



PUPIL PREMIUM – 2018-2019

Currently, 71% of our pupils are eligible for the Pupil Premium grant. The amount provided to the school is **£70,020**.

<p>Area for Development, Barrier & Proposed impact</p>	<p>Strategy (including rationale)</p>	<p>Cost</p>	<p>Evaluation</p>	<p>Impact</p>
<p>Close gap between proportion of disadvantaged pupils matching non-disadvantaged pupils (in school) in reading and writing attainment. Accelerate rate of progress of middle and high prior attainers in Reading and the low prior attainers in Writing. Although SEN pupils make strong progress in Reading, too few children make good progress or better. Pupils aren't always supported in their reading at home. Most-able pupils are not sufficiently challenged in Reading and Writing. Core reading skills are underdeveloped more generally.</p>	<p>Match-fund full-time teaching support staff in Y5/6, Y3/4 and Y1/2 class.</p> <p>Provision of additional teacher on 0.6 contract to free up teachers and support staff to facilitate intervention support.</p> <p>Purchase and implementation of Comprehension Express schemes (Y3-Y6) and Nelson Comprehension (Y1-Y6)</p> <p>Reading EEF project (University of York – Reading Comprehension intervention research)</p> <p>LA advisor (Reading - working with subject leader and providing staff training, Writing across the curriculum – working with subject leader)</p>	<p>£38,343.50</p> <p>£25,998</p> <p>£1370</p> <p>£200</p> <p>£250</p>		<p><u>Proposed impact</u> Pupils of all abilities are heard to read regularly in school. All pupils receive regular comprehension small group intervention, developing their core reading skills and preparing them better to apply higher-level comprehension skills. Through further targeted intervention, pupils who require early reading rehearsal make speedier progress and attainment in all year groups is accelerated. The progress made by disadvantaged pupils in Reading will be closer to that made by other pupils in our school. The average scaled score will increase overall and there will be a higher proportion of pupils making the high standard. This will be evidenced across the school.</p>

<p>We aim to expose our children to new experiences and opportunities to fire their imaginations and to instil ambition and resilience. We want to promote good attendance with pupils viewing this as a responsibility. We want to nurture pupils who can care for themselves and each other.</p> <p>On average, pupils starting our school have lower-than-average speech development, social skills and knowledge of the world around them. Pupils' resilience is typically low on entry and they lack in strategies to persevere, compromise and encourage each other. Attendance is a perennial issue with a significant minority not viewing school as priority number one.</p>	<p>Enhancement activities</p> <p>Attendance treats and rewards (allowance)</p> <p>Mathletics (Y1-Y6 pupils)</p> <p>LA advisors (attendance support, writing opportunities across the curriculum, playground activities)</p>	<p>£2500 budget</p> <p>£500</p> <p>£455</p> <p>£450</p>		<p><u>Proposed impact</u></p> <p>Pupils have increased experiences to enhance social skills, improve attitude to learning and increase stamina for writing. Pupils will 'stick in' when they find work/activities challenging, collaborate with and encourage each other. Progress will be accelerated with greater proportions of pupils meeting and exceeding the expected standard across the age range. Persistent absenteeism will be reduced and punctuality improved overall.</p>
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