

## 2018-2019 Pupil Premium Plan

### Overview on the school

Number of pupils premium grant (PPG) received	
Total number of pupils on roll	400
Total number of pupils eligible for PPG includes:	173
PG received per pupil: <b>'Ever 6 FSM' (£1320)</b>	£229,340
Amount of PPG received per pupil: <b>Looked after children</b>	£0
Amount of PPG received per pupil: <b>Service Children</b>	0
<b>Total amount of PPG received</b>	<b>£229,340</b>
<b>Additional funds used by school to ensure the needs of pupils are met.</b>	<b>-£25,200</b>

### Main barriers to educational achievement faced by eligible pupils of the school

- Speech, language and communication needs
- Autism
- Pastoral needs e.g. social, emotional and wellbeing
- Housing
- Attendance
- Parental engagement
- Mobility including those New to English/country

### How the pupil premium allocation is to be spent to address those barriers and the reasons for that approach

Evaluation reports from the Education Endowment Fund are used to identify the most effective interventions.

Ongoing evaluation of the impact of approaches/interventions adopted by the school allow us to monitor their effectiveness.

From prior successful implementation, the approaches/interventions below have proven to be effective in closing the gap in progress and attainment of our pupils.

Record of PPG spending by nature of support/project							
Desired outcome	Item/project	(Hours) or FT equivalent	Cost	How will you ensure it is implemented	Staff Lead	Review date	Impact/Lesson/learned
Achievement for ALL							
Close progress and attainment gap	Additional Teacher for Place Of Discovery (Years 1& 2) to close the gap for the lowest achieving and SEND pupils	0.8	£22,771	4x assessment points per year  Interventions are time bound, targeted and pupils are accessed on entry and when exited.	Inclusion manager	Each assessment point.	Almost all children in the POD made expected or better than expected progress across the board.
Close progress and attainment gap	Additional teacher for Year 3/4 due to low outcomes at the end of KS1	0.8	£22,771	All intervention data is analysed to ensure the program is cost effective	Inclusion manager	Each assessment point	Children in the POD made progress that is broadly in line with their peers and in some cases made even better progress
Close progress and attainment gap	Additional Teacher for Year 6	0.8	£25,711	Intervention Teachers and TAs fill in registers and assess children throughout the intervention to ensure steady progress is being made	Inclusion manager	Each assessment point	Almost all children made expected or better than expected progress. Attainment was above the national average in Reading, Writing and Maths
Close progress and attainment gap	Before and after booster classes	16 teachers/TAs  12 weeks  £25 per hour	£4,800	Children's progress is linked to performance	Inclusion manager	Each assessment	Almost all children made expected or better than expected progress. Attainment was above the national average in Reading, Writing and Maths

				management targets for intervention TAs and teachers.			
Consistently provide feedback that helps pupils know how they are doing and improve and move up to the next level	Dedicated teacher pupil conferencing time.	16 CTs x 4 assessment point	£12,800	Half termly work scrutiny  Scrutiny of target sheets	Inclusion manager	Each assessment point.	All pupils know what they have done well and how to improve their work.
<b>Tuition</b>							
Accelerate pupils' progress in Literacy and Numeracy through specific intervention such as 1st class@ numbers, ELS.	2 x Interventions Teaching Assistant	1.0 Term time	£21,080		Inclusion manager	Each assessment point	Almost all children who received interventions made expected or better than expected progress across the board.
Support for children who are New to English in acquiring basic conversational language in order to access the curriculum.	New to English teacher	0.5			Inclusion manager	Each assessment point	Almost all NTE children made accelerated progress in Reading, Writing and Maths

				made.  Children's progress is linked to performance management targets for intervention TAs and teachers.			
<b>Enrichment</b>							
Improve the quality of pupils writing by giving them a context and purpose for writing	Curriculum trips	Min of one trip per half term per class	£5,000	Half termly whole work scrutiny  TLL half termly work scrutiny  Impact of trips blogs	Curriculum manager (AR)	Ongoing	Majority of children across the school (67%) are working at ARE in writing.
To foster independence and collaboration	Residential trip for year 6		£6,800	Learning during residential linked to unit of work for the term	Head of phase (HV)	Ongoing	Children who attended residential trips developed their independence, Growth Mindsets and their resilience.
Support for pupils who lack support at home e.g parents do not have the skills to support children's	Lunchtime homework club	10 hours per week  x38 weeks	£4,500	Half termly review of homework club	Curriculum manager (AR)	ongoing	Children in lunchtime homework club developed their independence research skills and their public speaking and presentation skills. This gave children without ICT in the home, fair access to technology and produced homework of a high standard.
Develop children's artistic skills	Artist Days	12days every academic year	£7,207	During PPM weeks 4x a year	Arts TLL and Assessment Lead	Annually	Children are developing a growing interest and skills in Art
<b>Higher achievers and talented provision</b>							
To nurture and develop musical skills of talented pupils	<b>Year 6 music award:</b>	1.5hrs x 38 weeks	£4,000	Specialist music teachers	Arts TLL(OU)	Annually	Children performed in several London wide concerts and events,

