

Pupil Premium Strategy 2017-2018

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 2017 to 2018

In the 2016 to 2017 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 £1,900 for any pupil:

- identified in the [January 2017 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 £1,900 rate, the [virtual school head](#) of the local authority that looks after the pupil will manage the funding.

Pupil Premium at Copnor Primary School 2017 - 2018

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	2017-2018	Total PP budget	£237380 (12/10/17)	Date of most recent PP Review	October 2017 (creation of this document) SIP: November 2017 – which feeds into this document Lynne Stagg (PP governor) reviewed 2/11/17.
Total number of pupils	682	Number of pupils eligible for PP	196 (12/10) 200 (20/1)	Date for next internal review of this strategy	January 2018
<p>Not Published = NP # There are 12 children included in these figures who are service children and attract funding of £300 per pupil (£3600 of funding rather than £15870). There are 7 children who are LAC and are provided with an additional £580 of funding per child (£4060) £8180 less funding. Four additional PP children = £5280.</p>					

2. Current attainment		
	<i>Pupils eligible for PP at CPS. (national figure)</i>	<i>Pupils not eligible for PP at CPS. (national figure: PP is compared to this %)</i>
% achieving Phonics Screening pass mark at EOY1	63% (68%)	90% (84%)
% achieving Phonics Screening pass mark at KS1	86%(NP)	94% (83%)
% achieving Expected or above in KS1 RWM	64% (40%)	66%(NP)
% achieving Greater Depth in KS1 RWM	8%(NP)	12%(NP)
% achieving Expected or above in KS1 Reading	76% (61%)	83% (78%)
% achieving Greater Depth in KS1 Reading	24% (13%)	27% (27%)
% achieving Expected or above in KS1 Writing	64% (52%)	72% (71%)
% achieving Greater Depth in KS1 Writing	12% (7%)	12% (17%)
% achieving Expected or above in KS1 Maths	80% (60%)	76% (78%)
% achieving Greater Depth in KS1 Maths	24% (10%)	20% (22%)
% achieving Expected or above in KS2 RWM	55% (39% 2016)	66% (67%)
% achieving Greater Depth in KS2 RWM	0%(2% 2016)	7% (11%)
% achieving Expected or above in KS2 Reading	63% (53% in 2016)	78% (77%)
% achieving Greater Depth in KS2 Reading	16% (10% 2016)	24% (29%)
% achieving Expected or above in KS2 Writing	80% (64% in 2016)	75% (81%)
% achieving Greater Depth in KS2 Writing	5% (8% in 2016)	14% (21%)

% achieving Expected or above in KS2 Maths	70% (58% in 2016)	79% (80%)
% achieving Greater Depth in KS2 Maths	0% (9% in 2016)	25% (27%)
% achieving Expected or above in KS2 EGPS	80% (61% in 2016)	84% (82%)
% achieving Greater Depth in KS2 EGPS	16%(14% in 2016)	33% (35%)
% making progress in reading KS2	-2.69 +2.17 from 2016	-3.10 (0.33 2016)
% making progress in writing KS2	-1.12 -0.99 from 2016	-3.11 (0.12 2016)
% making progress in maths KS2	-3.65 +0.94 from 2016	-3.02 (0.24 2016)

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)

A.	<p>EYFS entry points for disadvantaged children lower than non-PP as follows: Listening and attention: 86% of PP children on entry to EYFS are in the 30-50 month age band or below, for listening and attention. 58% not secure at 30-50 (Non-PP 58% and 25% not 30-50 secure or above respectively). Speaking: 86% of PP children on entry are also 30-50 or below for speaking, with 79% not secure at 30-50. (From EYFS baseline, 66% have communication in band 30-50 and 39% 30-50 developing and below for non-PP). Understanding: 86% of PP children on entry to EYFS are in the 30-50 month age band or below, with 79% not secure at 30-50. (Non-PP 66% are in the 30-50 age band, whilst 39% are developing 30-50 or below.) Reading: 87% of PP chn are 30-50 secure or below, with 67% not secure- developing- at 30-50 band. 68% of non-PP are 30-50 secure or below, with 18% of non-PP not secure at 30-50. Writing: PP 73% of pupils are 30-50 secure and below. 40% are developing 30-50 and below. Non-PP 65% at 30-50 secure or below, 17% of Non-PP at 30-50 developing or below. Number: 86% of PP children 30-50 or below, with 79% 30-50 developing and below. (Non-PP 66% 30-50 or below with 20% 30-50 developing and below).</p>
B.	<p>Sustained progress of the most able PP children is lower than non-PP within the school. The attainment of PP children at the end of key stage assessment 1 for RWM 4% lower and 3% lower in reading compared to non-PP in the school. For R and W, the KS1 children are also below national non-pp (R 3% and W 5%). At KS2: GD at EOY6 is lower for RWM 7% and for all subjects (R 8%, W 9%, M 25% and EGPS 17%) against in school non-PP. For national non-PP compared to our PP, there is also a gap as follows: RWM 11%, R 13%, W 16%, M 27% and EGPS 19%.</p>
C.	<p>27% (53/196) of our PP pupils have identified needs at SEN support or EHCP.</p>
D.	<p>A gap of 27% 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. It is also 21% lower than the pass mark for non-PP nationally, whilst a gap of 5% exists between PP at Copnor Primary School and PP children nationally.</p>

