

## Pupil Premium 2018-2019 – Projected Allocation £62,680

Review date 1: March 2019

Review date 2: July 2019

Barrier to Learning	How the barrier affects a child's learning	How we will address these barriers to learning	Desired Impact	Projected Budget Allocation
<p>Poor communication and interaction with peers:</p>	<p>Pupils with poor communication skills often fall behind in their learning. Improved communication skills enable pupils to interact with other pupils, talking through problems and finding solutions.</p> <p>Literacy eludes learners when basic skills are not developed.</p> <p>Improving learning resilience, reflectiveness, reciprocity and resourcefulness aims to make a difference to the lives and future successes of each child.</p>	<ul style="list-style-type: none"> <li>• Nurture group</li> <li>• Conversation group</li> <li>• Forest SULP</li> <li>• Movement group</li> <li>• Forest Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will engage more with peers: working with peers, problem solving and developing resilience, positive mind set adopted - reduced incidences of negative self-feedback, confidence improves, interest levels in school rise, organisation skills become more developed, greater ability to concentrate. Development of fine and gross motor skills, crossing the midline, spatial orientation, auditory perception</li> </ul>	<p>£10,712</p>
<p>Speech, language and communication: Lack of exposure to sophisticated language and the lack of understanding of the syntax of language:</p>	<p>Language is the vehicle for most learning and we know this proficiency in speech, language and communication is critical to the development of children's cognitive, social and emotional well-being. With developed speech, language and communication skills children can maximise their attainment.</p> <p>Through paired-reading techniques, adults can open up access to reading goals for children by removing the barriers of word-by-word decoding, removing anxiety, stress and distraction from the reading activity. Self-esteem is raised.</p>	<ul style="list-style-type: none"> <li>• Conversation group</li> <li>• Guided reading</li> <li>• 1:1 tuition</li> <li>• Better Reading</li> <li>• Reading Friends</li> </ul>	<ul style="list-style-type: none"> <li>• The progress made by disadvantaged pupils in reading and writing falls in line with Kirklees data and National data.</li> <li>• Self-esteem raises</li> <li>• Progress of disadvantaged children is in line with KS1 data</li> </ul>	<p>£6300</p>

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Low spelling and reading ages on entry	Teaching spelling and the meta-cognition of spelling; transferring spelling into reading and writing.	<ul style="list-style-type: none"> <li>• Phonic groups</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling is in line with Kirklees data and National data</li> <li>• Progress of disadvantaged children is in line with KS1 data</li> </ul>	£18,171
Low confidence in writing	Regular support for writing and improving pupils' ability to become absorbed in learning.	<ul style="list-style-type: none"> <li>• Y3 1<sup>st</sup>Class@Writing</li> <li>• Y5 1stClass@Writing</li> <li>• Y6 support for developing writers</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is in line with Kirklees data and National data</li> <li>• Progress of disadvantaged children is in line with KS1 data</li> </ul>	£3,577
Lacking confidence with fundamental numeracy skills:	Pupils leaving Y3 and Y4 at the threshold of working at expected standard must be given the opportunity to consolidate their learning of fundamental numeracy skills, extending towards the mastery of these skills.	<ul style="list-style-type: none"> <li>• Y4 Numeracy intervention groups</li> <li>• Y5 Numeracy intervention groups</li> <li>• Y6 Booster groups</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' attitude towards and confidence in Mathematics improves</li> <li>• Progress of disadvantaged children is in line with KS1 data</li> </ul>	£3,712
Vulnerability of high achieving children	Pupils should make expected progress no matter what their starting point. Achieving 2a and above at KS1 should be converted to 'Working at Greater Depth' by the end of KS2.	<ul style="list-style-type: none"> <li>• Y6 boosters groups, targeted at raising achievement towards greater depth</li> <li>• Brain Busters intervention group</li> <li>• Forest Schools for the more able pupils</li> </ul>	<ul style="list-style-type: none"> <li>• More able pupils, eligible for PP, make as much progress as non-disadvantaged pupils in KS2 Mathematics, Reading, SPAG and Writing.</li> <li>• Pupils achieving 2a and above at KS1 leave KS2, working at 'Greater Depth'</li> </ul>	£13,917

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<p>Lack of parental support: Attendance of parents of Pupil Premium children at SEN reviews</p>	<p>NCTL research identifies common barriers to learning as: emotional wellbeing; bereavement; absenteeism; self-esteem issues; special educational needs and lack of parental support.</p>	<ul style="list-style-type: none"> <li>• Meetings held at most convenient time for individual parents</li> <li>• Pupil mentoring (AC)</li> </ul>	<ul style="list-style-type: none"> <li>• Parents attend SEN reviews</li> <li>• Emotionally vulnerable pupils identified and supported in school</li> <li>• Consistently high attendance rates for disadvantaged pupils in line with National data</li> </ul>	<p style="text-align: right;">£ 675</p>
<p>Lack of a nutritious break-time snack</p>	<p>School milk is excellent for hydration, supporting brain function including concentration, memory and creativity.</p>	<ul style="list-style-type: none"> <li>• Daily school milk is offered to all disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Those pupils eligible for PP funding who wish to have daily school milk are able to do so.</li> </ul>	<p style="text-align: right;">£281</p>
<p>Lack of opportunity outside of school for educational, cultural, sporting and residential experiences</p>	<p>School trips provide opportunity for our disadvantaged pupils to enjoy learning and achieve in new, engaging ways. They are memorable learning experiences and as a result have been evidenced as an effective strategy to motivate and enthuse pupils with regards to their learning. School trips add value to a child's academic and personal development; improving self-confidence and self-esteem; more importantly increasing aspirations for their learning and their future.</p>	<ul style="list-style-type: none"> <li>• School trip funding offered to all disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils eligible for PP funding access all school trips.</li> <li>• Progress of disadvantaged children, of all abilities, is in line with KS1 data</li> </ul>	<p style="text-align: right;">£3,135</p>

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<p>The need for greater support through school transition, personally and academically.</p>	<p>The summer school experience can improve attainment, increase confidence, develop language skills, develop social skills and friendships, develop transferable skills and prepare more vulnerable pupils for the transition to a new school.</p>	<ul style="list-style-type: none"><li>• Summer School</li></ul>	<ul style="list-style-type: none"><li>• Target pupils invited to Summer School attend.</li><li>• Home-school relationships are created</li><li>• Pupils have greater confidence in the transition to Junior School through understanding daily organisation and familiarisation with school buildings, technology and staff.</li><li>• Pupils are assessed for reading, gain a reading book and start on their South Crosland C.E. (A) Junior School reading journey.</li></ul>	<p>£2,200</p>
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