

# **Pupil Premium Strategy 2018-2019**

## **Background to Pupil Premium Funding**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

## **Funding for financial year 2018 to 2019**

In the 2018 to 2019 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6

Schools will receive £2,300 for any pupil:

- identified in the [January 2018 school census](#) or the [alternative provision census](#) as having left local-authority care as a result of one of the following:
  - adoption
  - a special guardianship order
  - a child arrangements order (previously known as a residence order)
- who has been in local-authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local-authority care)

For the pupils who attract the £2,300 rate, the [virtual school head](#) of the local authority that looks after the pupil will manage the funding.

## **Pupil Premium at Copnor Primary School 2018 - 2019**

At Copnor Primary School we believe all our children, regardless of background, should have high expectations of themselves to achieve their aspirations. Our aim is to close the attainment gap between those children identified as Pupil Premium and those who are not. Our strategy is to target individuals and groups that will benefit from additional funding to help reduce or eradicate their barriers to learning.

## Pupil premium strategy statement (primary)

1. Summary information					
School	Copnor Primary School				
Academic Year	2018-2019	Total PP budget	£225400	Date of most recent PP Review	October 2018
Total number of pupils	677 (5/11)	Number of pupils eligible for PP	171 (5/11)	Date for next internal review of this strategy	January 2019
Not Published = NP # There are 8 children included in these figures who are service children and attract funding of £300 per pupil (rather than £1320 = - £8160). There are 8 children who are LAC and are provided with an additional £980 of funding per child (£7840 additional funding in total).					

2. Current attainment			
	<i>Pupils eligible for PP at CPS. (national figure for 2018 PP unless indicated)</i>	<i>Pupils not eligible for PP at CPS. (national figure for 2018 for non-PP unless indicated: PP is compared to this %)</i>	<i>Gap between PP and non-PP children as percentage points (national gap between CPS PP and national PP in brackets)</i>
%achieving GLD (Good Level of Development) at EOY R (EYFS)	41% (55%)	72% (71% )	31% (14%)
% achieving ELG (Early Learning Goal) in Listening and attention	63% (77%)	82% (88%)	19% (14%)
% achieving ELG (Early Learning Goal) in Understanding	69% (77%)	79% (87%)	10% (8%)
% achieving ELG (Early Learning Goal) in Speaking	75% (77%)	82% ( 87% )	7% (2%)
% achieving ELG (Early Learning Goal) in Reading	44% (62%)	74% (79%)	30% (18%)
% achieving ELG (Early Learning Goal) in Writing	44% (59%)	74% (76%)	30% (15%)
% achieving ELG (Early Learning Goal) in Number	56% ( 66%)	81% (82%)	25% (10%)
% achieving Phonics Screening pass mark at EOY1	60% (70% 2017)	85% (84% 2017)	25% (10%)
% achieving Phonics Screening pass mark at KS1	100% (84% 2017)	97% (93% 2017)	+3% (+16%)
% achieving Expected or above in KS1 RWM	58% (NP)	70%(NP)	12% (NP)
% achieving Greater Depth in KS1 RWM	5%(NP)	13%(NP)	8% (NP)
% achieving Expected or above in KS1 Reading	63% (60%)	86% (78%)	23% (+3%)
% achieving Greater Depth in KS1 Reading	33% (13%)	33% (28%)	0 % (+20%)
% achieving Expected or above in KS1 Writing	47% (53%)	73% (73%)	26% (6%)
% achieving Greater Depth in KS1 Writing	5% (7%)	13% (17%)	8% (2%)
% achieving Expected or above in KS1 Mat hs	79% (61%)	81% (79%)	2% (+18%)