External barriers (issues which also require action outside school, such as low attendance rates)

E.	<p>FSM absence is higher than school average but improving from 94.5% to 95.5% (a gap of 1.07% 2015-2016 compared to 2016-2017 to September). FSM with SEN improving 92.5% (2015-2016) to 94.8% (2016-2017) but still below that for other children who are not SEN and not non-PP.</p>
F.	<p>24% of Pupil Premium pupils identified as coming from significantly challenging backgrounds.</p>
G.	<p>Many children come from homes that are unable to support a positive reading culture (percentage of pupils from households with adults in higher education sits at only 64% of the National Mean).</p>

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To attain positive outcomes on exit from EYFS low starting points	Diminish the difference on exit from EYFS for children achieving GLD2: 10/17 children in 2016-2017 achieved GLD (59%) compared to 74% for non-PP. This was an improvement from 18% to 15% from 2015-2016 compared to 2016-2017. (Aim for the gap to be a maximum of 5%)
B.	Ensure teaching is at least good so that PP make progress in line with other pupils in reading, writing and maths, including children identified as MA or with the potential to be MA.	Diminish the difference between Reading and Maths progress scores on exit at the EOY6. 2015-2016: Reading progress score (from baseline) for PP pupils was 0.09, compared with 2.18 for other pupils. 2016-17 Reading was 0.82 for PP and 2.85 Non-PP from Baseline: a gap of 2.05. 2015-2016 Maths progress score (from baseline) for PP pupils was -0.76, compared with 0.11 for other pupils. 2016-2017 – Maths -0.13 PP 2.01 non-PP a gap of 2.14 compared to 0.89. Whilst both groups improved, non-PP were more successful than PP.
C.	Accelerated progress for PP pupils who have identified SEN	PP pupils who have identified SEN will make more than one year's progress from their individual starting points.
D.	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 (which for 2016-2017 were 27% against non-PP in school and 21% nationally) to 50% of the existing gaps. To also diminish the gap between disadvantaged in school and disadvantaged nationally: from a current gap of 5% to 0% by the end of the 2017-2018 academic year. Diminish the in-school gap at the end of the school year in Year 2 (phonics resit) from 6% to 0%.
E.	Improved attendance for FSM pupils	Reduce from 4.5% FSM Absence rate (2016-17) so that it is within 3.5% of non-PP children.
F.	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 and Maths progress scores on exit from EOY6. 2015-2016: Reading progress score (from baseline) for PP pupils was 0.09, compared with 2.18 for other pupils. 2016-2017 Reading 0.82 PP 2.85 Non-PP from Baseline, a gap of 2.05. 2015-2016 Maths progress score (from baseline) for PP pupils was -0.76, compared with 0.11 for other pupils. 2016-2017 – Maths -0.13 PP 2.01 non-PP a gap of 2.14 compared to 0.89 in 2015-2016. Whilst both groups improved, non-PP were more successful than PP.
G.	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 6% gap (In 2015-2016 this gap was 15%, in 2016-2017 it had diminished to 12%).

5. Planned expenditure

Academic year	2017-2018
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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.

