**Pupil Premium strategy statement (Isleham C of E Primary School)**

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| 1. **Summary information** | | | | |
| **School** | Isleham Primary School | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £31245 (In 2018-19 the funding allocated was £1320 per ever6 child, £300  for children of Armed Forces families and £2300 for adopted children) | **Date of most recent PP Review:** Cluster review- Spring 2018 County review- booked for September 2019 |
| **Total number of pupils** | 201 | **Number of pupils eligible for PP  2018-19** | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Pupil Premium** | | | | |  | **Y** | | **N** | | | YR | 2 | 7% | 26 | 93% | | Y1 | 5 | 17% | 25 | 83% | | Y2 | 6 | 21% | 23 | 79% | | Y3 | 4 | 15% | 23 | 85% | | Y4 | 3 | 11% | 25 | 89% | | Y5 | 3 | 10% | 26 | 90% | | Y6 | 5 | 17% | 25 | 83% | | **Total** | **28** | **14%** | **173** | **86%** | | **Total Y1-6** | **26** | **15%** | **147** | **85%** | | **Date for next internal review of this strategy:** Annual- July 2020 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | See attainment document per year group |  |
| **% making progress in reading** | See progress document per year group |  |
| **% making progress in writing** | See progress document per year group |  |
| **% making progress in maths** | See progress document per year group |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | |
| Vocabulary and language development- ability to access the curriculum for parents and children  Parental engagement- supporting parents with any family situations and guiding them to successfully support their children academically and emotionally  High number of Pupil Premium children who also have some form of SEND | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | |
| Military families- at least one parent absent for extended periods | | |
| 1. **Desired outcomes** | |
| *Desired outcomes and how they will be measured* | *Success criteria* |
| 1. Increase the proportion of non-SEND Pupil Premium children who achieve at or above expected levels, and show positive progress measures 2. Support both financially and socially with ensuring access to all opportunities in school for all families including disadvantaged families 3. Pupils and parents have access to needed support networks in school/ are referred to appropriate outside agencies from the school 4. PP pupils with SEND have access to intervention programmes to narrow the gap between them and non SEND pupils 5. Children to attend school regularly and in line with national averages for all pupils 6. High quality curriculum initiatives are targeted to address poverty of vocabulary 7. All pupils are in receipt of good or better teaching | 1. Individual attainment and progress measures 2. Grants allocated successfully to children according to need: 100% of Pupil Premium enabled to attend wider opportunities such as Breakfast Club, theatre trips and residential visits, and musical lessons 3. Individual trackers identify & show the support put in place for individual children and families   Lower number of reported behavioural incident involving PP pupils reported both inside and outside the classroom Pupil and parent voice is positive about the support received   1. SEND pupils make continued progress appropriate to starting points and capacity (evident via Educater and other forms of tracking in the classroom, behavioural logs, SEND APDR/ PEP documents) 2. Attendance for pupil premium children is in line or greater than national average 96% 3. Aspirations of pupil premium children in later life are evident 4. Classrooms, quality of teaching and evidence in books demonstrate high language acquisition as a priority |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019-20** | | | | |
| 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. | | | | | |
| 1. **Teaching & learning** | | | | | |
| **Objective** | **Rationale** | **Outcome** | **Provision** | **Staff lead** | **Evaluation** |
| Early speech and language interventions narrow vocabulary gap on entry to school | Evidence and historic school data show that children from disadvantaged backgrounds are affected by a poor vocabulary and require more precision teaching of basic speech sounds and vocabulary | Narrowing of vocabulary gap has appositive impact on reading and writing | Targeted pupils area screened and offered a support programme of Language links with specialist Nursery nurse  Links to Speech & Language Therapy service as needed & TA support time offered to individuals as needed | LD, RD, NS, SES, DD | Data review and RAG rating |
| Teaching of reading to be systematic, high quality and enjoyable, creating a life-long love of learning | Reading is an invaluable life skill  Reading helps children’s vocabulary development, spelling and writing | Pupil premium children develop and make progress in line with peers locally and nationally, but also develop a love of reading and books  Parents are engaged and know how best to support their children in their literacy development  Good levels of reading comprehension | Launch of new home school books and individual dialogue with PP families as needed  Targeted reading inference interventions and support at all levels  Daily reading and Better Reading Partnership (BRP) support as needed for individuals | DD, GG, all TAs, NS | Home school book reviews and pupil/ parent voice/ standardised scores and general progress data |
| Pupil premium children receive additional support in class and through targeted interventions | To ensure that PP children make accelerated progress in order to diminish the difference with non PP children  Higher attaining PP children have challenge and support to reach highest possible levels in their learning e.g. target for greater depth | Gap diminished and progress can be seen across the year for pupils of all abilities | TAs support children in class as needed  Interventions are successfully targeted via pupil progress meetings and provision mapping to meet the needs of PP children  Literacy and numeracy sessions delivered through based intervention groups including First Class @ number (parts 1 and 2), Literacy A to Z, Success@ arithmetic, First Class @ writing 1 & 2, Better Reading Partnership, Reading inference,  Staff development in order to provide evidence-based interventions and share good practice (phonics, | NS, SES, DD, teachers and TAs | End of year data review |
| **Total budgeted cost** | | | | | £29180 |
| * **Pastoral support** | | | | | |
| **Objective** | **Rationale** | **Outcome** | **Provision** | **Staff lead** | **Evaluation** |
| Removal of social and emotional barriers to learning |  |  | FRIENDs program and counselling. Play therapy and counselling support for pupils |  |  |
| Attendance in line with national |  |  | Meetings and letters home  Visible presence on gate in mornings  SLT meetings- tracking attendance on a weekly basis |  |  |
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| **Total budgeted cost** | | | | |  |
| 1. **Enrichment/ engagement** | | | | | |
| **Objective** | **Rationale** | **Outcome** | **Provision** | **Staff lead** | **Evaluation** |
| Parental engagement |  |  | Family support and information sessions e.g. class cafes/ workshops/ information sessions/ parent forum |  |  |
| PP children are priotised to attend and experience cultural and external opprtunties |  |  | Subsidised educational trips and opportunities to participate in a wide range of activities e.g. music lessons, brass band/ ukulele lessons, choir, sports clubs, breakfast club, after school activities and theatre group visits. |  |  |
| PP children lare encouraged to lead healthy lifetsyles without financial barriers |  |  | Specialist sports coach at lunchtimes and weekly after school sport provision and cookery club  A range of other activities are avaialbel to engage and included children e.g. mindfulnees, colouring, lego therapy. |  |  |
| **Total budgeted cost** | | | | |  |

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| 1. **Review of expenditure – see 2018-19 report** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **Teaching & learning** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
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| 1. **Pastoral support** | | | | |
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| 1. **Evidence for review** |
| Educater summary of progress, & attainment, pupil premium tracking documents, pupil progress meeting notes, pupil voice/ parent voice/ staff voice |