% achieving Greater Depth in KS1 Maths	26% (11%)	30% (11%)	4% (19%)
% achieving Expected or above in KS2 RWM	47% (51%)	51% (70%)	4% (4%)
% achieving Greater Depth in KS2 RWM	9%(4%)	5% (12%)	+5% (+4%)
% achieving Expected or above in KS2 Reading	66% (64%)	70% (77%)	+2% (4%)
% achieving Greater Depth in KS2 Reading	22% (18%)	18% (29%)	+4% (+4%)
% achieving Expected or above in KS2 Writing	59% (67%)	75% (83%)	8% (16%)
% achieving Greater Depth in KS2 Writing	16% (11%)	13% (21%)	+5% (+3%)
% achieving Expected or above in KS2 Maths	48% (64%)	59% (80%)	11% (16%)
% achieving Greater Depth in KS2 Maths	31% (14%)	12% (27%)	1% (+17%)
% achieving Expected or above in KS2 EGPS	66% (67%)	67% (82%)	1% (1%)
% achieving Greater Depth in KS2 EGPS	31%( 24%)	18% (35%)	+13% (+7%)
Average progress in reading KS2	-1.82	-1.23	0.59
Average progress in writing KS2	-2.28	-0.53	1.75
Average progress in maths KS2	-1.06	-2.45	+ 1.39
Prior attainment KS1 to KS2 (based on KS1 average point scale)	15.26 (2016) 16.21 (2017) 15.63 (2018)	16.98 (2016) 17.96 (2107) 16.04 (2018)	

### 3. 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)

<b>A.</b>	<p><b>EYFS entry points for disadvantaged children lower than non-PP as follows:</b></p> <p>Listening and attention: 66% of PP children on entry to EYFS are in the 30-50S month age band for listening and attention, compared to 80% of non-PP (30-50D 100% PP compared to 94% non-PP)</p> <p>Speaking: 67% of PP children are 30-50S at entry to EYFS and 78% are 30-50 developing and above. For non-PP, 67% are 30-50S and 90% are 30-50D and above.</p> <p>Understanding: 66% of PP children on entry to EYFS are in the 30-50S month age band (Non-PP 80% are in the 30-50S age band. (30-50D 100% PP compared to 98% non-PP).</p> <p>Reading: 44% of PP chn are 30-50S with 88% developing or above at 30-50S. 67% of non-PP are 30-50S with 94% at developing and above.</p> <p>Writing: PP 22% of pupils are 30-50 secure, with 66% developing and above. Non-PP: 36% are 30-50s, with 77% developing at 30-50 and above.</p> <p>Number: PP 55% of pupils are 30-50 secure, with 77% developing and above. Non-PP: 62% are 30-50s with 84% developing at 30-50 and above.</p>
<b>B.</b>	<p><b>Sustained progress of the most able PP children is lower than non-PP within the school.</b> Across the school, the attainment of MA PP pupils in all subjects is lower than MA non-PP (for reading the gap is 9%; in writing 6%; EGPS 4%; maths 1%; RWM combined 2%; and science 7%. The attainment of MA PP children at the end of key stage 1 and key stage 2 (years 2 and 6 respectively are higher for MA PP compared to MA non-PP in maths and for RWM combined at Year 2. They are also higher for Year 6 MA PP for all subjects).</p>
<b>C.</b>	<p><b>35% (54) of our PP pupils have identified needs at SEN support or EHCP, compared to 13.8% for the school. There are 16 EHCPs 38% of these are PP children. 3.5% of PP children have an EHCP. This compares to 2% of non-PP children.</b></p>

