

Pupil Premium Strategy – 2018/2019

Number of pupils eligible for Pupil Premium	13	Total Pupil Premium Budget	£16,720
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START DATE	14/09/18	REVIEW 1	14/12/19	REVIEW 2	12/04/19	IMPACT REVIEW	18/07/19
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Results – end of EYFS, Phonics and KS1 2018 – informing 2018/19 PP Plan

	Total PP Pupils	Total Pupils	Pupils receiving Pupil Premium Grant	All other pupils in the cohort
EYFS - 2018				
Good Level of Development	2	24	50% (1)	82% (18)
YEAR 1 - 2018				
Phonics	2	26	100% (2)	87.5% (21)
KS1 - 2018				
Reading Expected/GD	1	21	0%	65%/40%
Writing Expected/GD	1	21	0%	75%/30%
Maths Expected/GD	1	21	0%	80%/50%

Attendance comparison – pupil premium and non-pupil premium

	2017/2018	2016/2017
Pupil Premium attendance	95.53%	95.45%
All other pupil's attendance	94.73%	96.48%
Difference	+1%	-1%

Barriers to learning

Disadvantaged pupils at Akaal Primary School commonly face the following barriers to achievement:

Barriers to future attainment (for pupils eligible for Pupil Premium, including high ability)		
In School Barriers		
a.	Persistent lateness affecting access to the curriculum and readiness to learn	Family
b.	Attachment issues	Emotional and Behavioural
c.	Poor self-esteem, low self-confidence and overwhelming emotions leading to poor emotional readiness to learn.	Social and Emotional
d.	Relatively lower aspirations than other pupils in the school.	Academic and Aspirational
e.	Lower progress, attainment and attendance for some pupils as a result of the impact of the barriers	Academic
External Barriers		
g.	Very complex and specific challenges faced by some pupil premium children which include: ill health of parent; difficulties in securing adequate housing; death of a parent or significant family member; vulnerable to witnessing and suffering from anti-social behaviour and/or Domestic Violence – which affects attendance	Emotional and Family
h.	Vulnerable families with emotional and social needs	Social and Emotional
i.	Narrower range of experiences which affect their culture capital, confidence and aspiration.	Financial and Aspirational
j.	Chaotic home lives making the completion of homework difficult, no priority on supporting the educational experience – no one to hear read, no one to show interest in learning	Family

Key Expenditure

	Priority	Focus	Total Allocation
1	Improve outcomes for progress and attainment <i>by funding an additional high quality teacher (am)</i>	Academic	£9400
2	Tackle lateness <i>by establishing breakfast club, addressing curriculum design</i>	Family	£2000
3	Development of Emotional Health and Well-Being strategy	Social and Emotional	£1600
4	Staff CPD <i>on the impact of attachment and trauma on primary age pupils and Developing Feedback Strategies</i>	Emotional and Behavioural	£280
5	Improving self-esteem and confidence <i>by developing a strong sense of belonging and providing opportunities for nurture by setting up school allotment/school house system</i>	Social and Emotional	£1820
6	Widening life experiences <i>by offering an increased rate of educational trips and financial support to attend</i>	Financial and Aspirational	£250
7	Developing a range of After school clubs which target specific barriers – <i>Homework club; Happier Heads</i>	Family	£1370

Actions

PRIORITY 1 – Improve progress and attainment outcomes				£9400
Funding an additional high quality teacher (am) – (a) teacher dedicated to ensuring children are in school on time and ready to learn;				
(b) Additional phonics group – reduced pupil to teacher ratio;				
(c) Targeted support in English and Maths (focus taken from pupil progress analysis)				
WHY THESE APPROACHES WERE CHOSEN				
Following the analysis of PP funded pupils' outcomes versus those of their non-PP peers, we have identified the need for good quality teaching interventions, time limited, focused on identified gaps. Funds are being used to partially fund a teacher. Support and intervention will take place in the morning to enhance Phonics, Maths and Literacy teaching. (EEF T&L Toolkit Oral Language Interventions / Phonics / Small group tuition / 1:1 tuition)				
INTENDED IMPACT				
Attainment gaps are narrowed. No difference between PP and nonPP pupils attainment (unless also identified as having a special learning need)				
IMPACT				
Attainment gaps are narrowed ✓ No difference between PP and nonPP pupils attainment (unless there is an additional vulnerability) ✓				
	Total PP Pupils	Total Pupils	Pupils receiving Pupil Premium Grant	All other pupils in the cohort
EYFS – 2019				
Good Level of Development	4	29	75% (3)	80% (20)
YEAR 1 – 2019				
Phonics	3	30	100% (3)	81% (22)
KS1 – 2019				
Reading Expected/GD	3	27	33% (1) / 33% (1)	42% (10) / 37.5% (9)
Writing Expected/GD	3	27	0% / 33% (1)	42% (10) / 33% (8)
Maths Expected/GD	3	27	33% (1) / 33% (1)	58% (14) / 21% (5)

PRIORITY 2 – Being at school on time, ready to learn	£2000
Establish breakfast club	
Additional teacher greeting vulnerable pupils in the morning	
Regular contact with families, reiterating the importance of being at school on time	
WHY THESE APPROACHES WERE CHOSEN	
It is often the case that being late to school and being in a state of mind ready to learn is not in the control of our pupils to change. However, through engagement with families (who are also hard to reach) these strategies have been identified as effective ways to encourage and support pupils to be in school on time. (EEF T&L Toolkit – Parental Engagement)	
INTENDED IMPACT	
Reduction of late register marks. Improvement in participation in phonics/word study sessions. Further closure of gap, particularly in reading outcomes.	
IMPACT	
Reduction of late register marks – ✓ Improvement in participation in phonics/word study sessions – ✓ (but increase in absence due to medical conditions) Further closure of gap, particularly in reading outcomes – ✓ See previous priority Impact data chart.	

