**Caslon Primary Community School**

**Pupil Premium Strategy Statement: 2018/2019**

**Pupil Premium** is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement.  This funding is called Pupil Premium, and is allocated on the basis of the number of children who are entitled to **free school meals (FSM),** those **looked after** by the local authority and children of **armed service personnel**.

The intended effect of this funding is to accelerate progress and raise attainment.  It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done.

**Pupil Premium Grant Expenditure:**

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| **Number of pupils and Pupil Premium Grant (PPG) received 2017-18** |
| Number of pupils on roll R-Y6 | 20 | Amount of PPG received per pupil  | Deprivation Pupil Premium £1,320 | Adopted from Care premium £1,900 |
| Total number of pupils eligible for PPG  | 85 |  | Service Child Premium £300 | Looked after Premium (LAC) £1,900 |
| Total number of pupils eligible for PPG who meet a criterion/criteria e.g. LAC | 0 | Total amount of PPG received | ££112,200 |

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| **Barriers to future attainment (for pupils eligible for PP including higher ability)**All PP pupils data and contextual information is analysed at the start of an academic year to enableindividual barriers to learning to be identified |
| In-school barriers (issues to be addressed in school)  |
| A | Poor reading ( inference skills)  |
| B | More able pupils achieving the greater depth in writing at the end of KS1 and KS2 |
| C | Quality of interventions delivered by teaching assistants  |
| External barriers  |
| D | Attendance  |
| E | Vulnerable families and children |
| F | Esteem , confidence issues |
| Desired Outcomes  |
|  | Desired outcomes  | How they will be measured Success criteria |
| A | Improved Inference skills due to Using VIPERs system for guided reading across schoolRegular assessment tasks Improving outcomes in KS1 ReadingUse of small group intervention and use of Year 2 SATs resources Pupil progress meetings | Accelerated progress evident across the year, in reading comprehension. Increase the numbers of PP children exceeding expected standards in Reading in Year 2 and in Year 6 |
| B | Improve writing skills through WRITE stuff training across schoolRegular monitoring of writing assessments and moderation to improve outcomes in KS1 and KS2Use of small group intervention when needed to support greater depth writing  | Accelerated progress evident across the yearIncrease the numbers of PP children exceeding expected standards in Writing in Year 2 and in Year 6 |
| C | TA professional development in school and external Professional standards for TA’s’ TA’s having professional dialogue with teaching staff about areas of  | TA’s are observed delivering good practice for PP pupils TA’s work closely with teachers TA’s deliver effective interventions. Observation evidence  |
| D | Improved attendance of PP children Attendance tracking, School visits, Attendance meetings Use of Meeting system, penalty fines, rewards, Home visits, weekly celebrations in assembly  | Reduce the number of broken weeks Improve the PP attendance from Attendance for the children is in line with national at 96% |
| E | Learning Manager Target sheets for pupils Emotional Literacy support: Ongoing records and assessments Regular meetings with SENCO and HT Provision map is in place. Updated Drawing and Talking course completed | Home Link support work is positive. CPOMs system are used. Evidence of development in records |
| F | Esteem , confidence issues Use of EP to support children Learning mentor Emotional Literacy support Social groups over lunchtime  | Evidence of development in records Reports from learning mentor, Improved attendance of PP children at clubs |
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| **Planned expenditure 2017-2018** |
| Area of Spend | Costs  | Description of intervention/ Intended outcomes | **Staff** | How impact is to be measured |
| Breakfast club | £250 Approx  | This is run every morning to address attendance/punctuality and ensure all pupils have a positive start to the school dayEnsure the availability of breakfast for FSM children so that they are settled and ready to learn. To improve attendance | BH/SO/DR/RH | Improved punctuality and attendance. Numbers attending breakfast club rise. |
| Forest skills. | Cost £1500 Resources Tee pees | Outdoor learning incorporates, team challenges and social interaction, outdoors This provision is for vulnerable Pupil Premium children from years 6 – R who need to develop resilience and self -esteem. It encourages team work and sets personal challenges.Sutton Trust: small groups + 4 months, | TR/Various support staff  | Evidence for the leader and from participating children indicates improvements in confidence and social interaction Pupil voice on forest school experience |
| Classroom resources  | CGP Materials £350My Maths £395Phonics online £750Read Write inc £ 1800Rockstar Timestables £350 | Learners have own resource packs, study guides, revision guides, resources to use to develop independent learnerDeveloper training days for staff to deliver effective phonics sessionsWhole school multiplication online learning system | All teaching and support staff/Parents/Children  | Pupil outcome’s, pupil progress |
| Support for trips, clubs and enrichment activities | £4500Sycamore centerLoudmouth assembliesArt project | Support for Year 6 residential costs Support for Year 6 Drama workshopSupport for trips across the year groups to enhance the curriculum Targeted children for sycamore centerSelf esteem/behavior – Art projectWhole school – e-safety loudmouth drama production and workshopsCosting for young voicesSutton Trust: Outdoor adventure learning +4 monthsSutton Trust: small groups + 4 months, | All school staff where appropriate for the trip  | Evidence of improved confidence and self-esteem. Ability to manage inter and intrapersonal challengesStaying safe onlineEnrichment for targeted pupils at sycamore center |