<b>D.</b>	<b>A gap of 29% exists for the current year 2 children in the attainment of the pass mark for the EOY1 Phonics Screening Test compared to non-PP in the same Year Group.</b> It is also 28% lower than the pass mark for non-PP nationally, whilst a gap of 12% exists between PP at Copnor Primary School and PP children nationally.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	<b>Pupil Premium unauthorised absence and lateness is higher than for non-PP .</b> PP Unauthorised Absence 4.26% compared to Non PP of 2.3%. PP Late children 2.94% compared to Non PP 0.74% for children who have attendance below 95%	
<b>F.</b>	<b>18 % of Pupil Premium pupils identified as coming from significantly challenging backgrounds, compared to 5% of non-PP.</b> 64% of the children on the Children at Risk Register (17/9/18) are PP – 27/42 children.	
<b>G</b>	<b>Many children come from homes that are unable to support a positive reading culture</b> (percentage of pupils from households with adults in higher education sits at only 64% of the National Mean)	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To attain positive outcomes on exit from EYFS low starting points	Aim for the gap for 2018-2019 to be 5%
<b>B.</b>	Ensure teaching is at least good so that PP make progress in line with other pupils in reading, writing and maths,	Diminish the difference between reading, writing and maths on exit of year 6 for expected children and children achieving GDS and diminish the difference across all year groups
<b>C.</b>	Accelerated progress for PP pupils who have identified SEN	90% plus of PP pupils who have identified SEN will make at least one year's progress from their individual starting points.
<b>D.</b>	Ensure that disadvantaged children in Year 1 are able to use their phonic knowledge in order to read words, including alien words, in the Year 1 phonics test/ have accelerated progress to reach the desired outcome at the EOY2.	Diminish the difference in the Year 1 phonics results to 50% of the existing gaps. To also diminish the gap between disadvantaged in school and disadvantaged nationally to less than 5% by the end of the 2018-19 academic year. Diminish the in-school gap at the end of the school year in Year 2 (phonics resit) from 6% to 0%.
<b>E.</b>	Improved attendance/ lateness for Pupil Premium pupils compared to non-PP children	Reduce the difference between attendance and lateness from 1.96% to less than 1% for absence and from 2.2.% to less than 1.5% for lateness.
<b>F.</b>	Ensure all pastoral needs are fully met so that PP make progress in line with other pupils in reading, writing and maths	Diminish the difference between Reading, Maths and Writing progress scores on exit from EOY6 to 5% or less.
<b>G.</b>	Further develop the reading culture within school	Diminish the difference in reading between disadvantaged and non-disadvantaged across all year groups by at least 50% - to a 5% gap

## 5. Planned expenditure

Academic year		2018-19			
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.					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action	Impact to date	Final Review	Staff lead	Cost
A/B/C/D/G: To improve the progress of PP children, including those who are MA.	<p><b><u>Individual PRMs</u></b></p> <p>SLT to work with each teacher for one afternoon per half-term in order to review progress of PP children and to identify next steps. Year leaders to check a sample of PP books each week during their leadership time on a rolling cycle (R, W, M: allowing for two scrutinies per subject per half-term).</p>	<p>Initial PRMs completed with new staff/ target teachers. Positive outcomes: books showing progress.</p> <p>Jan 2019: PRMs completed with all teachers. New targets set for the children not making progress. Changes made to the groupings for children in 3 for R (PP moved to one class) see Additional Teachers for more information on years 4 and 5.</p>		SLT Year Leaders	£15,000
B: Improve teaching to ensure Outstanding practice is more consistently achieved throughout the school.	<p><b><u>Coaching Programme to raise Quality First Teaching</u></b></p> <p>SLT modelling good practice focussing on PP children. Peer coaching to be rolled out</p>	KS2 teacher observation from requires improvement July 2018 to good October 2018. Work scrutiny good in the same period (in core subjects)		SLT	£8500
B/C Smaller classes to support children with SEN needs and to support the MA and potential MA children maintain and increase progress.	<p><b><u>Additional Teachers</u></b></p> <p>Four-way split in Years 4, 5 and 6 in year groups with a high proportion of PP children (and PP with SEND needs) in order to promote accelerated progress.</p> <p>Four-way split in Year 2 for Autumn 1 and 2.</p> <p>Additional HLTA employed in Year 6 –as an unqualified teacher- (from Autumn 1) to support with smaller, focused groups (effectively creating five sets).</p> <p>AHT to take focused Year 6 literacy and maths set from Autumn2, thereby creating 6 sets.</p>	Following data for Autumn, changes have been made using the four-way split to facilitate these changes. In Year 4 for Reading there is now a focused boys' group and girls' group- with focus on PP and in Writing, there is an additional group in the afternoons 4 days a week. Year 5 the same for writing as Year 4. For reading, there is now a PP focused group.		HT	Total: £80,000
B: Supporting NQTs in developing good practice to provide clear and effective learning opportunities to PP children. Accelerated progress for PP children within class.	<p><b><u>NQT Induction and Coaching Programme</u></b></p> <p>Weekly training sessions provided by HT. Provision of weekly coaching by SLT to NQTs focussing on the provision for PP children.</p>	1 x NQT successfully transitioned (Jan 2019) – started NQT year before September 2018 – and moved to coaching support.		HT	£2500
B: To improve the children's ability to spell	<p><b><u>1:1 Spelling Intervention</u></b></p> <p>Selected PP children to complete 1:1 spelling practice with TAs twice a week.</p>	<p>Reviewed January 2019. Children who are not attending have been encouraged to attend. Some children moved to other TAs due to changes in the TAs' job role e.g. more HLTA hours.</p> <p>Dec: Progress for PP children = 1.5. For non-PP = 1.3 (based on Grammar, Punctuation and Spelling – GPAS- assessment).</p>			£2000