i. Quality of teaching for all

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.	Individual PRMs 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.	October 2017: Meetings completed. Actions for individual pupils and group actions discussed between a member of SLT and the individual teachers. Challenging progress targets also set for PP children. Review meetings undertaken Jan/Feb. New targets set and old targets reviewed. Review meetings undertaken each half-term. Final review undertaken July 2018 and information provided for the teachers next year of the PP children.	Improved understanding of targets. Recommendation: Year Leaders to check R, W, M through regular cycle (2 per term per subject). SLT to support.	SLT	£9600
B: Improve teaching to ensure Outstanding practice is more consistently achieved throughout the school.	Coaching Programme to raise Quality First Teaching SLT modelling good practice focussing on PP children.	October 2017: coaching undertaken in year 5 has resulted in improved teaching knowledge and pedagogy as observed in lesson observation October 2017 and via work scrutiny (October 2017). Additional coaching devised and implemented (following learning walks, lesson observations and work scrutiny). Actioned November and December 2017. To be continued in January/February 2018. Teacher in Year 3 coached on impact of lesson on MA (inc. PP). December 2017, lesson observation, including for MA, was awarded good (moving from requires improvement). Coaching in Spring and Summer terms was more sporadic, partly due to the reduction in capacity, following the promotion of an AHT.	The quality of teaching has improved. In Sept 2017, there were 8 teachers who were observed to have elements of their lessons with grade 3 'requires improvement'. In July 2018 there were 4, of whom 2 were graded as requires improvement in the three areas. Recommendation: Peer coaching 2018-2019.	SLT	£24960
B/C Smaller classes to support children with SEN needs and to support the MA and potential MA children maintain and increase progress.	Additional Teachers Four-way split in Years 5 and 6 in year groups with a high proportion of PP children (and PP with SEND needs) in order to promote accelerated progress. Additional HLTA employed in Year 6 (from Autumn 1) and Year 5 (from Autumn 2) to support with smaller, focused groups (effectively creating five sets) Year 5 to split 3 ways twice per week (November 2017): this to allow for teacher to teach 8 PP children twice per week. These children have been identified as being at risk of not achieving expected standard in mathematics at the EOY6.	September 2017: Behaviour for learning has improved as a result of smaller classes. November 2017: Additional maths set for children including PP (in Year 5). November 2017: Year 5 to move to 3-way classes for two hours a week to allow for additional maths teaching by Year Leader with a group of PP children who have the potential to be on target for the age related expectations by EOY6. Year 6: Additional 5 th set for English (October 2017) and Maths (November)(Both set for LA). Additional sixth set (MA) for English (November) and maths (January 2018). Impact to be reviewed end of Spring 1. Before Spring 1, Year 6 disadvantaged in reading: children not making as much progress as non-dis and also compared to rest	Year 6 additional set was successful for MA PP (R +6%, W +11%, M +34% from the 2016-17 cohort). Based on progress from the previous year, when the children were in Year 5, the 2017-2018 cohort's progress was: R -5%, W -1%, M +11%) Overall, the progress was: R -5%, W +2%, M -4% Recommendation: that the classes continue to be split so that there are four teachers in 5 and 6 but that	HT	£15407

		<p>of the school, hence move to an additional sets in Year 6</p> <p>Review shows that children's average grade has improved, with more children on track for ARE than at start of year. Year 5 disadvantaged exceeding in reading increased from 5% to 14%.</p> <p>Progress in writing for disadvantaged years 5 and 6 in line with non-dis, but below that made in other year groups.</p> <p>Progress in maths for Years 5 and 6 disadvantaged is significantly below that made by both other year groups and within these year groups: additional maths set in Year 6 Jan 2018.</p> <p>Additional math and English sets (2 additional sets): June 2018 in Year 5 to support progress and attainment of PP children.</p>	<p>focused support is provided to Year 6 with regards to making accelerated progress to the EOY6 attainment targets. Year 4 to be split 4 ways and Year 2 until Christmas.</p>		
<p>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>	<p><u>NQT Induction and Coaching Programme</u></p> <p>Weekly training sessions provided by AHT. Provision of weekly coaching by AHT to NQTs focussing on the provision for PP children.</p>	<p>September 2017: encouraging elements of good teaching observed in all three classes.</p> <p>October 2017 (2/10/17): as above, with NQTs developing successfully towards good.</p> <p>Foundation teaching observed 16/10 and again there were very positive outcomes with regards to the learning and progress observed for the NQT.</p> <p>Lessons observations for two of the three NQTs continue to be at least good. Additional support for third NQT to be implemented (January 2018), initially through the Year Leader. May 2018: observations now good.</p> <p>Weekly training sessions to be provided by DHT from January 2018 (due to promotion of AHT).</p> <p>Successful completion of NQT period for one of the NQTs (March 2018). Other two NQTS making good progress towards the completion of their induction year (March 2018)</p> <p>May 2018: progress good for the two NQTs.</p> <p>NQTs offered and accepted new contracts for 2018/2019. Successful completion of NQT year.</p>	<p>All three NQTs offered full-time contracts.</p> <p>Observations at least good for these three teachers in the final round of observations.</p> <p>Recommendation: SLT to continue being NQT mentors for the 2018-2019 academic year</p>	<p>AHT x2 HT (mentor)</p>	<p>£6240</p>