PRIORITY 3 – Improvement of Emotional and Health and Well-Being	£1600
Contribution towards the development of an Emotional Health and Well-Being strategy	
WHY THESE APPROACHES WERE CHOSEN	
100% of our pupils who are in receipt of PP funding have issues with low self-esteem, confidence as learners, self-management skills and often have role models who exacerbate this. Investing in a whole school EHWB strategy will offer long term support for all pupils, but elements will be layer 2 (small group) and layer 3 (individual) interventions to support pupils in receipt of PP funding	
INTENDED IMPACT	
Pupils develop a greater sense of self-worth which positively impacts on attitude to learning	
IMPACT	
Pupils develop a greater sense of self-worth which positively impacts on attitude to learning - √	

PRIORITY 4 - Staff CPD	£280
Development of the Feedback policy using 'What Does This Look Like In The Classroom: Bridging The Gap Between Research And Practice'	
Development of the Feedback policy	
CPD focused on the impact of attachment and trauma on primary age pupils - Attachment disorder theory and fundamentals of Theraplay	
CPD focused on the impact of attachment and trauma on primary age pupils - 'The Silent Child' – working with research outcomes	
WHY THESE APPROACHES WERE CHOSEN	
EEF Teaching and Learning Toolkit recommendations. School self-evaluation re: consistency of approach for maximum impact shows that this is an area for improvement. Targeted support for individual pupils.	
INTENDED IMPACT	
Pupils have greater understanding of how to improve their work; have developed the skills of reflection, analysis, editing; can verbalise where and how they have improved/corrected and how this links to the learning; have greater self-confidence due to being able to pinpoint where they have made a mistake rather than feeling like the whole piece of work is wrong. (EEF T&L Toolkit – Feedback / Metacognition and Self-regulation) Teachers have a greater understanding of what 'Attachment Disorders' are and can work towards establishing attachment aware learning environments and teaching strategies.	
IMPACT	
Feedback Policy development to support pupils knowing how to improve their work – ✓ Attachment disorder awareness - ✓	

PRIORITY 5 – Improving self-esteem and confidence by developing a strong sense of belonging and providing opportunities for nurture	£1820
Set up school allotment – including purchasing waterproof clothing and wellingtons, tools and equipment (£379.16)	
Yearly Allotment charge – (£50)	
Drumming lessons – (£515)	
Establish school 'houses' (using the logo colours). School houses then link to committees (for the school Parliament). (£876.10)	
WHY THESE APPROACHES WERE CHOSEN	
<p>Analysis of the needs of our specific group of children in receipt of PP identified that in all cases, but for a variety of reasons, the children did not have nurturing and stable experiences in their early years. Some children have begun to show violent and destructive tendencies to other living things (particularly plants and animals).</p> <p>Whilst there isn't a significant difference in attainment between PP and non-PP pupils at Akaal (unless also SEN) there is a difference in experiencing the feeling of success regularly. These actions have been identified in order to give pupils the opportunity to see the difference they are making and to experience success on a weekly basis.</p> <p>Some families are disengaged with school due to current circumstances and/or their own experience of school. Parents have been invited to attend the allotment with the children if they are able.</p>	
INTENDED IMPACT	
Improved sense of belonging; Regulation activity; improved application of communication skills and Maths;	
IMPACT	
Improved sense of belonging ✓ Regulation activity ✓ Improved application of communication skills and Maths ✓	

PRIORITY 6 - Widening life experiences	£250
Offer an increased rate of educational trips and financial support to attend	
WHY THESE APPROACHES WERE CHOSEN	
90% of our pupils who are in receipt of PP funding have limited life experiences. Significant financial issues mean that priority must go to life essentials (food, bills etc). In addition home life is often chaotic, significant adults are also vulnerable and there is no time or resource to provide certain experiences. As this is a general issue for our school population (for a myriad of reasons) our approach is have an external trip per term (rather than per year) and this is can be supported by PP funds for those families who would find this challenging.	
INTENDED IMPACT	
Identified individual pupils who may not have participated in an educational visit/activity due to disadvantage have been supported through the funding to enable them to attend such activities with their peers. Improvement in confidence and self-esteem. Development of essential life skills. Improved attendance and punctuality. Improved readiness to learn.	
IMPACT	
Identified individual pupils who may not have participated in an educational visit/activity due to disadvantage have been supported through the funding to enable them to attend such activities with their peers ✓ Improvement in confidence and self-esteem ✓ Development of essential life skills ✓ Improved attendance and punctuality – punctuality yes, attendance no Improved readiness to learn ✓	

PRIORITY 7 - Developing a range of After school clubs which target specific barriers	£1370
Happier Heads – After school club offered by external company Neuro Headway. Focus on managing emotions and understanding the things that make our emotions become out of control.	
Homework Club – can support all children, but is particularly to give those with chaotic or challenging home circumstances a safe and peaceful place to do their homework.	
WHY THESE APPROACHES WERE CHOSEN	
50% of pupils in receipt of PP funding at Akaal have difficulty managing their feelings and emotions and, on occasion, this can have an impact on their behaviour for learning. By adding this into the offer and using after school time, pupils needs can be better targeted. (EEF T&L Toolkit – Metacognition and Self-regulation)	
INTENDED IMPACT	
Pupils are better equipped to manage over-whelming emotions which often derail their ability to work effectively. Homework is completed and handed in on time, resulting in a sense of achievement, completion and success.	
IMPACT	
Managing overwhelming emotions ✓ Increased participation in homework ✓ Very successful	