| Learning Manager Support  | £19,139 | Support for PP child in various year groups with social groups/Drawing and talking Developing confidence, independence, behaviorIncluding resources for the nurture room of a lunchtimeDrawing and talkingFriendship groupsPlay therapyDrop in sessionsWorry boxesSutton Trust: Collaborative learning +5 months | GH | Tracking data Review of targetsDrawing and talking evidenceLess exclusionsLower unauthorized absencesFriendship groupsImproved resilience |
| Develop EYFS outdoor area, so that specific and targeted learning take place | £3500 | Improvements to outdoor space to enhance physical, understanding the world, communication and language development Sutton Trust: Early Years intervention +5 months | MH/LHG/MJP/FA/MC/AW | Raise attainment in EYFS from starting points Bridge the gap before key stage 1Eccers reportsOutdoor physical environmentsHigher GLDImproved behaviour |
| Support for Attendance  | £4870EAS support | Rigorous monitoring of attendance to ensure that we raise attendance % for whole school, and a particular focus on attendance of vulnerable groups of children Attendance clinicsAttendance drops and home visitsEAS support to track data Lates clinic | HT/DHT/Office Assistant | Attendance gap in PP and NPP children, and there is a reduction in number of persistent absences and persistent lates |
| Educational Psychologist (EP)  | £3952 | 6 days for Educational Psychologist support for school to support children with SEN needs Sutton Trust: Individualised instruction +3 months Sutton Trust: meta-cognition and self-regulation +8 months Sutton Trust: social emotional learning +4 months Sutton Trust: Behaviour intervention +3 months | EP Service for LA  | Quicker identification, improved outcome for SEND children, parental support |
| Targeted interventions for identified children  | £26,888 | Focus on key literacy and numeracy skills to raise standards at the end of KS1 and KS2. New Wave 1 interventions and TA tracking sheets Sutton Trust: Small group tuition +4 months Sutton Trust: Collaborative learning +5 months Sutton Trust: Reading strategies +5 months Sutton Trust: Teaching assistants +1 month Sutton Trust: One to one tuition +5 months | Support staff/SENCO | Improved learning for children; bridge any gap through detailed data analysis and provide quick interventions to ensure gap doesn’t widen |
| Targeted training to support Learning Manager | £1500 | Drawing and talking targeted training to support emotional; needs of PP children Bereavement training and counsellingArt projectSutton Trust: social emotional learning +4 months  | GH | Knowledge for the learning Manager of various ways to support children with emotional needs  |
| Spelling programme for Year 2-6 | £2782 | Focus on Maths skills to raise standards at the end of KS2Sutton Trust: Small group tuition +4 months Sutton Trust: Collaborative learning +5 months Sutton Trust: One to one tuition +5 months | LHG/TW | Improved learning for children; bridge any gap through detailed data analysis and provide quick interventions to ensure gap doesn’t widen |
| Developing phonics – Read write inc training and resources for all staff plus development days | £4500 | Focus on Read write inc programme and how to deliver the basics to support writing across all genresSutton Trust: Collaborative learning +5 months Sutton Trust: Individualised instruction +3 months Sutton Trust: Teaching assistants +1 month  | All school staff  | Improved learning for children; bridge any gap through detailed data analysis and provide quick interventions to ensure gap doesn’t widen |
| Music provision (specialist music teaching delivered by Dudley Performing Arts Music Service) | £8017  | All children to have fair access to playing musical instruments and developing lifelong skills in music Quality first teaching of music for all children. Sutton Trust: Arts participation +2 months | Specialist Teacher DPA | All children to be able to play an instrument All children to take part in music festivals and be able to perform 1:1 tuition |
| Parental inspire sessions | £1200 | Range of inspire afternoons linked to topic Resources for them and each session to link to parental support –how best to support their child at home. PP children for directed invitesSutton Trust: homework Sutton Trust: Small group tuition +4 months Sutton Trust: Reading strategies +5 months | All staff | Enrichment, parental support and voice.Support home learning as homework to be completed in school for pupils attending club  |
| Continue increased TA support  | £15, 257 – 6 hrs weekly  | Continue increased TA support to ensure all classes have a TA in the morning sessions to support PP children and to deliver intervention strategiesSutton Trust: Small group tuition +4 months  | All support staff  | Ratio of children to staff reduced to meet the needs of more children and targeted support to improve outcomes At least expected progress made and accelerated if off target |
| Kinetic letters training and resources | £1250 | Training for staff to deliver kinetic letter sessionsSutton Trust: Reading strategies +5 monthsSutton Trust: Individualized instruction +3 months  | All | Improved handwriting and literacyIncrease in amount of children making correct Joins |
| Rights respecting group | £1200 | Cover and resources for UKS2 group to become lead for RRS throughout the school  | LV | Children becoming independent ready for learning Children becoming leaders and increasing self esteem |
| Chromebooks | £7500 | Purchase of set of 30 chromebooks to be used in school to improve digital literacy throughout and to improve quality of coding and computing through school | All staff | Children becoming more proficient in computing and digital literacy |
| 1st aid for parents | £ 350 | Delivery of first aid for parents course | GH - parents | Improved healthy lives for the childrenIdentifying childrens needs and meeting those needs |