<p>B: Improve the teaching practice within school.</p>	<p><b><u>PDMs and INSET</u></b></p> <p>Continue to develop and improve teaching practice within school, focusing on identified teachers where they have received requires improvement grading during lesson observations for all aspects of the teaching and learning observed.</p>	<p>15/9/18: PP PDM. Interim measure: each PP child provided with a target. These reviewed with each individual teacher and new targets set/ targets developed (November 2018)</p> <p>PP PDM devoted to parents' evening meetings focused on PP children only (see below for more details).</p> <p>Additional PDM time (x2) devoted to PP only parents' meetings.</p>		<p>SLT</p>	<p>£9000</p>
<p>G To continue to foster a positive reading culture within school.</p>	<p><b><u>Regular reading with the children</u></b></p> <p>Aim to read with every child at least once per week, with additional time provided for PP children who need more support in order to accelerate their progress in reading.</p> <p>Volunteer readers from the wider community sought and trained to read with the children.</p> <p>Portsmouth University readers scheme rolled out with new batch of volunteer readers.</p> <p>Librarian to read with selected PP children who do not receive support at home/ require support to accelerate progress in reading.</p>	<p>Regular agenda item on AOB. Volunteers have been trained and are in place.</p> <p>Portsmouth University students have been trained with additional students being sought for February 2019.</p>			<p>£1000</p>
<p>G To continue to foster a positive reading culture within school.</p>	<p><b><u>Additional Reading Events and Activities</u></b></p> <ul style="list-style-type: none"> <li>• Author visits arranged (at school and at other venues) to provide role models to aspire to be/ provide the children with interest in authors and the books they have written. Author Abroad scheme continued (hosting events for MA readers).</li> <li>• Weekly visit to the school's libraries for each class timetabled.</li> <li>• Class library maintained in every class with class books purchased and library books used to maintain a regular change to the books available from the class library.</li> </ul>	<p>Author Abroad authors attend school for MA pupils.</p> <p>Classes attend the library weekly (across the school)</p> <p>Class libraries available in each class.</p>		<p>EL</p>	<p>£800</p>
<p>G: To continue to foster a positive reading culture in the school.</p>	<p><b><u>Reading Force</u></b></p> <p>To promote Reading Force scheme (charity organisation focused on supporting the armed forces) whereby children read a book with a member of their family who is in the armed forces (and may or may not be on deployment), completing a scrapbook documenting this shared reading.</p>	<p>Reading Force scrapbooks distributed and scheme promoted. Parents of service children targeted, particular emphasis on children from known families where there is an upcoming/current deployment</p>	<p>Difficult to review the impact as it is something that families can chose to use or not.</p>	<p>AHT</p>	<p>£0</p>

