

Annex 2c: Pupil premium strategy 2018/19

1. Summary information					
School	Toll Bar				
Academic Year	18/19	Total PP budget	£141,880	Date of most recent PP Review	2015
Total number of pupils	171	Number of pupils eligible for PP	106	Date for next internal review of this	2019
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving ARE or above in reading, writing & maths (or equivalent)			36%	70%	
% achieving ARE or above in reading (or equivalent)			45%	80%	
% achieving ARE or above in writing (or equivalent)			55%	83%	
% achieving ARE or above in maths (or equivalent)			64%	80%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Key skills in Reading, Writing & Maths for KS2 children eligible for PP hold back accelerated progress needed to close the attainment gap particularly in reading				
B.	Reading skills in KS2 have held back progress for pupils leaving year 6.				
C.	Attendance for PP pupils and others is a significant factor				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Ensuring there is appropriate support around the families that require it in order that their children reach their potential				
4. Desired outcomes <i>(Desired outcomes and how they will be)</i>			Success criteria		

A.	A higher proportion of targeted KS2 pupils achieve age related expectations in Reading, the attainment gap is narrowed.	<ul style="list-style-type: none"> • <i>Data reflects a narrowing of the gap between PP and Non PP groups in R</i> • <i>Both groups make accelerated progress</i>
B.	Targeted pupils in KS1 have improved phonics skills and are able to apply them to their Reading and Writing – aiming to be at National Average	<ul style="list-style-type: none"> • <i>Tracking shows an increase in outcomes of the phonics screening.</i> • <i>Targeted pupils make expected progress in Reading and writing – linked to success in phonics from the previous year</i>
C.	Improve attendance overall by 2% this year	<ul style="list-style-type: none"> • <i>Data shows an improving trend</i> • <i>Parents contacted if improvement required</i> • <i>EWO action in place and being enforced</i> • <i>New rewards system encourages improved attendance – evaluated</i> • <i>School council contribute to improving attendance with ideas and posters</i>
D.	Work with families who require external services both at school and home	<ul style="list-style-type: none"> • Clear actions plans of support/ identified need • Outcomes achieved from plans • Pupils improved well-being • Pupils outcomes making good progress
E.	Ensure a rich and varied curriculum which includes out of school visits, clubs and the learning of a musical instrument	<ul style="list-style-type: none"> • <i>Registers show regular attendance of pupils</i> • <i>2 trips per year for KS1 and KS2</i> • <i>KS2 pupils have the opportunity to learn an instrument</i>

5. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching and learning for all/ group/ individual.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A. Attainment gap narrowed in RWM across all areas of learning	Marking & Feedback	EEF research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils.	Work Scrutiny. Pupil Attitudinal Questionnaires (PAQ). Observation/Learning Walks.	Head(HT)	Oct 18 Feb 19 Jul 19
A. Attainment gap narrowed in RWM. B. Improved phonic skills of targeted KS1 pupils	Small Group & 1:1/3/6	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support. The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies.	Support provision mapped during Pupil Progress Meetings. Learning Walk focus by subject leaders to monitor and feed back to SLT. Data analysis.	Head/ SENCO	Oct/ Dec 18 Feb/ Mar 19 May/ Jul 19
A. Attainment gap narrowed in RWM. B. Improved phonic skills of targeted KS1 pupils	Study Support (academic subjects)	The school believe that if we provide high quality study support to targeted pupils it will have an impact on their outcomes. EEF shows phonics intervention can support an additional 4 months progress.	Registers will be collected and monitored to ensure targeted pupils attend – Yr 2/ 6 booster sessions Subject leaders to identify needs in their subject throughout the year by data analysis/scrutiny and ensure appropriate Study Support Clubs are in place.	DH AM PO	Oct/ Dec 18 Feb/ Mar 19 May/ Jul 19
A. Attainment gap narrowed in RWM – boys pp B. Improved phonic skills of targeted KS1 pupils – especially boys pp	Teacher Focus Groups	EEF research shows small group intervention is impactful on pupil progress. School believes that by having in-class intervention by a qualified teacher, pupils will make additional progress.	SB/ AT – support in yr 1/2 focused on maths and phonics AM – further literacy support for Yr6 to extend the high achievers RC – reading/ writing support in Yr 6 SB – maths support	Head	Oct/ Dec 18 Feb/ Mar 19 May/ Jul 19

A. Attainment gap narrowed in R	Reading Comprehension Strategies	EEF research shows that by directly teaching comprehension strategies, pupils can make up to five months additional progress.	Training implemented for staff and is monitored through observation/ learning walks Impact monitored by data analysis. Teaching and learning review – embed practice	AM	Oct/ Dec 18 Jan – T + L review Feb/ Mar 19 May/ Jul 19
Support pupils in during lunchtime to form positive relationships with peers	Increase activity to improve health of pupils	School believes this will support improved outcomes for pupils across the curriculum.	TA training Monitor incidents from lunchtime Book scrutiny from other areas of the curriculum Progress of RWM shown to be at least good Attainment targets met	H DH	Oct 17 Dec 17 Feb/ Mar 18 May/ Jul 18

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C: Improve attendance by 2%.	EWO action plan School Council support Regular meetings with EWO	The school recognises that it needs to try every approach to improving attendance for all including PP. Improving attendance can increase pupils ability to make additional progress especially within KS1	Attendance Data Pupil/parent attitudinal questionnaire PSA work and case studies by the end of the year Learning Mentor – support pupils/ questionnaires Attendance action plans having impact.	Head	Every 2 weeks throughout the year
Ensure all support is provided to parents aiming to allow pupils to succeed	Workshops for Parents	Improved understanding of how children develop/ stronger position to support school and work towards pupils achieving their maximum potential.	Workshops in place External support in place Registers Evaluations from parents/ pupils Progress data from pupils	PSA	Dec 18 Mar 19 Jul 19
Support families with referrals to Early Help/	Pre-assessment Referrals	School believes in working in partnership with external agencies to	Meet and greet every morning Early identification of families	PSA/ Head	Oct 18 Dec 18

create targeted actions plans	Team around the child meetings	support the whole child – this in turn allows the child to reach their maximum potential	Meetings with families to assess need Completed referrals Team around the child meetings Improved outcomes for pupils Overview reports linked to progress		Feb 19 Mar 19 Jun 19
A:B: Wider opportunity experiences to support greater engagement with the school and education	Extra-curricular clubs School trips Musical instruments in KS2 Artist in residence	The school firmly believes in a broad experiential approach to learning and believe school trips/ extra-curricular clubs and musical instruments support this aim. Raising the sense of achievement – pride in their work and the environment of the school	Clubs provided – evaluations from pupils Trip – subsidies Art to work with each year group twice per term Art week – organised by artist/ Gallery created – parents to visit Welling improved Pride improved in work – visible from books/ displays Environment shows pride		Dec 18 Mar 19 Jul 19
Total budgeted cost					£141,880