PPF has the necessary impact. This includes an identified governor having responsibility for Pupil Premium, the Disadvantaged Champion (referred to as DC) leading the development plan and a coordinated senior leadership approach to implementing plans.

The Pupil Premium Funding (PPF) 2018-2019 provides funding for:

Raising the attainment of disadvantaged pupils and closing the gap with their peers; and supporting children and young people with parents in the regular armed forces.

The PPF per pupil for 2018-2019 is as follows:

- Pupils in Year Groups Reception to Year 6 recorded as having free school meals at any point in the previous 6 years are allocated £1,320
- Any pupil who is classed as a 'Looked After Children' (LAC) is allocated £2,300
- Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order £2,300
- Pupils in Year Groups Reception to Year 6 recorded as having been a Service Child or in receipt of a child pension from the Ministry of Defence in the last 5 years £300

Principles

At Nafferton Primary School (NPS):

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We recognise that some children on receipt of FSM will be on the Able, Gifted and Talented (AGT) register and we will ensure these children will be catered for.
- It must be recognised that at NPS the amount of pupils on the FSM register is 19%, which is on an increasing trend over recent years.
- There are currently three post-CLA and three service children on roll.
- An on-going database lists those children in receipt of PPF in order to establish a time frame for identifying needs and monitoring the impact.

Summary Information	
Total number of pupils	
Number of pupils eligible for PP	53 pupils
Service	5 pupils
Post LAC	3 pupils
Total PP Budget	£78360

Year	Allocation
2018-2019	£78360
2017-2018	£65,580
2016-2017	

The Pupil Premium Grant for the Academic Year 2018-2019 is estimated to be £78360

and will be utilised to provide:

- Quality First Teaching in the classroom environment for all children
- Raise aspiration through a variety of programmes and activities.
- A designated Parent Support Advisor to support the pastoral needs of children.
- Additional teaching and learning opportunities provided through curriculum enhancement;
- Review intervention programmes to ensure maximum impact;
- Development of programmes and workshops for children and parents, and bespoke interventions to enhance progress;
- Head Teacher, DC, Parent Support Advisor (PSA) and relevant bodies to review and further develop initiatives for children and parents in collaborative working with the school to ensure the children's potential is met.

Barriers to Learning (for pupils eligible for PP)

1. Attendance issues for a number of PP children.
2. Behaviour for Learning - perseverance and attitude to learning – the ability to commit to a longer task and short term, challenging tasks through to completion. Be ready for School, appropriate equipment and kits.
3. Rates of progress – the number of children making accelerated progress across school.
4. Access to extra-curricular activities – educational experiences such as trips, music lessons and participation in physical activities.

Desired outcomes 2018-2019 and how they will be measured

Below are some examples of provision the school may use. Decisions on participation are made throughout each year based on assessment and capacity.

- Providing small group work and individual 1-1 tuition, with an experienced member of staff, focused on overcoming gaps in learning.
- Additional teaching and learning opportunities provided through a qualified teacher, teaching assistants or external agencies.
- Specific intervention programs e.g. supporting children to overcome problems caused by dyslexia.
- Acquiring effective materials aimed at raising standards, particularly in reading and mathematics.
- Support in attending trips or extra-curricular activities.
- Support in purchase equipment to aid learning and building self-esteem.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at **Number of pupils and pupil premium grant (PPG) received** least age related expectations. Initially this will be in English and Maths.

To monitor progress on attainment, we have a robust cycle of data collection and tracking, which is used to inform pupil progress and enable early identification of need, support and appropriate intervention. Pupil progress meetings are held termly and more regularly if concerns are raised.

At each review of this strategy, the school will review the impact of actions taken and will plan how the funding will be specifically allocated over the next phase.

Pupil Premium has an allocated Governor with responsibility for this area and the funding and impact is a regular item on the Pupil Welfare, Curriculum and Standards and Finance Committees.