<b>Total budgeted cost</b>					£118,800
<b>ii. Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action</b>	<b>Impact to date</b>	<b>Final Review</b>	<b>Staff lead</b>	<b>Cost</b>
A: Diminish the difference on exit from EYFS of children getting a GLD2 (from 15% in 2017)	<p><b>PP Intervention in EYFS</b> Review of intervention strategies in EYFS to be undertaken Autumn 2 (once baselines have been completed). SENCo met with Year R to discuss interventions. Meetings half-termly.</p> <p>Targeted groups for lunchtime intervention (from Spring) Use of additional TA to run target groups. Regular PRM reviews of PP children with list of PP children regularly reviewed and individual children spoken about during PRMs. Regular meetings with parents/carers of PP children, particularly with those who are at risk of not making the expected progress from their starting points.</p>	<p>Intervention reviewed following baseline completion (Oct 2018) See table 1 at bottom of the SIP for comparison between PP and non-PP for R, W, M Autumn 2 called <b>Progress for Year R autumn 2</b></p>		EYFS Leader	£11000
D. Ensure that disadvantaged children in Year 2 are able to use their phonic knowledge in order to read words, including alien words, in the Year 1 phonics test/ have accelerated progress to reach the desired outcome at the EOY2.	<p><b>Targeted intervention</b></p> <p>Additional phonics lessons in Year 2 to support progress of all children but particularly the children who did not achieve their Year 1 phonics pass mark.</p> <p>Additional support from TAs (small groups).</p> <p>Wave 3 FFT intervention or equivalent for identified children</p> <p>Phonics club for identified children</p> <p>Support provided for teachers new to Year 2 identified for coaching by phonics lead/ English lead as appropriate.</p>	<p>PP children have increased their average score by 4 marks from EOY1 to Autumn 2 (from 22 to 26 points) Non-PP have increased the average score from 21 to 23 (2 points).</p> <p>Children who haven't passed their phonics screening have had extra phonics sessions either through intervention or as part of class teaching at the start of the year. Those who still need phonics are getting this as part of their teaching (in a fourth set until Feb 2019) or during their writing/ spelling sessions. Children are also given phonic activities in guided reading.</p> <p>Additional support from TAs (small groups). - As above - interventions have been in place since September.</p> <p>Wave 3 FFT equivalent Get Writing which focuses on application of phonics being used for targeted children..</p> <p>Phonics club for identified children - All children who didn't pass their Yr1 phonics have been invited to attend phonics club after school on a Thursday. Majority attend and we chase those who need it but aren't currently coming to the club.</p>		EL: EYFS Leader	£6000
G. To encourage PP children to read	<p><b>School Library Service Visit</b></p> <p>Selected year 3 and 4 children to visit SLS in order to select books for them to read at home and then to share with other children.</p>	<p>SLS visit for PP children: each child selected a book to share with their peers (once they had read and completed a review). Engagement with books more noticeable. Buzz around certain books and children instigating this by encouraging others to read their review and the book.</p>		AHT	£90

C: Support learning and/or behaviour in order to ensure progress.	<b><u>Teaching Assistant</u></b> Aid the learning of identified PP children with 1:1 support. 1 child identified with SEN needs who does not have 1:1 to be provided this support (child in Year 1). EHCP applied for. 9 interventions currently undertaken by this child.	Autumn 2: Child is on track in maths but is below track in reading and writing despite additional support from 1:1 TA support and 9 interventions.		AHT SEND	£9500
C. Support learning and/or behaviour in order to ensure progress.	<b><u>Shining Stars</u></b> Aid the learning of identified PP children with an adapted curriculum, taught under the supervision of an AHT. Gaps being identified (within 1 and 2 curriculum).	Presentation has improved and they are self-editing. Children's confidence in own ability has improved.		AHT SEND	£12500
C. Support the children's ability to write	<b><u>Clicker 7</u></b> Provide this carefully designed differentiation tool for teachers to support the learning of SEND pupils in literacy	Clicker 7 training for 25 staff 28/01/19 before roll out to selected children.		AHT SEND	£1200
E: Improve attendance & raise self-esteem allowing pupils to focus in class	<b><u>Emotional Literacy Support</u></b> Run ELSA sessions that target PP children. 12/27 are PP for ELSA 7/12 for Lego Therapy are PP (one PP child in ELSA and Lego Therapy)	Autumn term: The children have, on average, managed to make at least the expected progress in reading, writing and maths, as follows: 18 PP chn Reading 1pt, Writing 1 pt, Maths 1.3pt 20 non-PP Reading 1.2pt, Writing 1pt, Maths 1.2pt		AHT SEND	£9000
C/E: Improving liaison with parents who are experiencing difficult circumstances in order to achieve better outcomes for the children.	<b><u>Welfare and Pastoral Team</u></b> Ensure most vulnerable are supported. Large percentage of these are PP. Monitored by whole-school provision map.			AHT SEND	£13500
B/G: Raise the interest and challenge provided to our more able pupils.	<b><u>Challenge Events</u></b> Range of challenge events completed. September: Takeover Day at Stansted House October: Young Enterprise Challenge (2 x 1 day events at Portsmouth College) Portsmouth Cathedral visit 9/15 PP (43% of PP from Y3). Art event around the theme of angels	Stansted House Takeover Day children completed writing for a display. Engaged with the learning both at the house and at school. Work on display in school. £160 Young Enterprise Challenge: Portsmouth College Challenge event. One of the two groups won the event! Children motivated Cathedral: work on display in school. Children experienced awe and wonder moments and also new experience for PP children. £15		AHT	£500
E/B/C: For PP children that have gaps in areas of Maths pre-teach allows them more time to understand and apply their learning. This is done to support their accelerated progress.	<b><u>Pre-teach Maths</u></b> Maths pre-teach session in Years 2-6 targeting PP children.	Progress for pupils who attend is 1.2 for years 2-5. PP are targeted for participation more than non-PP as follows:  Year 2: 20% of PP, 6% of non-PP Year 3: 14% PP, 6% of non-PP Year 4: 100% PP 0% non-PP Year 5: 11% PP, 13% non-PP  Half of the children who attend are PP (Years 2-5)		AHT	£7200



