



**Our Core aim is:** To raise the achievement of all pupils eligible for Pupil Premium so that their performance is narrowing the gap with their non-Pupil Premium peers.

Address inequalities and improve the achievement of disadvantaged pupils compared to their non-disadvantaged peers nationally

<b>Number of pupils and pupil premium grant (PPG) received 2018-19</b>		
Total number of pupils on roll (excluding F1 children)	455	
Total number of pupils eligible for PPG	101	
Amount of PPG received per pupil	£1,320	
<b>Total amount of PPG received</b>	<b>£133.320</b>	
<b>Current attainment (2018)</b>		
	All pupils	Disadvantaged pupils
Pupils achieving a good level of development in Foundation Stage	67%	33%
Pupils meeting phonics standard in year 1	87%	82%
Pupils achieving expected standard in reading at Year 2	71%	67%
Pupils achieving expected standard in writing at Year 2	55%	33%
Pupils achieving expected standard in maths at Year 2	76%	83%
Pupils achieving expected standard in reading at Year 6	52%	41%
Pupils achieving expected standard in writing at Year 6	52%	53%
Pupils achieving expected standard in maths at Year 6	39%	24%

## Possible Barriers to future attainment

### Academic barriers

- Lower than average language skills due high percentage of EAL/new arrivals
- Turbulence

### Additional barriers

- Attendance below the national average and persistent absentee figures above the national average

## Nature and cost of support to overcome barriers 2018-19

Strategy 1: Targeted Staffing/Provision	Amount	Aim	Impact
Year 6 Academic Coaching	£5,000	<ul style="list-style-type: none"> <li>• To close the attainment gap for disadvantaged pupils</li> <li>• To ensure that attainment is in line with age related expectations</li> <li>• To assess, plan and deliver bespoke programmes of work to ensure that children achieve National expectations by the end of year 6</li> </ul>	Writing 53% of year 6 cohort achieved the required standard vs 58% PP children. This figure will rise with disapplications
Additional Year 2 teacher - intervention	£19,316.00	<ul style="list-style-type: none"> <li>• To close the attainment gap for disadvantaged pupils</li> <li>• To ensure that attainment is in line with age related expectations</li> </ul> <p>To assess, plan and deliver bespoke programmes of work to ensure that children achieve National expectations by the end of year 2</p>	<p>62% Year 2 achieved expected standard in reading vs 60% PP</p> <p>58% achieved expected standard in writing vs 60% PP</p> <p>68% achieved expected standard in maths vs 70% PP</p> <p>GDS reading whole cohort 18% vs 20%</p>

			PP Maths GDS 17% vs 20% PP GDS 3% vs 0% PP
Teaching Assistant EYFS- talk boost intervention	£15,196	<ul style="list-style-type: none"> <li>To raise the language levels of pupils within the EYFS including disadvantaged pupils</li> <li>Develop fluent speakers and extend vocabulary that aids comprehension and writing</li> </ul>	
Teaching Assistant KS1 – BRWP, early words, phonics, Sandwell maths	£18,627	<ul style="list-style-type: none"> <li>To close the attainment gap for disadvantaged pupils</li> <li>To ensure that attainment is in line with age related expectations</li> <li>To ensure levels of progress are at least in line with National Expectations by the end of Year 2</li> </ul>	
Teaching Assistant KS2 – Ready and read programme, inference training, Sandwell maths, arithmetic, early words	£18,627 x2	<ul style="list-style-type: none"> <li>To close the attainment gap for disadvantaged pupils</li> <li>To ensure that attainment is in line with age related expectations</li> <li>To ensure levels of progress are at least in line with National Expectations by the end of Year 2</li> </ul>	<b>Ready and Read</b> - Expected progress would be 6 months all children apart from 2 made this. The 2 children that did not increase their phonic knowledge significantly and will be monitored for SEND. Some PP children made accelerated progress MK - 14 months, JG – 22 months increase.
Teaching Assistant KS2 – language provision	£18,627	<ul style="list-style-type: none"> <li>To close the attainment gap for disadvantaged pupils</li> <li>To ensure that attainment is in line with age related expectations</li> <li>To ensure levels of progress are at least in line with</li> </ul>	

