

Plan for PPG for 2018-19



Who is it for?

- Pupils who have been entitled to free school meals at any point in the last six years
- Pupils who have been continuously looked after in the last six months
- Pupils who have a parent who is currently serving in the armed forces
- Pupils who are Looked After (PP Plus)

Total number of pupils on roll (excluding Nursery)	226
Number of pupils eligible for Pupil Premium Funding (Jan Census)	114
Number of pupils eligible for Pupil Premium Funding who are looked after	2
Number of pupils eligible for Pupil Premium Funding who have a parent currently serving in the armed forces	0
Amount of funding per pupil	£1,320
Amount to be received this year	£179,520
Additional funding from school budget	£0

Item/project	Cost	Objective	Start Date	Impact															
				Milestone 2 (Dec 17) Milestone 4 (April 18) Milestone 6 (July 18)															
Apportionment of DHT Salary Spring/Summer	£30,209	To close / narrow the gap between disadvantaged and other pupils in school and nationally by the end of KS2.	01.09.18	2019 KS2 SATs data: <table border="1"> <thead> <tr> <th></th> <th>Expected Standard</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>91%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>81%</td> <td>22%</td> </tr> <tr> <td>Maths</td> <td>78%</td> <td>31%</td> </tr> <tr> <td>EGPS</td> <td>81%</td> <td>38%</td> </tr> </tbody> </table>		Expected Standard	Greater Depth	Reading	91%	31%	Writing	81%	22%	Maths	78%	31%	EGPS	81%	38%
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Apportionment of salaries for Teaching Assistants to	£78,000	To work 1-1 or in small groups with specific disadvantaged pupils to close gaps in progress and	01.09.18	Rapid Reading (Y5): <ul style="list-style-type: none"> - Average words per minute has increased from 122 → 139 - Average comprehension questions correct has increased from 3/15 → 12/15 															

work with disadvantaged pupils across the whole school (2 based in KS1 and 2 based in KS2)		attainment. E.g. Wellcomm, extra phonics tuition, Rapid Reading, Rapid Writing, WASP		<p>Year 6 SEND:</p> <ul style="list-style-type: none"> - Pupil achieved ARE in Reading in KS2 SATs <p>Wellcomm (EYFS):</p> <ul style="list-style-type: none"> - Nursery: 100% of pupils (6) have made at least 2 levels progress. - Reception: 80% of pupils (5) have made at least 5 steps progress. <p>EAL:</p> <ul style="list-style-type: none"> - Pupil achieved ARE in Maths in KS2 SATs - 100% of pupils have made accelerated progress towards ARE in their year group <p>Fast Reading (Y2, 3 and 4):</p> <ul style="list-style-type: none"> - Average words per minute has increased from 79 → 106 																											
Learning Mentor	£19,797	<p>To lead on attendance, including closing gap between disadvantaged and other pupils' attendance.</p> <p>To provide mentoring for identified pupils with additional behavioural, social and emotional needs, to support their welfare and break down barriers to learning.</p>	01.09.18	<p><u>Attendance Targets 2018-2019:</u> Whole School: >96% Disadvantaged Pupils (Pupil Premium): >96%</p> <table border="1" data-bbox="999 651 1980 833"> <thead> <tr> <th></th> <th>Nur</th> <th>Rec</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>84.5%</td> <td>95%</td> <td>95.8%</td> <td>95.9%</td> <td>97%</td> <td>96.6%</td> <td>97.1%</td> <td>95.7%</td> </tr> <tr> <td>Other</td> <td>90%</td> <td>91.8%</td> <td>95.5%</td> <td>96.6%</td> <td>96.1%</td> <td>95.8%</td> <td>96%</td> <td>97.5%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - 80% of the pupils supported by the Learning Mentor this academic year are disadvantaged. - Of the pupils targeted for improved behaviour / attitudes to learning, 75% have shown improvement (reduction in number of yellow / red cards being issued). - Of the pupils targeted for improved attendance, 68% have improved their attendance and 50% have increased their attendance above 96%. - Of the pupils targeted for social / emotional support – e.g. increased ability to control anger, increased self-esteem, etc, 83% have shown improvement. - 100% have stated that working with the Learning Mentor has had a positive impact on their wellbeing. 		Nur	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	PP	84.5%	95%	95.8%	95.9%	97%	96.6%	97.1%	95.7%	Other	90%	91.8%	95.5%	96.6%	96.1%	95.8%	96%	97.5%
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Other	90%	91.8%	95.5%	96.6%	96.1%	95.8%	96%	97.5%																							
EYFS Outdoor Development	£5,000	<p>To develop the quality of the outdoor environment in EYFS to ensure that pupils' learning and development is well supported and enhanced by this area.</p> <p>To close / narrow the GLD gap between</p>	01.09.18	<p>Outdoor area is now zoned and new equipment has been purchased and installed into the setting, e.g. stage area. This is contributing to acceleration of progress towards end of year targets.</p> <p>Signage has been ordered and will be installed in September 2019.</p> <p>GLD: 82% (increase of 12% from 2018)</p>																											