	Cello/violin /guitar (THAMES)			teaching lesson			developing their confidence and performance skills.
To challenge/stretch higher achieving pupils in literacy	E1 schools partnership scholars programme	34 weeks annually		E1 Heads half termly review meetings	Lit TLL (AE)	Each assessment point.	Children developed their thinking and reasoning skills
To challenge/ stretch higher achieving pupils in science	E1 schools partnership science ambassadors programme	Summer term			Science TLL (HM)	Each assessment point	Children were experts learners and taught their peers.
To challenge/stretch higher achieving pupils in maths	E1 schools partnership Maths Higher Standard Master classes	Spring and summer 1 terms			Maths TLL (MH)	Each assessment point	Increase in the percentage of pupils achieving the Higher standard in maths
<b>Assessment and Advise</b>							
Assessment of pupils with additional needs	Educational psychologist	11 days per year	£9,120	Termly reviews	Inclusion manager	Termly	Eight children were assessed for further support by the EP.
Assessment and intervention for pupils with language and communication needs	Speech and language therapist	1.5 days x38 weeks	£28,000	Annual review meetings	Inclusion manager	Termly	The S&L therapist set targets and oversaw the TAs running groups for 31 children across Early Years, KS1 and KS2.
Assessment and intervention for pupils with specific literacy needs	Specific literacy difficulty teacher	1.5 days x 38 weeks	£33,000		Inclusion manager	Termly	The SPLD worked directly with 12 children and undertook assessments on a further 6 children and provided training for staff.
Support children with barriers to learning e.g. social skills, concentration, confidence and self esteem	Pastoral team: SideBeside/Learning mentor	Annual SLA	£35,000		Inclusion manager	Termly	26 children received therapeutic support weekly, 53 children were linked with their peers through lunchtime clubs, 11 children received '6x Talktime' sessions and the Learning Mentor worked with 16 children with barriers to learners. the Pastoral team ran 22 transition sessions for

							Year 6 children leaving for secondary school.
<b>Attendance</b>							
Support in improving pupils attendance and punctuality	Attendance and welfare SLA	0.1	£6,100	Fortnightly AWA/HSLO review meetings  Annual attendance analysis and report	Attendance leader and HSLO	Annually	Attendance was 95.58%. The attendance team reduced the number of persistent absentees from 36 in 17-18 to 30 in 18-19 academic year. (The absences were due to unauthorised holiday in term time)

#### How the school is to measure the impact and effect of its expenditure of the pupil premium allocation

Pupil assessment data from four assessment points across the school year is rigorously analysed and interrogated to ensure the pupils are making good or accelerated progress.

#### Date of the school's next review of its pupil premium strategy

December 2020

## Pupil Premium Impact

### Percentage of KS2 pupils achieving Expected and above

	Mathematics Reading & Writing		Mathematics		Reading		Writing (TA)	
	School %	Nat %	School %	Nat %	School %	Nat %	School %	Nat %
All pupils (54)	86	65	95	79	86	73	93	78
Disadvantaged pupils (36)	89	70	97	84	89	78	94	83

### Progress Score from Key Stage 1 to Key Stage 2

Reading		
Expected progress		
	School	National
All pupils (50)	4.0	0.03
Disadvantages pupils (35)	4.0	0.03

Writing		
Expected progress		
	School	National
All pupils (50)	3.8	0.03
Disadvantages pupils (35)	3.3	0.03

Maths		
Expected progress		
	School	National
All pupils (50)	4.5	0.03
Disadvantages pupils (35)	4.0	0.03

## 2018 - 2019 Progress across the school

3 points is 'Expected Progress' Above 3 points is 'More than Expected Progress'

Attainment AP4 19 points					Progress AP4 3 points					Year 1 Indigo
R	W	S	M	AVE	R	W	S	M	ALL	
18.7	18.7	18.9	18.8	18.8	3.3	3.3	3.5	3.3	3.4	All (20)
18.5	18.3	18.5	18.8	18.5	3.0	3.0	3.5	3.5	3.3	Disadvantaged (2)
18.8	18.8	18.9	18.8	18.8	3.3	3.4	3.5	3.3	3.4	Non-disadvantaged (18)