		Year 6: the vast majority of children were invited rather than targeted. PP progress 1.4 points, non-PP 1.3 points. 20% of PP children attend compare to 49% of non-PP.			
B/C: Children of varying ability are supported to ensure they achieve their potential in reading. Practise of comprehension and inference are a focus depending on the child's ability.	<b><u>After School Boosters</u></b> After school reading booster for Year 6 pupil premium children completed by HLTAs.	Children's confidence at answering questions has improved. 42% of children who were selected are PP children. This equates to 26% of PP children compared to 21% of non-PP children.  Reviewed December 2018. Open access to all children as not all the children who were invited were able to attend.		EL/ Year 6 team	£5200
B/C: Children with potential to achieve Year 6 EOY expectations in maths supported via 1:1 intervention.	<b><u>Third Space Learning</u></b> Children in Year 5 to undertake Third Space Learning: focused 1:1 maths boosters with a teacher via the internet. Expanded into year 6.	Progress for PP is 1.7 points compared to 1.6 for non-PP. 15% of total PP children targeted compared to 7% of non-PP.		DHT	£5790
E/G: Increased engagement from parents in order to remove barriers to learning for their children and improve progress.	<b><u>Targeted Parent Discussions</u></b>  Teachers/ SLT/ Welfare Team and Attendance Officer to focus time on engaging targeted parents of PP children (ensuring that they are involved in, for example, parenting classes, parents' evenings etc).  Morning coffee sessions for targeted SEN parents, including PP (JAn 2019)	Parents who did not attend parents' evening contacted by teachers. Additional parents' evening January 2019 92 of 165 children who are PP had appointments.  Additional meetings arranged for April and July 2019		SLT	£6840
D: Reduce persistent absenteeism and lateness.	<b><u>Attendance Officer</u></b> Provide a collection service for targeted Pupil Premium children (walking bus).  Attendance officer to regularly update teachers with regards to absence of PP that raises concerns of the child having less than 95% attendance in a term/ across the year. This to be timetabled.  Meetings held between attendance officer and a member of SLT (at least once per half-term) to discuss absence concerns and steps forward.  Regularly monitor reasons for absence for PP children and liaise with parents and other bodies as appropriate in order to improve attendance. Communication with parents of children who are persistently absent, with support put in place as appropriate in order to improve attendance (in conjunction with the welfare team).  To issue fixed penalty notices for persistent absences	Children with attendance/ absence below acceptable criteria have been sent letters/ phone calls made, as appropriate. Letter sent to 6.5% of non-PP children and 6.43% of PP children's parents/carers November 2018 (where attendance below 93%).  Attendance for PP children has improved at a greater rate than for non-PP.  Lateness for PP and non-PP children has increased however.  See table 2. Attendance Autumn 2018 compared to Autumn 2017. 65% of PP children have attendance this year that is as good as or at least the same as last year (Dec 2018)		AHT SEND AHT	£5200
F: To support children who are LAC or ever LAC children.	<b><u>LAC action plan</u></b>  Each individual LAC or ever 6 LAC child to have additional funding provided additional spending for them. Their additional needs assessed with the additional funding allocated to said specific needs.	5 of the LAC children attend breakfast and/or after-school club, funded for by the PP budget. £2796 – Dec 2018 2 x children have Rocksteady paid for by the school £600. Additional adult for basketball club to allow for the club to be extended to allow a LAC to attend £600		AHT SEND	£7840 to include Portsmouth's 'training' of AR once per term
<b>Total budgeted cost</b>					£101,860