		disadvantaged and other pupils.																																																																																		
Additional teacher to support Year 5, working with disadvantaged pupils	£14,820 (adjustment required)	To close / narrow the gap between disadvantaged and other pupils in school and nationally by the end of KS2.	01.09.18	<p>Autumn Term only – Teacher left</p> <p><u>Milestone 2:</u></p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>Other</th> <th>All</th> <th>PP</th> <th>Other</th> <th>All</th> <th>PP</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td colspan="10">ARE</td> </tr> <tr> <td>Target</td> <td>86%</td> <td>88%</td> <td>85%</td> <td>86%</td> <td>88%</td> <td>85%</td> <td>86%</td> <td>88%</td> <td>85%</td> </tr> <tr> <td>Track 2</td> <td>76%</td> <td>74%</td> <td>79%</td> <td>72%</td> <td>67%</td> <td>79%</td> <td>69%</td> <td>60%</td> <td>78%</td> </tr> <tr> <td colspan="10">Greater Depth</td> </tr> <tr> <td>Target</td> <td>31%</td> <td>37%</td> <td>23%</td> <td>21%</td> <td>19%</td> <td>23%</td> <td>28%</td> <td>25%</td> <td>31%</td> </tr> <tr> <td>Track 2</td> <td>17</td> <td>7%</td> <td>29%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>10%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>Teacher was working with target group for ARE. Observations and Book Looks evidenced at least good progress for all the 8 targeted pupils during Aut Term. 5 pupils moved from WTS → ARE. 3 SEND pupils made good progress within WTS.</p>		Reading			Writing			Maths				All	PP	Other	All	PP	Other	All	PP	Other	ARE										Target	86%	88%	85%	86%	88%	85%	86%	88%	85%	Track 2	76%	74%	79%	72%	67%	79%	69%	60%	78%	Greater Depth										Target	31%	37%	23%	21%	19%	23%	28%	25%	31%	Track 2	17	7%	29%	0%	0%	0%	10%	0%	0%
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Additional teacher to support Year 4, working with disadvantaged pupils	£7,215	To close / narrow the gap between disadvantaged and other pupils in school and nationally by the end of KS2.	01.09.18	<p>Autumn Term only – Teacher left</p> <p><u>Milestone 2:</u></p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>Other</th> <th>All</th> <th>PP</th> <th>Other</th> <th>All</th> <th>PP</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td colspan="10">ARE</td> </tr> <tr> <td>Target</td> <td>90</td> <td>93</td> <td>87</td> <td>79</td> <td>86</td> <td>80</td> <td>86</td> <td>93</td> <td>80</td> </tr> <tr> <td>Track 2</td> <td>74</td> <td>76</td> <td>70</td> <td>68</td> <td>71</td> <td>60</td> <td>78</td> <td>88</td> <td>60</td> </tr> <tr> <td colspan="10">Greater Depth</td> </tr> <tr> <td>Target</td> <td>28</td> <td>43</td> <td>13</td> <td>28</td> <td>43</td> <td>13</td> <td>28</td> <td>43</td> <td>13</td> </tr> <tr> <td>Track 2</td> <td>13</td> <td>14</td> <td>10</td> <td>16</td> <td>19</td> <td>10</td> <td>13</td> <td>10</td> <td>20</td> </tr> </tbody> </table>		Reading			Writing			Maths				All	PP	Other	All	PP	Other	All	PP	Other	ARE										Target	90	93	87	79	86	80	86	93	80	Track 2	74	76	70	68	71	60	78	88	60	Greater Depth										Target	28	43	13	28	43	13	28	43	13	Track 2	13	14	10	16	19	10	13	10	20
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Hens for Hire	£1,060	To enable identified disadvantaged pupils to look after living creatures to develop their sense of responsibility and values such as empathy, kindness, compassion, etc.	01.09.18	<ul style="list-style-type: none"> Group of 10 disadvantaged pupils across Y5 and 6 are timetabled to care for the chickens daily. 0 of these pupils have pets at home. 																																																																																
Fruit for KS2	£3,030	To ensure that pupils have	01.09.18																																																																																	