Attainment AP4 19 points					Progress AP4 3 points					Year 1 Sapphire
R	W	S	M	AVE	R	W	S	M	ALL	
19.2	19.1	19.2	19.3	19.2	3.0	2.9	2.8	2.9	2.9	All (22)
19.3	19.3	19.4	19.4	19.4	2.7	2.8	2.9	2.8	2.8	Disadvantaged (9)
19.0	19.0	19.0	19.1	19.0	3.1	2.9	2.8	2.9	2.9	Non-disadvantaged (13)

Attainment AP4 22 points					Progress AP4 3 points					Year 2 Liliac
R	W	S	M	AVE	R	W	S	M	ALL	
21.4	21.5	21.4	21.6	21.5	2.9	2.8	2.8	2.9	2.8	All (30)
20.7	20.9	20.8	21.3	20.9	2.4	2.4	2.3	2.4	2.4	Disadvantaged (15)
22.1	22.0	22.0	22.0	22.0	3.4	3.3	3.3	3.3	3.3	Non-disadvantaged (15)

Attainment AP4 22 points					Progress AP4 3 points					Y2 Violet
R	W	S	M	AVE	R	W	S	M	ALL	
21.9	21.8	21.8	22.0	21.9	2.9	3.0	3.0	2.8	2.9	All (28)



21.7	21.5	21.5	21.7	21.6	2.5	2.6	2.5	2.4	2.5	Disadvantaged (12)
22.1	22.1	22.1	22.2	22.1	3.2	3.3	3.3	3.0	3.2	Non-disadvantaged (16)

Attainment AP4 25 points					Progress AP4 3 points					Year 3 Gold
R	W	S	M	AVE	R	W	S	M	ALL	
24.0	24.1	23.6	24.6	24.1	2.9	2.9	2.7	3.1	2.9	All (30)
24.8	25.0	24.6	25.0	24.9	3.0	3.0	2.8	3.0	3.0	Disadvantaged (23)
21.3	21.1	20.5	23.2	21.5	2.6	2.5	2.4	3.4	2.7	Non-disadvantaged (7)

Attainment AP4 25 points					Progress AP4 3 points					Year 3 Orange
R	W	S	M	AVE	R	W	S	M	ALL	
23.8	23.9	23.5	23.9	23.8	2.8	2.7	2.8	2.9	2.8	All (29)
24.0	23.9	23.6	23.9	23.9	2.9	2.8	2.9	3.0	2.9	Disadvantaged (21)
23.4	23.6	23.4	23.7	23.5	2.5	2.4	2.6	2.6	2.5	Non-disadvantaged (8)

Attainment AP4 28 points					Progress AP4 3 points					Year 4 Amber
R	W	S	M	AVE	R	W	S	M	ALL	
27.2	26.8	27.2	27.7	27.2	3.4	3.0	3.2	3.1	3.2	All (25)
27.7	27.4	27.6	27.4	27.5	3.4	3.2	3.4	3.0	3.3	Disadvantaged (9)
26.9	26.5	27.0	27.9	27.1	3.4	2.9	3.1	3.1	3.1	Non-disadvantaged (16)

Attainment AP4 28 points					Progress AP4 3 points					Year 4 Saffron
R	W	S	M	AVE	R	W	S	M	ALL	
27.5	27.2	27.3	27.3	27.3	3.0	3.0	3.2	2.8	3.0	All (28)
27.8	27.5	27.6	27.6	27.6	2.9	2.7	3.0	2.9	2.9	Disadvantaged (20)
26.6	26.5	26.5	26.6	26.5	3.2	3.8	3.7	2.8	3.3	Non-disadvantaged (8)

Attainment AP4 31 points					Progress AP4 3 points					Y5 Emerald
R	W	S	M	AVE	R	W	S	M	ALL	
29.8	29.5	29.8	30.4	29.8	2.8	3.0	2.9	3.1	2.9	All (24)
30.1	29.9	30.3	30.3	30.2	2.8	2.9	2.9	3.0	2.9	Disadvantaged (16)
29.1	28.6	28.8	30.5	29.2	2.8	3.1	2.9	3.3	3.0	Non-disadvantaged (8)

Attainment AP4 31 points					Progress AP4 3 points					Year 5 Jade
R	W	S	M	AVE	R	W	S	M	ALL	
30.8	30.4	30.9	31.1	30.8	3.0	3.3	3.1	3.1	3.1	All (23)
30.9	30.7	31.0	31.2	30.9	2.9	3.0	3.0	3.0	3.0	Disadvantaged (13)
30.7	30.2	30.7	31.1	30.6	3.1	3.7	3.3	3.1	3.3	Non-disadvantaged (10)