

Pupil premium strategy statement

Number of pupils and Pupil Premium Received in 2018-19 <small>(academic year)</small>	
Total of pupils on roll at the time of calculation	396
Number of children eligible for PPG	65 (16% of whole school)
Total number of pupil premium boys/girls	31 boys 34 girls
Total number of pupil premium pupils with EHA's	4
Total number of pupil premium pupils with SEN	14
Total number of pupil premium pupils with EAL	3
Current FSM pupils	43
Amount of PPG received for each pupil <small>(post LAC/ services)</small>	£1,320 <small>(£2,300/£300)</small>
Total PPG Received	£98,020

1. Summary information					
School	IRCHESTER COMMUNITY PRIMARY				
Academic Year	2018-2019	Total PP budget <small>(financial year)</small>	£110,720	Date of most recent PP Review	18 th Sept 2018
Total number of pupils	396	Number of pupils eligible for PP	65 (16%)	Date for next internal review of this strategy	May 2019

2. Current attainment		
	<i>(14)Pupils eligible for PP in ICPS</i>	<i>(39)Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing and maths end of KS2, July 2018	50% 7/7	68% (63%)
% expected standard in reading	64% 9/14	92% (75%)
% expected standard in writing	71% 10/14	87% (76%)
% expected standard in maths	50% 7/14	78% (76%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Raise achievement in Maths. Focus groups: KS2, girls and disadvantaged pupils.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across the school and not achieving the higher level/greater depth
C.	Only 40% of EYFS PP achieved GLD Effective use of phonics to continue to raise the percentage of pupils achieving EYFS expectations in writing, and improve attainment in reading. Focus group: boys and disadvantaged pupils.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Emotional welfare (adopted, Post LAC,CP, EHA)
E.	Low aspirations by PP

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children to make accelerated progress to achieve in line/better than their peers especially girls, Maths	The difference is diminished between PP pupils and non-PP pupils in Maths KS2 (3PP girls make at least expected progress), (3 PP boys targeted for greater depth) 6/7 achieved expected +
B.	High ability PP to achieve higher levels in line/better than their peers.	3 PP boys (43%) targeted for greater depth (two middle prior attainers) 27% for non-PP pupils targeted for greater
C.	For EYFS PP pupils, especially boys, to improve their phonics and achieving the phonic standard in KS1 and attainment in reading.	38% EYFS PP achieve phonics 50% PP to achieve phonic standard at KS1
D.	Pupils with emotional needs have their needs addressed and supported in their learning.	100% to achieve expected To achieve improvement on emotional baseline by 75%
E.	To expand real life experiences for PP pupils in order to develop their own higher aspirations	100% PP children to have more life experiences To enrich cultural experience and raise aspirations

5. Planned expenditure

Academic year	2018-2019
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action /	What is the evidence and	How will you ensure it is	Staff lead	When will you
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	approach	rationale for this choice?	implemented well?		review implementation?
Culture of higher expectations of all children but especially of Pupil Premium children to have positive impact on learning.	20day challenges, focused questioning, first quality teaching	Focused learning on weaker areas for reinforcement and deepening learning	Monitoring of lessons/planning/ progress meetings & data	HT/DHT	Termly
Additional focused online 1 to 1 teaching for PP to support accelerated progress in Maths	Online 1 to 1 Maths programme supported by TA	EEF Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	Monitor and review progress at half way point	TA/class teacher/HT	End of sessions
Interventions and focused quality first teaching in place having a positive impact on learning	Pupils targeted precisely in lessons	We believe no-one is better-placed to support schools in doing this than teachers themselves.	Monitoring of lessons/planning / progress meetings & data	HT/SENCO	Termly
Improvement in phonic knowledge especially with boys.	Focused & regular phonic work with targeted pupils	EEF found phonic approaches to be an effective in younger readers, with an impact of 4 months progress when led by trained staff.	Monitoring of lessons/planning / progress meetings & data	FS & KS1 staff	Termly
The right strategies are in place to support SEN/PP in/outside the classroom. External expertise bought in when needed	SENCO analysis of needs of pupils, ensuring appropriate material used. Dyslexia/behaviour	SEN Code of Practise ensures that provision that is needed 'additional to or different from 'is implemented effectively.	Monitored and reviewed regularly for impact. Then adjusted/improved where necessary.	SENCO	Termly
Total budgeted cost					£17, 750
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Pupils are supported with their emotional needs in order to be ready to attend lessons and learning	Meet and greet at the start of the day/ Counselling Lunchbunch Teacher & TA behaviour training Voice of the child Milk over 5's	EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. A settled child is more ready for learning	Record keeping of attendance. Book scrutiny & data.	FLW/SENCO	April
FLW support families of emotional need children.	FLW highly visible every morning at the gate. Workshops for parents academic, behaviour and emotional.	Experience shows us that parents are happy to approach FLW outside of school with matters that can then be addressed in school. The association between parental involvement and a child's academic success is well established.	Regular meetings and updates with FLW. CPD for FLW to ensure up to date training and knowledge. Using highly recommended providers. Family Support Worker to attend sessions and continue to work with the designated families.	FLW/Staff	April
Improved oral language skills in Reception children Extra reading to improve fluency	Focused 1 to1 sessions. Continue to develop parental involvement throughout the year to encourage improved baseline in speaking & listening Reading boxes for PP children	Invest in longer term change for PP which will also support reading & writing. Reading with parents The transition between phases of education –notably early years to primary schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.	Monitoring of sessions/planning/ progress meetings & data Continued training for TA	SENCO/TA	Termly
Total budgeted cost					£26,070

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that 100% of PP have had an opportunity for a day visit and/or residential visit by July 2018.	To ensure all pupils have access to school visit to enrich their curriculum and remove the potential cost barrier.	Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence.	Monitoring of the number of children attending day visits and residential opportunities.	All staff	April Residential/trips
To organise the 1,2,3 Magic parent scheme to support PP parents/carers. To have at least 5 PP families taking part.	To target PP children's parents who would benefit from this scheme. CPD for FLW to ensure up to date training and knowledge	The association between parental involvement and a child's academic success is well established.	FLW to be trained well, monitoring, speak to parents of impact	FLW	After sessions (Dec)

To provide Curriculum Enrichment opportunities including, Science Investigations Day, author visits, Film visits, European Day of Languages, & visiting sport persons/develop aspirations. . Improve aspirational thinking.	To ensure all children are given a wealth of new and exciting learning opportunities to give them positive aspirations for the future	Approaches that seek to raise aspirations are very diverse and may aim to improve learners' self-esteem, self-efficacy or self-belief, or to develop motivation and engagement	To select a wide range of new and exciting learning opportunities for the PP children. Visitors of differing employment to deliver talks	All staff	April
To ensure that all children have been supplied with new uniform, PE kit & equipment for all PP children as and when to be ready for learning and school.	To ensure the PP children are fully prepared for school.	To support the development of a whole school ethos and therefore is supportive of discipline and motivation.	To ensure all children are supplied with a new school uniform and necessary equipment	All staff	Throughout the year
To improve PP attendance in extra curricular activities	Ensure PP can attend chosen clubs	Have same experiences as all other children. Experience what they haven't been able to so far.	Speak to children to see what they enjoy and would like to attend	DH	April
Total budgeted cost					£40,850