pupils		healthier life styles as they are having a healthy mid-morning snack. To support pupils' concentration and learning in the second morning session.		<ul style="list-style-type: none"> - Pupils access this fruit at any point of the school day, when they need it. E.g. as a brain break during lessons, at play times, lunchtimes and at the end of the day. This ensures that concentration is maximised.
Pupil premium online eligibility checking service	£765	To provide an easy, unobtrusive and confidential checking system that enables parents to know quickly if they are eligible and enables school to ensure that accurate funding is in place to support all disadvantaged pupils.	01.09.18	<ul style="list-style-type: none"> - Service being used effectively to ensure that pupil premium figures are accurate.
Music Lessons	£2,025	To ensure that all pupils in Y4 are able to experience learning to play a musical instrument. To ensure that disadvantaged pupils in Y5 have the opportunity to learn to play a musical instrument, to develop their skills and creativity in this area of learning.	01.09.18	<p>Pupil Survey June 2019:</p> <ul style="list-style-type: none"> - 79% of pupils would "strongly recommend" their music lessons to a friend. - 84% stated that they felt increased self-confidence following their music concert in June 2019. - 25% of Y4 pupils have asked to continue lessons next year. - 75% of Y5 pupils have asked to continue lessons next year.
Speech and Language	£7,500	To ensure that identified pupils are supported in developing their speech and language skills.	01.09.18	<ul style="list-style-type: none"> - 10 disadvantaged pupils across school accessed weekly SALT support between Sept and Dec 18. Progress evidenced for all pupils through IEPs.
Attendance resources	£2,000	To improve whole school attendance and punctuality by launching a new reward system for attendance and promoting attendance around school with high quality	01.09.18	<ul style="list-style-type: none"> - Whole school attendance is 96.0% (not including Nursery) for 2018-2019. - Persistent absence is being effectively targeted and is reducing, although remains above National.

		attendance displays.		
Educational Visits	£8,000	To ensure that all pupils are able to access high quality trips, which support their learning and their personal development. To ensure that all Y5 and Y6 pupils have the opportunity to experience a residential visit.	01.09.18	<ul style="list-style-type: none"> - All pupils (62% disadvantaged) have had the opportunity to go on at least four educational visit linked to their education, partly funded by PPG. - Trips have included entertainment venues such as zoos and farms, theatre visit, sports competitions, Y5/6 residential and places of worship. - Visitors into school have also enriched the pupils' education. E.g. Vikings, theatre productions - Pupil feedback states that they would like even more trips next year.
To be allocated	£99			
Total allocated to date	£179,421			
Total	£179,520			