



Pupil Premium Strategy 2018 – 2019

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll @ September 2018 (excluding nursery)	189
Total number of pupils in school @ Sept 2018 and eligible for pupil premium funding	67
Total pupil premium funding	£80,520
Total number of current LAC	4
Total amount of current LAC funding	£7,500
Total number of former LAC	5
Total amount of former LAC funding	£11,500
Total number of ex-service pupils	1
Total amount of ex-service pupils funding	£300
Total Pupil Premium Funding	£99,820
Date of next review of PP strategy	March 2019

Barriers to future attainment for pupils eligible for PP 2018/19	Desired Outcomes	Success Criteria
In School Barriers		
Pupils enter Nursery/Reception with low starting points and are not school ready.	<p>Focus in Nursery allows children to be more ready for full time schooling in Reception.</p> <p>Children in Reception will make better than average progress so that the difference is diminishing with others.</p>	<p>In Nursery: Children will be toilet trained. Children will be able to listen and follow a basic instruction. Children will be able to count to 5 in Nursery and 10 in Reception. Children will be able to describe marks that they make and writing in the environment (Nur) and explain the marks that they make (Reception). Children will meet their end of year progress target in Reception.</p>
Poor oral language skills.	Children are able to communicate their basic needs clearly so that their oral language skills improve in line with non-pp children.	<p>PP children will be able to use extended sentences to explain needs. PP children make better progress in Communication, Language and Literacy so that their phonics and reading is influenced by this. PP children achieve well in Communication, Language and Literacy.</p>
Poor Phonic and Spelling knowledge/skills.	PP children will meet the expected standard in the Phonics Screening Check in Y1 and the re-check in Y2.	<p>PP children have a repertoire of Nursery rhymes and recognise basic rhyming words/strings. PP children sound out the letters of the alphabet and hear and say the initial sounds in words. PP children recognise phonemes, graphemes and digraphs. PP children are able to confidently orally blend and segment. PP recognise common spelling patterns and tricky words.</p>
Poor basic literacy knowledge and skills at KS 2 including reading, spelling and grammar.	PP children's basic skills in literacy improve in line with non-pp children.	<p>PP children make better progress in reading so that their writing is influenced by this. PP children can achieve well in spelling and grammar.</p>

		Children enjoy reading and can talk enthusiastically about a book they are enjoying. PP children achieve in line with non-PP children.
Poor basic mathematical knowledge and skills.	PP children's Maths knowledge and skills improve in line with non-pp children.	PP children make better progress in basic skills (Number bonds, times tables, calculations and time) so that their reasoning skills are influenced by this. PP children can achieve well in Arithmetic. Children enjoy Maths and can explain how they have worked out a problem. PP children achieve in line with non-PP children.
Low aspirations.	Children achieve their age related expectation (or better) and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm. Children talk about academic targets with excitement. Children set/attempt challenging targets. Children speak ambitiously about their future at Secondary school and work.
Social and emotional intelligence and resilience.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children recognise and describe their feelings and have strategies to deal with their feelings. Children retain more friendships. Children have less fall-outs. Children need less support in class time to resolve friendship issues.
Some children who are eligible for pupil premium also have Special Educational Needs and/or Disabilities.	Pupils with SEND and in receipt of PP are supported to meet their personal targets.	The development of the whole child supports readiness for secondary school.
Data analysis shows in school gaps against non PP in particular year groups.	Improved outcomes for all pupils in receipt of PP in Maths and English.	Pupils make good progress towards age related expectations from their starting points.
External Barriers		
Attendance and Punctuality of children.	The attendance and punctuality of PP children improves.	Reduce the number of persistent absentees among pupils eligible for FSM. MCSP Attendance Officer involvement will reduce. Attendance for the children is in line with national.
Poor Parenting (lack of support/parental engagement) – lack of sleep and routines, lack of support for reading and homework, cleanliness, being prepared/equipped for school, children not experiencing pre nursery groups e.g. play groups or mums and tots).	Families engage with school and other agencies to provide the best opportunities for their children.	Families receive appropriate support through CAFS and Tameside Families Together (Early Intervention). Parents/Carers access play groups and early year's education from 2 years old. Parents/Carers attend information evenings at school to support their children's learning and development. Parents/carers attend parenting classes as agreed and signposted
Limited opportunities for children to access enrichment opportunities.	Increased participation in enrichment activities within and outside school.	Pupils who are in receipt of pupil premium have access to a wide range of enrichment opportunities.

