

**Sir Henry Fermor CE Primary School - Pupil Premium Statement of Impact 17/18 and Action Plan
for Spending 18/19**

Head Teacher: Sacha Strand Acting Deputy Head Teacher: Barrie Lucas-Scott (PP lead)					
Lead Governor: Victoria Edmonds					
Pupil Premium Profile [2017-18]					
Number of eligible pupils:			60		
Total pupil premium budget:			£73,760		
In 2017/18 the school used the PPG funding in the following ways					
CPD for teaching staff to improve the quality of teaching in all key stages.	Contributions towards trips, visits, club attendance and residential.	Cover and resources for Forest Schools' teachers to provide unique learning experiences for children.	Provision of intervention teaching assistants to provide 1:1 and small group sessions for pupils.	Pastoral staff to support pupils and families with social and emotional issues	Provision of clothing for school
2 500	2 325	9275	40 855	13 350	350
CPD for support staff to improve the quality of support given to pupils – Attachment Includes training on attachment and autism.	Staffing to facilitate initiatives to improve the rates of attendance and reduce persistent absenteeism. (See pastoral)	Resources to support intervention packages	Non-contact time for book scrutiny and subject leader focus on PP children	Additional provision for extra clubs – Music and Drama	Additional reading resources – books and tapes
2000		1300	700	780	325
Total expenditure = full grant			73 760		
Impact of spending in 2017/18 on:					
- quality of teaching which is good or better improved over the year - vulnerable children/families supported - Improved attendance and persistent absenteeism starting to reduce - children given a breadth of learning experiences that enabled them to contextualize their learning through review of curriculum - See data outcomes below and PP Impact Report					
2017/18 KS2 Attainment 2018 (7 pupils)					
		Pupils eligible for PP 2018	Pupils eligible for PP (national 2018)	Commentary	
% achieving EXPECTED in reading, writing and maths		14%	50	2-3 pupils below	

% achieving EXPECTED in reading	29%	36%	1 pupil below	
% achieving EXPECTED in writing	43%	67%	2 pupils below	
% achieving EXPECTED in maths	14%	66%	3-4 pupils below	
Progress score in reading	14% Expected Progress	47%	2 pupils below	
Progress score in writing	43% Expected Progress	51%	1 pupil below	
Progress score in maths	29% Expected Progress	46%	1 pupil below	
Year Group progress (Internal data) 6 Target Tracker steps is expected progress	Reading	Writing	Maths	Comment
Y2	5	5	5	
Y3	5	6	6	
Y4	5	5	6	
Y5	5	6	6	
Y6	7	8	7	
KS1 Attainment 2018 (9 pupils)				
	Pupils eligible for PP	Pupils eligible for PP (national 2018)	Commentary	
% achieving EXPECTED in reading	44%	62%	2 pupils below	
% achieving EXPECTED in writing	33%	55%	2 pupils below	
% achieving EXPECTED in maths	44%	63%	2 pupils below	
2018 Phonics Attainment (10 children)				
		Pupils eligible for PP	Pupils eligible for PP (national 2018]	Commentary
% achieving EXPECTED in Y1 phonics	60%	72%	1 child below	
% achieving EXPECTED in Y2 phonics (cumulative)	57%	85%	2-3 children	
2018 EYFS Attainment (6 pupils)				
		Pupils eligible for PP	Pupils eligible for PP (national 2018)	Commentary
% achieving EXPECTED GLD	67%	57%	Above national	
% achieving EXPECTED in Literacy	67%	58%	Above national	
% achieving EXPECTED in Maths	83%	65%	Above national	