iii. Other approaches					
Desired outcome	Chosen action	Impact to date	Final Review	Staff lead	Cost
B/E/F Chn take a lead in jobs around the school from office duties, library monitors, lunchtime helpers and playground helpers.  PP children supported to develop these skills and carry them through their schooling.	<b><u>Learning to Lead</u></b>  Provision extended in order to provide leadership opportunities for children to lead in their learning.  Learning to lead ambassadors who are also PP children have been sought from every class and will continue to lead the L to L programme.  PP children supported by L to L children with regards to 1:1 reading (Year 1 children supported with their reading)	8 children who are PP in Year 1 have made 1.25 points progress during the autumn term (expected = 1 point). This compares to 1 point progress on average for the 19 children who are non-PP.		DHT/PSHE lead	£0
D: Providing support to parents of PP children when required. Reducing absenteeism and increasing parental engagement.	<b><u>Breakfast and After School Club</u></b>  Free places reserved to support PP children should circumstances require emergency support/ needed in order to help with attendance. Also, to promote social skills if applicable.	Cost of the use of the club: Summer 2018 and Autumn 2018 = £4909. This has allowed 11 PP children to access the breakfast/after school club of whom 5 are looked after children. (£2796 of this allocated from the LAC section of the SIP.)		AHT SEND Breakfast Club Manager	£2800
Providing additional support for children who struggle with lunch-times	<b><u>Lunch-time Club</u></b>  Lunch-time club provided for children who have difficulty participating in lunch-time games and/or need a place to come to if they are struggling during a particular lunch-time.	5 of the 8 regular attendees are PP children. Has allowed these children additional security at school. One child has attendance concerns and these are being helped by the provision of the lunch time club for this PP child.		AHT SEND	£900
Children inspired to make the most of their abilities and interests/ support provided for them to close the gap to their peers.	<b><u>Ad hoc interventions dependent upon identified needs</u></b>  1. Payment for PP children to attend QECP (enrichment activity in Year 1)  2. Children's Concert attended by 15 PP children	1. All children experienced the visit and the enrichment opportunity. Experienced life beyond Portsmouth: these children had never visited a park outside of Portsmouth before. 2. Children had never experienced a concert before. Collaboration: learning a song together. Awe and wonder at the sight of the full orchestra.		AHT 1. £52 2. £68	£1040
<b>Total budgeted cost</b>					£4740

Table 1		Progress for Year R Autumn 2			
		Pupil premium		Non-Pupil Premium	
		Number	Percentage	Number	Percentage
Reading	0 steps	2	22	2	2
	1 step	4	44	53	65
	2 steps	3	33	26	32

Writing	0 steps	0	0	3	4
	1 step	3	33	41	51
	2 steps	6	67	37	46
Maths	0 steps	0	0	4	5
	1 step	6	67	55	68
	2 steps	3	33	22	27

Table 2: Attendance Autumn 2018 compared to Autumn 2017.

	Whole School			Non PP -			Pupil Prem		
	AUT 17/18	AUT 18/19	Change	AUT17/18	AUT 18/19	Change	AUT 17/18	AUT 18/19	Change
On Roll	687	682		687	682		687	682	
Number in Group	687	682	5	483	505	22	208	177	31
Attendance %	96.20%	96.68%	0.48%	96.85%	97.14%	0.29%	94.88%	95.37%	0.49%
Lates	0.60%	1.14%	0.54%	0.31%	0.64%	0.33%	1.25%	2.57%	1.32