Planned Expenditure						
Academic year	2018/19					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
Focus in Nursery allows children to be more ready for full time schooling in Reception. Children in Reception will make better than average progress so that the difference is diminishing with others.	<p>Nursery Teacher to lead 'Play to Learn Sessions' for the last summer half term to children starting Nursery in September to model activities to parents/carers.</p> <p>Home visits to get to know children and identify any needs.</p> <p>Transition mornings for children to experience Nursery/Reception routines.</p> <p>Close liaison with local EY providers for transition.</p> <p>New Parent/Carer Meeting to set out expectations.</p>	<p>Early engagement with families ensures that staff are aware of any needs our new starters may have so specific strategies can be introduced or put in place in preparation for a smooth start/transition.</p> <p>Parents/carers are fully aware of our school expectations.</p> <p>'Play to Learn' Sessions are a good way of modelling positive learning behaviours and demonstrate the kinds of activities parents/carers can do with their children in preparation for school.</p> <p>Parents/carers have the opportunity to talk to staff and develop positive relationships so that support can be offered/signposted at an early stage.</p> <p>Close liaison with early years providers will ensure smooth transition but also the opportunity to assess pupils abilities and areas for development. For future establish non negotiables for end of Nur/Rec.</p>	<p>HT and Nursery Teacher will plan and arrange Play to Learn sessions in advance and invite parents to attend.</p> <p>HT and EYFS staff will organise transition meetings, home visits, new parents evenings and visits to local nurseries.</p> <p>HT and EYFS will monitor impact through observations and discussions.</p> <p>Baseline assessments will be completed and compared with what was seen during the 'Play to Learn' sessions.</p>	N/A	<p>HT</p> <p>Mrs Brown</p> <p>Mrs Harding</p>	<p>September 2018</p> <p>September 2018</p>
Children are able to communicate their basic needs clearly so that their oral language skills improve in line with non-pp children.	To employ a speech and language teacher for a morning a week.	<p>Specialist support is needed to improve speech and language and it was felt that this would be a good use of our pupil premium funding.</p> <p>Teachers will then act on the recommendations of the specialist teacher.</p> <p>Referrals to LA SaLT services will also be completed if needed.</p>	<p>HT liaises with staff to identify children in need of support and then liaises with specialist teacher to agree time and days of support.</p> <p>Specialist teacher will then liaise with staff to timetable children and feedback assessments, observations and recommended support and next steps. HT to monitor impact through pupil progress meetings.</p>	<p>£1,500 – EYFS</p> <p>£2,500 – KS 1</p>	HT	Half termly
PP children will meet the expected standard in the	Embed No Nonsense Phonics for Y1 and Y2.	Phonics results had been inconsistent over the last 5 years. The No Nonsense Phonics scheme was purchased 18 months ago and	SLT will monitor phonics throughout KS1 as part of pupil progress meetings.	Resource Cost £1,500	SLT	Sept 18 and then Termly

<p>Phonics Screening Check in Y1.</p>	<p>Pupil progress meetings will inform how the children are achieving. Further interventions will be put in place for PP pupils who need further support in reaching the standard in Y1 and then for the screening re-check in Y2.</p> <p>Small group or 1:1 reading support will focus on developing basic reading skills and recognition of tricky and key words.</p>	<p>Our phonics results for July 17 and July 18 have improved and are more in line with national figures (2017 – 76%, 2018 - 77%). This scheme is more suitable for our children because there is a lot of repetition and structure to practice and embed key phonic skills.</p> <p>TA support will be given to any pupils who need further support to meet phonics screening expected standard in Y1 and Y2.</p> <p>TA support will be given to further develop and practice reading skills and strategies including recognition and spelling of key and tricky words.</p>	<p>HT will report to Governors termly at the Curriculum and Standards committee.</p> <p>Impact of interventions will be monitored half termly and intervention evaluations will be completed. If an intervention is not showing impact then it will be reviewed and a further intervention introduced.</p>	<p>TA Support £4,063</p> <p>TA Support £5,408</p>	<p>Class teachers</p> <p>TAs</p>	<p>Half termly</p>
<p>PP children's Maths knowledge and skills improve in line with non-pp children.</p>	<p>Small group intervention to develop basic numeracy skills to address gaps in learning e.g. dynamo maths, Numicon, overcoming barriers materials. Specialist maths consultant to work with children in Year 4, 5 and 6. Small group and 1:1 maths support weekly to ensure that children are secure at age related expectations and some working securely at greater depth.</p>	<p>Basic skills is an area that our pupils lack on entry into Nursery/Reception and throughout school. Data and observation shows that this is becoming a bigger issue every year. We have found that the additional intervention from TAs and our Maths consultant enables our PP children to address the gaps in their knowledge and skills and thus helps them to make average and above progress over the academic year so that by the end of KS 2 the majority of our PP children meet the expected standard in Maths.</p>	<p>Teachers and TAs will meet regularly to feedback how the children have achieved the objectives of their intervention.</p> <p>Pupil progress meetings will review intervention given and progress made.</p>	<p>Maths Consultant £7,020</p> <p>TA Support £14,327</p>	<p>All Teachers and TAs</p> <p>HT</p>	<p>Termly</p>
<p>Children make expected or better attainment and talk with enthusiasm</p>	<p>Pupil progress meetings half termly will inform how the children are achieving.</p>	<p>Children who are not on track to meet their end of year target will gain support from</p>	<p>Dates are set for the year. TAs are employed in the afternoons to carry</p>	<p>N/A</p>	<p>HT</p>	<p>September 2018</p>