Attendance					
		Absence % for PP pupils	All pupils [nationally 2017]	Persistent absence % for PP pupils	Persistent absence nationally
All pupils		7%	5%	14%	8%
Attendance at after school clubs	12 weekly sessions were taken up by Key Stage 2 PP children at a range of clubs.				
<i>Summary: In all areas save for Early Years the attainment of Pupil Premium children is demonstrating between 1 and 3 children not achieving comparable outcomes with national data. It is clear then that the school is not yet in a position to claim that it is closing the gap and this must therefore be a priority for 2018-19. Internal data however is demonstrating significant improvements on past underperformance: In almost all year groups PP children made progress as good as their peers. However, these children need to make accelerated progress and, Year 6 aside, this is not yet demonstrated. The new action plan makes targeting these pupils more robust and this is a priority for this year.</i>					
Pupil Premium Action Plan 2018-19					
Planned expenditure Academic year 2018-19: 71,920					
Desired outcomes in relation to each priority/barrier	Chosen action / approach How will you ensure it is implemented well?		Costs	Success Criteria and Review?	
Improve Slow progress rates made by pupil premium children	Every child receives teaching which is good and frequently outstanding in every classroom every day. Continual raising of teachers' expectations of PP pupils and provision of challenge for these chd in all lessons with targeted foci. CPD for Quality First Teaching / mentoring and coaching support – including training on growth mindset, one to one mentoring, peer tutoring, questioning and scaffolding. Careful attention to Maths teaching in scaffolding for disadvantaged pupils.		2400	Disadvantaged pupils make accelerated progress and 'catch up' or exceed prior attainment standards. PP children make 6 or more points progress this year based on Target Tracker.	
Increase pupil to adult ratios to support PP children by deploying afternoon TA for each year group.	Provision of interventions and challenge teaching for children identified as needing to catch-up using extra TAs. Improved reading comprehension skills through Training of key staff in improving reading comprehension and Regular comprehension intervention groups Dedicated story time, Daily Reading, whole class guided reading and Accelerated Reader scheme all introduced to raise attainment in Literacy. Support teachers to refine challenge for all (differentiation) using question analysis for KS2 Termly book trawls by PP manager and		39 400	See above with particular attention to Phonics retakes in Year 2 where school needs to close gap by 3+ children in terms of matching national figures.	

	termly assessment data analysis.		
Desired outcomes in relation to each priority/barrier	Chosen action / approach How will you ensure it is implemented well?	Costs	Success Criteria and Review?
Continue to develop aspirations of some pupils and families for their futures Break down barriers reducing their motivation and commitment to learning	Pupils have a breadth of experiences that enable them to contextualize their learning Curriculum is revised and reviewed to meet this requirement through staff CPD Increase in trips and cultural opportunities Pastoral support provided by deployment of an Inclusion manager promoting readiness for learning to support specific children.	1000 700	Opportunities for breadth of learning are recognised by pupils in survey on Pupil Voice and demonstrable in book scrutinies.
Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.	Provision of a range of support staff to remove or alleviate individual social, emotional and health barriers including provision of 'Time to Talk' sessions (Fegans) Uniform support Deputy head dedicated time weekly to oversee Pupil Premium: management release time for key stage leaders to drive and monitor interventions in their teams including book scrutiny focused on PP children. Consultant time to monitor PP children engagement in class. Implementation of specific catch up programmes for Reading, Writing and Maths. Resourcing costs.	2400 500 1500 750	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated Parents express confidence in approaching school. Provision of SENCO time is effective in school to address specific needs for pupils and work with social care as needed Lesson observations show high levels of engagement with learning by PP chd which results in embedded learning seen in summative assessments.
Pupils have limited experiences beyond their home life and immediate community	The desire and motivation to achieve personal academic goals will be developed through consistent use of targets Pupils have a breadth of experiences that enable them to contextualize their learning through a range of curriculum enrichment activities provided beyond the classroom including Visits to or out of school to enhance/support topic learning Forest Schools Provision (leaders) School residential Wrap round care subsidies	1000 8000 750 2000	Database of participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, shows PP participation at least equal to school % End of year questionnaires by year 5 and 6 children show good awareness of future options, chd can verbalise their plans for their future
Improve Low attendance and persistent absenteeism for PP children	Parents made aware of expected attendance levels when they fall below 90%. Follow ESBAS attendance flow chart. Meetings held with parents where necessary and, for persistent absence parents to be		Absence & persistent absentee rates are at least in line with national or improving.

	informed that we will no longer authorise absence for illness without doctors' notes. Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism – SENCo time 0.1 fte and Inclusion manager time 0.4fte. Consultant support to Christmas (2 days)		2450 8175 800	
Total expenditure			71 825	Contingency 95