

Pupil premium 2018-2019

The pupil premium provides funding for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years
- Who have been continuously looked after
- Who have left local authority care due to: adoption, a special guardianship order, a child arrangements order or a residence order
- For children whose parents are currently serving in the armed forces.

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

Raughton Head CE Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

This document details the proposed spending for the Pupil Premium 2018/2019.

This year the school expects to receive approximately £2300 of pupil premium grant.

We plan to use the money to:

1. improve the outcomes for disadvantaged students to bring attainment in line with age related expectations
2. To improve curriculum engagement
3. Develop methods of feedback and target setting across the school
4. To provide support to improve behaviour

To do this we will:

- Provide small group or one to one work with a teacher
- Support children in their learning using a teaching assistant
- Increase participation in music and sporting activities to improve confidence

- Improve methods of feedback to children
- Develop mastery and collaborative learning
- Ensure phonics and reading comprehension skills are embedded

By using these methods, this will:

- Boost attainment
- Narrow the gaps
- Improve confidence and self esteem
- Engage children in their learning

Research:

The Education Endowment Foundation Toolkit considers a wide range of common approaches and strategies to raising achievement. It analyses them based on a range of evidence in order to identify the high impact approaches alongside the implications.

This action plan is based on some of the higher impact strategies identified by the Sutton Trust and the Ofsted document 'The Pupil Premium-How Schools are spending the funding successfully to maximise achievement' so that we can be confident that we are using interventions and approaches with a track record of success.

Review of Pupil Premium Spend 2018-2019

Total PP Budget: £3,786

Movement into the school at times other than usual transition resulted in additional funding resulting in expenditure exceeding the plan.

1. Key objective: To improve the outcomes for disadvantaged students to bring attainment in line with age related expectations			
Action: Implement a systematic approach to phonics across the school			
Rationale: Education Endowment Foundation (EEF) finds phonics to consistently assist in promoting reading skills			
Success criteria: A reduction in the attainment gap of disadvantaged students from April 2018-April 2019 in reading and writing			
Dates:	Person responsible:	Monitoring and evaluation:	Approximate cost:
April onwards	All staff	Tracking and monitoring of data of disadvantaged cohort via pupil tracking and pupil progress meetings. <i>Phonics has been given a specific time slot with clear entry and exit data. Targeted support plan matched to individual needs. PP children make similar progress to peers as identified in internal tracking data.</i>	£1000 <i>Actual expenditure: £1850</i>

Action: Review curriculum to include collaborative and mastery learning			
Rationale: EEF - both are considered effective in raising attainment			
Success criteria: A reduction in the attainment gap of disadvantaged students from April 2018-April 2019 in reading, writing and maths			
Dates:	Person responsible:	Monitoring and evaluation:	Approximate cost:
April onwards	All staff	Tracking and monitoring of data of disadvantaged cohort via pupil tracking and pupil progress meetings. <i>Phonics has been given a specific time slot with clear entry and exit data. Targeted support plan matched to individual needs. PP children make similar progress to peers as identified in internal tracking data.</i>	£400 <i>Actual expenditure: £460</i>

2. Key objective: To improve curriculum engagement			
Action: To take part in music/sports activities to improve self-esteem /confidence and in turn readiness for learning			
Rationale: EEF - Research- Arts participation –Sports Participation Improved outcomes have been identified in English, mathematics and science as well as the wider benefit of positive attitudes and well being.			
Success criteria: Disadvantaged pupils achieve in line with non-disadvantaged pupils			
Dates: April onwards	Person responsible: All staff	Monitoring and evaluation: Pupil voice Improvement of skills and participation <i>Children have shown great improvement in self-esteem and confidence as observed during whole school performances such as, U-Dance, Sing Out and attendance in greater number of sporting events such as, 7-a-side and cross country. This has improved attendance and participation resulting in a positive attitude to learning.</i>	Approximate cost: £350 <i>Actual expenditure: £460</i>

3. Key objective: To continue to develop methods of feedback and target setting across the school			
Action: Marking and feedback policy embedded, 'check it time' embedded			
Rationale: EEF –Studies tend to show quality oral and written feedback has very high effects on learning			
Success criteria: Whole school approach to feedback			
Dates: April onwards	Person responsible: All staff	Work scrutiny (teaching staff and SLT) throughout the year to monitor quality of feedback and the impact on learning. Feedback from staff and children regarding 'check it time'. <i>Children can discuss and understand marking policy and</i>	Approximate cost: Management time: ½ day per half term £450 <i>Actual expenditure: £50</i>

		<i>use this to improve their work. Checking time is embedded at the start of the lessons as observed in books and governor scrutiny.</i>	
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4. Key objective: To provide support to improve behaviour			
Action: developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning.			
Rationale: EEF – reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning			
Success criteria: Attainment gap between disadvantaged and non-disadvantaged reduced. Students make accelerated progress.			
Dates: April onwards	Person responsible: All staff	Observations from governors/staff/visitors <i>House team positive reward system is working well and all visitors to the school comment on the positive atmosphere. In some cases children are making accelerated progress.</i>	Approximate cost: £100 <i>Actual expenditure: £50</i>

Extra notes:

Additional funding has been used to support the PP children to:

- Provide residential and day trip learning experiences for those eligible for PP in order to enrich learning and develop social skills in the curriculum
- Provide access to a range of extra curricula clubs in order to develop social skills outside of normal school format

Total expenditure: £1000