

Pupil Premium Grant Plan 2019/20 and Report 2018/19

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	413
Total number of pupil eligible for PPG	224 (52%)
Total amount of PPG received	£283,800

Rationale
<p>Pupil Premium is funding allocated to schools for children who have been eligible for free school meals (FSM) at some point in the last 6 years (Ever-6) and children who have been looked after (LAC) continuously for more than 6 months. The Government has introduced this additional funding to address underlying inequalities between non-FSM and children who are in lower income families. As a group, children eligible for free school meals have lower educational attainment than their peers. This funding enables schools to provide extra support to these disadvantaged groups, targeting pupils who need it most helping to reduce the attainment gap.</p>

Pupil Premium Grant Planned Allocation for 2019/20

Success criteria

The school's actions secure improvement in disadvantaged pupils' progress, in reading, writing and mathematics, so that:

- the gaps between disadvantaged pupils and other pupils in school are reduced, specifically by the end of key stage 2;
- disadvantaged pupils in school out-perform disadvantaged nationally and are in line with other pupils nationally.

Item	Description	Projected Cost
Personal development, behaviour and welfare	<p>Enable the employment of a Pastoral officer to:</p> <ul style="list-style-type: none"> Support vulnerable families of identified children. Promote good attendance habits, ensuring the children are in school every day. Work in partnership with the pastoral team across the trust to tackle persistent absence. Produce and co-ordinate referrals to the local MASH (Multi Agency Support Hub) if additional external support is required. Coordinate and deliver intervention programmes to develop emotional intelligence and resilience for vulnerable learners. 	£25,000
	<p>Develop the capacity of the pastoral team by:</p> <ul style="list-style-type: none"> Employing two HLTAs to support children's mental health and well-being, support their behavioural and special education needs. 	£25,000
	<p>Enable targeted external multi-agency support to:</p> <ul style="list-style-type: none"> Provide 1:1 mental health counselling services, such as <i>Believe 2 Achieve</i>, <i>Barnardos</i>, <i>COPE Team</i>, <i>Wolverhampton 360</i> Provide a range of additional support to families. Access specific services, such as mental health one-to-one counselling. 	£5,000
	<p>Enable the employment of a Play Leader to:</p> <ul style="list-style-type: none"> Deliver, support and supervise lunchtime play activities that promote teamwork and resilience. 	£5,000
Teaching, learning and assessment	<p>Intervention teaching (in addition to year group teaching teams), specifically in years 2 and 6 to:</p> <ul style="list-style-type: none"> Enable substantial levels of targeted teaching of groups and individuals to supplement core curriculum teaching time. Ensure accurate tracking systems are used effectively to quickly identify areas of need for disadvantaged pupils. Design bespoke programmes of study to address any 'gaps' in learning for disadvantaged pupils. Identify and purchase any additional teaching materials to support disadvantaged pupils in school and at home. 	£60,000
	<p>Provide specialist Higher Level Teaching Assistant support to:</p>	£40,000

	<ul style="list-style-type: none"> • Provide bespoke programmes to small groups and individual pupils. • Support teaching teams by providing additional support for identified pupils in lessons. <p>Provide high level of teaching assistant support to:</p> <ul style="list-style-type: none"> • Provide targeted intervention and support to disadvantaged pupils. • Deliver 1:1 programmes of support, including phonics. <p>Provide professional development to:</p> <ul style="list-style-type: none"> • Ensure staff providing intervention have appropriate level of training in school learning systems (reading, writing and mathematics). • Ensure key staff have specialist training in speech development. • Ensure key staff have specialist training in 1 to 1 training programmes (e.g. Star Early Literacy, Read Write Inc 1 to 1). • Ensure subject leaders are appropriately trained to provide the necessary challenge and support to raise the profile and raise standards in their chosen subjects. 	<p>£90,000</p> <p>£10,000</p>
Curriculum enrichment	<p>Subsidise educational and residential visits to:</p> <ul style="list-style-type: none"> • Ensure pupils can enjoy a wide range of educational experiences that effectively support the curriculum. • Ensure that all pupils have the opportunity to share experiences and develop independence. <p>Enrich the curriculum provision and opportunities through:</p> <ul style="list-style-type: none"> • <i>Wider Learning</i> programmes (Digital Ambassadors, Peer Supporters and Active Leaders). • Drum and bass guitar music tuition. • Wider vocal tuition. <p>Reading development:</p> <ul style="list-style-type: none"> • Contribution towards Accelerated Reader programme to ensure appropriate reading materials are available to and relevant for pupils. • Increase number of quality books available for the children to enjoy reading at home. • Contribution towards an additional member of staff to co-ordinate library system and Accelerated Reader programme. 	<p>£10,000</p> <p>£20,000</p> <p>£7,000</p>
Responsive targeted support	Individualised and reactive support as needs arise, e.g. home book libraries, reading materials, uniform etc.	£5,000
Total		£302,000

Pupil Premium Grant spend in 2018/19

In 2018/19 the Pupil Premium Grant was used to fund or contribute to the following:

Personal development, behaviour and welfare:

- Pastoral team – Support regular attendance to school, manage transitions, support for parents and families.
- Early help programmes – including targeted emotional support and interventions for specific children.
- Pupil Activity leaders – Develop attitudes and social skills.
- Teaching assistants to provide 1:1 support in and out of class for specific pupils.
- Access to additional services such as Pupil Referral Unit.

Teaching, learning and assessment:

- Additional teaching in Y2 and Y6 to provide focused intervention groups.
- Speech and language support.
- One to one reading tuition (Read Write Inc. programme) in Y2.

Curriculum enrichment:

- Wider learning – provision of training and development for pupils to take active roles in school: Peer Supporters, Digital Ambassadors and Active Leaders.
- A wide range of educational visits including the Isle of Wight residential for Y6
- Wider Opportunities – Whole class musical instruction to develop opportunities for pupils.
- Increased ICT provision to enable access to range of technology to enhance learning opportunities.

Impact of Pupil Premium (Key indicators)

EYFS:

- In early years, disadvantaged pupils enter school with skills significantly below average. In 2018/19 children made strong progress so that 60% in terms of reading, 57% in writing and 57% in number, made the accelerated progress needed to achieve national expectations.
- Although there was a slight dip in the numbers of children achieving a Good Level of Development (64%), disadvantaged children were still able to make the progress required to compare well to national figures (57%).

Year 1:

- By the end of Year 1, 86% of disadvantaged children achieved the phonics standard, with 100% achieving the standard by the end of Year 2.

Year 2:

- By the end of Key stage 1 attainment in reading (81%), writing (70%) and mathematics (78%) for disadvantaged pupils was above others national figures.
- Disadvantaged pupils achieving greater depth at the end of key stage 1 also out-perform other children nationally for reading (22%) and are in line with national figures for mathematics (15%) and writing (7%).

Year 6:

- Attainment in reading was not as expected and actions have been taken to ensure that more disadvantaged children meet the national requirement in 2019/20.
- Disadvantaged children did much better in terms of mathematics and matched the national standard (for this group) at 68%
- Disadvantaged children did particularly well in terms of writing (75%) outperforming other children nationally.