

**Pikes Lane Primary School
Pupil Premium Strategy Statement
2018 - 2019**

Summary Information					
Total Pupils	493	Total PP Budget:	178,200	No of eligible pupils for PP:	135
Date of last PP review:	September 2018		Date of next PP review:	September 2019	

Barriers faced by PP children

Barriers to future attainment:

- 98% of our pupils are categorised as 'most deprived', compared to the percentage across the authority, which is 60%
- Limited life experiences
- Poor housing/living conditions (2 families currently need the support from a Family Support Worker)
- 22% of our pupils have SEN compared to 15% across the authority. 8 of these pupils have a EHCP and 2 have EHCP applications pending
- 93% of our pupils speak English as an additional language compared to 29% across the authority
- 31 different languages are spoken by the families at Pikes Lane, some of which are difficult to find translators for
- Parental engagement – despite the huge amount of effort and initiatives put into place to increase parent engagement
- Attendance: Extended leave??
- 41 families in school currently have EHF's open and require support from external services, i.e. Social Care, Behaviour Support, CAHMs, Triple P etc, as well as additional in-school support (Extended Services Manager/Learning Mentor)
- High percentage of pupils who need support
- Cultural differences:
Mosque commitments detract from the pupils ability to engage with boosters/interventions/home-learning tasks/extra curricular activities
- Attitudes towards education – e.g. families from countries where children do not start school until the age of 7 have very poor attendance
- 1743 learning sessions missed this year due to families taking extended leave (lots of cases in Y6 before SATs – Y6 had the 2nd worst attendance in school due to the amount of extended leave) despite being dis-encouraged and receiving fines
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Desired Outcomes for the next academic year – 2018-2019

Target:	Success Criteria	Evaluation
Increased % of PP pupils achieving expected standard in R, W, M and combined at the end of KS1 and KS2	<ul style="list-style-type: none"> - Smaller difference between PP and Non-PP children when compared with the LA and National figures - % For PP pupils to be at least in-line with LA and National figures - % Increase for PP pupils when comparing to school data from previous year (2018) 	

Narrow the gap between PP and non-PP pupils at the end of KS1 and KS2 and for GLD in EYFS	<ul style="list-style-type: none"> - PP figures show a smaller difference when compared to non-PP figures by the end of the year - The gap between PP and non-PP pupils is at least the same as LA figures or is narrower 	
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Additional Provision for Pupil Premium Children		
Year group	Whole school strategies/initiatives/resources	Targeted strategies/initiatives/resources
EYFS	<ul style="list-style-type: none"> - Pupil Welfare Manager: works to break down barriers experienced by our families and then provides support where necessary - Learning Mentor: works in liaison with the PWM to support disadvantaged pupils and their families - Creative Arts teacher: to widen the breadth of extra curricular experiences for our PP pupils - Teaching Assistants: additional support for disadvantaged pupils to ensure targeted teaching and accelerated progress - iPads (1:1 in Ks2 and 1:2 in KS1): enhances learning and extends learning opportunities to the home and whilst pupils are on extended leave - Intervention groups: throughout the school day to raise attainment and accelerate progress - Aspire: Behaviour support service to break down barriers and support children with controlling difficult behaviour as well as providing emotional support - Breakfast club: this is subsidized for PP children and helps eradicate punctuality and absence issues as well as meeting basic needs for some pupils - Extra Curricular Clubs/competitions: PP pupils are targeted to attend such clubs to broaden their life experiences - SALT: specialist intervention to address concerns with language and communication 	<ul style="list-style-type: none"> - Communication Champion: delivers specialist intervention to develop communication and language skills
Year 1		<ul style="list-style-type: none"> - Ginger Bear: Language program to develop communication skills - Friendship groups ; Learning Mentor
Year 2		<ul style="list-style-type: none"> - Target Maths interventions: to bridge gaps in maths and accelerate progress - Toe-by Toe intervention - 5 minute box interventions
Year 3		<ul style="list-style-type: none"> - Reading Detective Intervention - Feelings and emotions intervention - Social interaction interventions
Year 4		
Year 5		<ul style="list-style-type: none"> - Booster classes before and after school to bridge gaps and accelerate progress - Holiday clubs - Harmony Group: focus group of older boys who work on aspirations
Year 6		