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| KS2**Percentage of FSM Key Stage 2 pupils achieving expected standard in 2018 comparison with national NPP pupils** |
| Maths, Reading Writing TA  | Mathematics  | Reading  | Writing  |
| Cohort  | School % | National NPP % | Cohort  | School % | National NPP | Cohort  | School % | National NPP | Cohort  | School % | National NPP% |
| 13 | 76.9% | 70% | 13 | 92.3% | 82% | 13 | 76.9% | 80% | 13 | 76.9% | 83% |

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| KS2**Percentage of FSM Key Stage 2 pupils achieving greater depth in 2018 comparison with national NPP pupils** |
| Maths, Reading Writing TA  | Mathematics  | Reading  | Writing  |
| Cohort  | School % | National NPP | Cohort  | School % | National NPP | Cohort  | School % | National NPP | Cohort  | School % | National NPP |
| 13 | 0% |  | 13 | 23.1% |  | 13 | 7.7% |  | 13 | 15.4% |  |

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| KS1 Percentage of FSM Key Stage 1 pupils achieving expected standard in 2018 comparison**With Non Pupil Premium pupils %** |
| Mathematics  | Reading  | Writing  |
| Cohort  | School % | National NPP% | Cohort  | School % | National NPP | Cohort  | School % | National NPP |
| 11 | 55.5% | 80% | 11 | 55.5% | 79% | 11 | 55.5% | 80% |

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| KS1 Percentage of FSM Key Stage 1 pupils achieving greater depth in 2018comparison**with Non Pupil Premium Pupils %** |
| Mathematics  | Reading  | Writing  |
| Cohort  | School % | National NPP% | Cohort  | School % | National NPP | Cohort  | School % | National NPP |
| 11 | 0% |  | 11 | 18.2% |  | 11 | 9.1% |  |

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| Progress and attainment for pupils eligible for pupil premium  |
| EYFS  | 66.7% of PP Pupils achieved GLD (72.4% National FSM)  |
| Phonics Year 1  | 55.6% attained expected standard  |