Data analysis shows in school gaps against non PP in particular year groups	Improved outcomes for all pupils in receipt of PP in Maths and English	Pupils make good progress towards age related expectations from their starting points	Continue to track progress of PP pupils on a half termly basis and ensure appropriate interventions with TAs are in place as mentioned above. Additional resources purchased	Resource £642 (Twinkl)	HT All Staff	Half termly
The attendance of PP children improves.	<p>Topics will interest all children and especially PP children.</p> <p>They will include WOW days and visits to places related to their topics, Art/DT work and exciting activities throughout the term.</p> <p>MCSP Attendance officer will support monitoring of attendance of pupils.</p>	<p>When a child cares about the topics learned and their purpose this can be a hook to want them to come to school.</p> <p>WOW days and exciting activities throughout the term will be fun and the children will want to be part of them.</p> <p>Our PP children enjoy hands on activities and outdoor learning – Gardening lessons and missions from Commando Joe will engage the children.</p>	<p>Curriculum overviews will be shared with parents and be interesting.</p> <p>Wow days will be shared with the children and parents as something to look forward to. They will be in the diary on the newsletter.</p> <p>DT and outdoor learning will be regular.</p>	<p>£5,000</p> <p>£675</p>	HT	Half Termly
Families engage with school and other agencies to provide the best opportunities for their children.	<p>School will work hard to provide early intervention and support to vulnerable families.</p> <p>Referrals to outside agencies will be completed to access appropriate support for our families.</p> <p>Involvement of the Pastoral Manager</p> <p>Provide children with milk at break time.</p>	<p>In the current economic climate many of our families in the local community are struggling financially. It is an area of high deprivation and unemployment and some of our parents have difficulties reading and writing. When parental engagement is high pupils make good progress and achieve well. Some parents do work in partnership with school and when they do we are able to support them as necessary so that their children reach their potential and do not suffer the consequences of a chaotic family life.</p> <p>Ensuring that children are ready to learn.</p>	<p>Monitor the number of CAFS open to school. Review meetings will monitor impact of actions regularly. Observations and record keeping by staff will inform us of the impact of support.</p> <p>SBM keeps a weekly log children receiving free school milk.</p>	<p>£20,782</p> <p>£1,200</p>	<p>Pastoral Manager</p> <p>HT</p> <p>Staff</p> <p>SBM</p>	<p>Termly or as CAF/CIN/CP dictates.</p> <p>Weekly</p>

Limited opportunities for children to access enrichment opportunities.	Increased participation in enrichment activities within and outside school.	Pupils who are in receipt of pupil premium do not generally have opportunities to access a wide range of enrichment opportunities which will enhance their learning and experiences including TMBC Music Tuition.	Children receive weekly music lessons including learning to play a variety of instruments.	£4,389	HT SBM Class teachers	Termly
		Individual music lessons/extra-curricular clubs	Children will be encouraged to attend extra-curricular activities, music lessons etc.	£2,665	HT	Termly
		Children will visit a range of places and enjoy visitors in school linked to their topics which will enhance their learning.	Staff will plan a range of visits and visitors to school throughout each term over the year. Including Year 6 residential to Robinwood.	£3,000		
			Contingency (includes underspend of £10,238 for academic year 2017-2018)	£5,810		
			Total	£110,058		