		National Expectations by the end of Year 2	
Strategy 2: Curriculum, Enrichment, CPD and resources			
Year 6 Easter school	£4,000	<ul style="list-style-type: none"> <li>Work with children at risk of not achieving the age related standards of attainment for English and Maths</li> <li>To close the attainment gap and improve the academic progress for Year 6 pupils</li> </ul>	20 children attended the Easter School, 80% of these were PP children (initially all children invited were PP) which had been targeted for being borderline expected/GDS.
Subsidised Educational Visits and educational trips	£1746	<ul style="list-style-type: none"> <li>Raising aspirations and skills development of pupils</li> <li>Part funded visits to ensure all children including those who are disadvantaged take part</li> </ul>	Business manager tracks this spending – next year more money to be put into this provision
Route to Resilience CPD and assessment	£2000	<ul style="list-style-type: none"> <li>Initial CPD for all staff</li> <li>Ongoing CPD and teacher visits to partner schools and Outstanding provision to ensure the route to resilience project impacts fully on all pupils including disadvantaged pupils</li> <li>Resources</li> </ul>	3x staff CPD sessions have been carried out. External training x5 has also been attended by DH and 4x head teacher. Children's ability to recognise character strengths in themselves has improved.
Strategy 3: Attendance and Wellbeing			
Family Support Worker	£11,375	<ul style="list-style-type: none"> <li>Raise the engagement in school of vulnerable families</li> <li>Respond to family crises where they may have an impact on pupil learning and wellbeing (eg housing etc)</li> <li>Identify all pupils who are eligible for pupil premium who attendance is 95% and below and work with parents to improve their attendance</li> <li>Identify children who have persistent absence patterns</li> </ul>	<p>80% of families that FSW supports Jan – April are PP</p> <p>Last academic year 91% were PP. – see report provided by traded services</p> <p>PP attendance – 95.61% and non PP 95.76% PA pupils non PP 11% vs 6%PP</p>

		and who are Pupil Premium eligible and reduce this pattern	
Developing positive learning behaviours	£179	<ul style="list-style-type: none"> <li>To enable children to interact positively with their learning in different environments and transfer these skills to normal classroom practise</li> <li>To trial tapestry and class dojo as platforms for communication with parents</li> </ul>	The school has also invested more money into this as the school have purchased 3 IPADs specifically for the use of Tapestry
<b>Date of the next review of the strategy</b>			
September 2019			

The pupil premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The amount received is dependent on the number of children who receive free school meals. All schools are required to report on the amount of funding and how this is being used.

The Pupil Premium was introduced in April 2011. It was allocated to children from low-income families who were known to be eligible for free school meals, and children who had been looked after continuously for more than six months. Eligibility for the Pupil Premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals measure).

Schools are free to spend the Pupil Premium as they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income families and the other target groups. New measures have been included in the performance tables that show the achievement of pupils who attract the Pupil Premium.

**Please note that the data for KS2 above does not include the potential outcome for 1 pupil being disapplied from the results.**

## Review

Data below shows that disadvantaged pupils achieve roughly in line with their peers at the end of Year 2 in reading and outperform non-disadvantaged children at the end of Year 2 in maths and writing. Pupil premium outcomes were roughly in line with the Leicester Local Authority figures in Year 1 phonics and in Year 2 reading. Pupil premium outcomes were above the LA figures in writing and maths at the end of Year 2.

Disadvantaged pupils out-perform non-disadvantaged children in Reading at the end of Year 6. Non-disadvantaged pupils outperformed disadvantaged pupils in all Year 6 in maths and writing however, the gap has reduced significantly from results in 2018-2019.

**Please note that the data below for Year 6 does not include the potential for 12 pupils being disapplied from the results**

Current attainment (2018)			
	All pupils	Non-disadvantaged	Disadvantaged pupils
Pupils meeting phonics standard in year 1	83%	72%	85%
Pupils achieving expected standard in reading at Year 2	62%	62%	60%
Pupils achieving expected standard in writing at Year 2	60%	58%	60%
Pupils achieving expected standard in maths at Year 2	68%	68%	70%
Pupils achieving expected standard in reading at Year 6	51%	48%	58%
Pupils achieving expected standard in writing at Year 6	53%	55%	50%
Pupils achieving expected standard in maths at Year 6	64%	69%	50%