Barrier to Learning	Action	Success Criteria
<p>1.Attendance issues for a number of PP children.</p>	<p>Children eligible for PP are motivated and learning from these experiences, this will be gained through pupil feedback. Children’s attendance to be tracked to ensure an increase can be seen.</p>	<p>Progress across the school for children eligible for PP will match their peers, unless they are SEND.</p>
<p>2. Behaviour for Learning issues for a small group of children, perseverance and attitude to learning – the ability to commit to a longer task and short term, challenging tasks through to completion. Be ready for School – appropriate equipment and kits.</p> <p>3 Rates of progress – the number of children making accelerated progress across school.</p>	<p>Through tracking of on-going progress, identified children will have extra support. These children will make the same level of progress as their peers. Teacher assessments and interventions will be monitored. New documentation to be implemented to monitor progress half –termly. Individualised plans to be created to aids children’s progress and support their needs. Those staff who have been trained to deliver ELSA will work with identified children including PP to support social and emotional needs</p>	<p>Pupil Premium Champion will have attended training and cluster meetings with information and findings shared.</p> <p>Staff to expect success and promote challenge which will be discussed in CPD and target setting.</p> <p>Individual needs will be catered for e.g. water bottles, PE kits.</p> <p>Delivery of effective interventions will show an improvement from the initial review to the final review.</p> <p>ELSA delivery to individual children will have developed confidence an participation in school activities.</p> <p>Monitoring by HT of impact and effectiveness in the improvement of individual social and emotional issues.</p>
<p>4 Access to extra-curricular activities and educational experiences such as trips, music lessons and participation in physical activities.</p>	<p>Educational experiences will be chosen to achieve the learning and enjoyment experience as well as best value.</p>	<p>Monitor uptake and feedback, termly.</p>

Barrier to Learning	Action	Cost	Lessons Learned
1	<p>Attendance</p> <ul style="list-style-type: none"> • Release time for PSW and School admin staff to review attendance and policy to be followed. PSW to support role –support/ meetings with identified parents and children. 		
2 & 3	<p>Review of Interventions</p> <ul style="list-style-type: none"> • Increase in support staff to enhance provision by leading small group interventions to support quality first teaching – ensuring transferable skills. • Intervention groups built from target groups of children to develop basic skills. <ul style="list-style-type: none"> ○ review results, ○ identify needs, ○ audit of resources ○ identify available staff ○ review interventions ○ Speaking and listening ○ Wake and Shake <p>ELSA</p> <ul style="list-style-type: none"> ○ Ongoing review by lead staff member - 1 afternoon release for LR. 		
2 & 3	<p>Reading</p> <ul style="list-style-type: none"> • Introduce a range of new and interesting routes into reading and writing to inspire under-achieving eligible pupils. <ul style="list-style-type: none"> - Reading café - Get Caught Reading scheme - Book Fair(s) - World Book Day – costumes etc - Introduction and encouragement of Recommended Reads - SATs and Reading workshops for phases - Reading initiative across the school 		

2 & 3	<p>Class Size</p> <ul style="list-style-type: none"> • Smaller adult / pupil ratio in Year 2 and extra support in Year 5 and 6. <ul style="list-style-type: none"> ○ Percentage of staff pay supported through Pupil Premium budget ○ Plus a Teaching Assistant per year group. ○ Plus support of additional adults available during the year such as volunteer reading support and GPS support 		
1, 2, 3 & 4	<p>Appointment of Disadvantaged Champion</p> <ul style="list-style-type: none"> • Appoint DC lead • New Phase Leaders • Continue to raise profile of E6. <ul style="list-style-type: none"> - Training and release time for DC • Release time for Phase Leaders to monitor and work with staff and children. • Attendance and Driffield cluster meetings. 		
2,3 & 4	<p>Trips and Clubs</p> <ul style="list-style-type: none"> • Use of Pupil Premium, Sports Premium and School Funds to subsidise school trips and events for eligible pupils. <ul style="list-style-type: none"> ○ Residential trip (£500 + £900 Sports Premium) ○ KS1 Outdoor Play area to be developed – continuous provision. ○ Outdoor learning provision ○ Additional activities • Forest Schools – extension of class based activity to extra-curricular activity. • Training of staff for Forest Schools 		
1,2 & 3	<p>Investors in Pupils</p> <ul style="list-style-type: none"> • Development of and work towards Investors in Pupils award. <ul style="list-style-type: none"> ○ Support those children who might need extra help to achieve targets. ○ Ongoing - enhance and wider promote initiative. ○ Children set their own targets 		

	<ul style="list-style-type: none"> ○ Children encouraged to work on their targets at home as well as at school ○ Quality mark – October ● Targets include reading time at home, Key Instant Recall Facts (KIRFs) and practicing spellings. 		
1, 2, 3 & 4	<p>Development of Home / School relationships and communication.</p> <ul style="list-style-type: none"> ● ‘50 reads’ incentive (including letter home to parents) ● Weekly and termly newsletters (year group appropriate) ● Parents’ evenings ● 1:1 contact through PSA and DC as necessary (release time for PSA and DC) ● Enhance of transition activities. ● Review activities that vulnerable parents attend – feel comfortable attending. 		
1, 2, 3 & 4	<p>Behaviour for Learning</p> <ul style="list-style-type: none"> ● Investors in Pupils ● Phase Leaders and new phase structure ● Transition ● Review of needs: <ul style="list-style-type: none"> -Identify needs of children – water bottles/ clothing / PE kits / resources to complete homework / ability to complete homework. 		