<p>B: Improve the teaching practice within school.</p>	<p><u>PDMs and INSET</u></p> <p>Using the good practice identified in 2016-2017 (through visiting exemplary PP champions and via PP targeted courses), continue to develop and improve teaching practice within school</p>	<p>Vision of the school explored- INSET 25/9. (See Inset Discussion of Statements 25th September 2017 for more details). Clear from this INSET that the school staff has clear expectations of what is and is not good practice within school.</p> <p>Monitoring schedule Autumn 1 2017: 73% of teachers at least good with 17% outstanding. (including HLTAs and 3 NQTs within the list).</p>	<p>Monitoring schedule shows that 4 teachers have elements of their teaching that require improvement (July 2018) of whom 2 have weaknesses in all three areas.</p> <p>Recommendation: To continue but using the renewed capacity (through the addition of a new AHT) with a focus on the 2 teachers where requires improvement in the three areas has been identified.</p>	<p>SLT</p>	<p>£22080</p>
<p>B: Develop a case study and track accelerated progress of PP children throughout their learning journey. This will enable subject leaders to feedback improvements to Year groups.</p>	<p><u>Pupil Conferencing</u></p> <p>EL/ML/SEND/PP leader conferencing targeted pupils across all Year groups termly (1 day per term).</p>	<p>Conferencing undertaken in Autumn Term. This to be compared to future conferencing completed in Spring and Summer.</p>	<p>Conferencing shows children are being targeted, are clear on where their work needs to improve and know what they are being asked to learn.</p> <p>Recommendation: Not to be continued as the benefits do not match the amount of time taken to complete.</p>	<p>EL/ ML AHTX2</p>	<p>£3024</p>
<p>G To continue to foster a positive reading culture within school.</p>	<p><u>Regular reading with the children</u></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>September 2017: Scheme back in place. Agenda item on AOB (whether support is required to read). 25 volunteers deployed to support weekly reading.</p> <p>On the whole, for Autumn term, this has continued to be achieved. Start of Spring term, this has been very consistent, through the use of teachers, TAs and volunteer readers.</p> <p>June 2018: via pupil conferencing, it is clear that children are being heard to read regularly across the school.</p>	<p>Children are being listened to regularly (weekly).</p> <p>Recommendation: Librarian to read with targeted PP children. Where children are known not to read at home, more provision provided for them in school (e.g. aim to read with 2-3 times per week).</p>	<p>EL</p>	<p>£6232</p>
<p>G To continue to foster a positive reading culture within school.</p>	<p><u>Additional Reading Events and Activities</u></p> <ul style="list-style-type: none"> • Saturday reading event completed to encourage children to read books chosen with their parents/carers. • 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. • Weekly visit to the school's libraries for each class timetabled. 	<ul style="list-style-type: none"> • Saturday event completed (October 2017) and attended well considering the weather (60 children) • Author Abroad scheme started, with CPS a hub school for the hosting of 3 able writer events a year for MA children from Feb 2018. • Each class has a timetables slot and have been observed to be using these slots regularly (observed by librarians/ SLT). 	<p>These events have been successful but the impact compared to the resources used is difficult to measure</p> <p>Author Abroad scheme has been deemed to be a success by the children and adults involved. Longer term impact needs to be measured</p>	<p>EL</p>	<p>£900</p>

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Class libraries in place in each class and librarian reminds teachers when books need to be changed. Also, by providing topic related books for year groups to distribute into their class libraries. 	<p>Recommendations: Continue Authors Abroad, ensuring a disproportionate number of PP children use the resource.</p> <p>Library use to be continued: allows children access to a range of books in class. Class libraries to be reviewed by librarians.</p>		
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Total budgeted cost					£88443
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ii. Targeted Support

Desired outcome	Chosen action	Impact to date	Final Review	Staff lead	Cost
A: Diminish the difference on exit from EYFS of children getting a GLD2 (from 15% in 2017)	<p><u>PP Intervention in EYFS</u> Targeted groups for lunchtime intervention. 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>Children who are PP identified, including if they are siblings of PP children in school and discussed as part of a PDM and the year group's PRM (October 2017).</p> <p>Reviewed impact Jan 2018 following PRM reviews. Additional support in place for these children. April reviewed and support changed to reflect new needs.</p>	<p>Disadvantaged attainment significantly lower than non-PP Reading gap of 58%; writing 22%; maths 24%. Cohort with significant needs with regards to PP compared to previous years. Progress has been made and the gap was closed but from very low starting points.</p> <p>Recommendation: To be continued with these children in Year 1 receiving support from teachers and TAs (see provision list).</p> <p>Once children identified as PP (there is a recognised lag for this in EYFS), review meeting to be held to look at starting points and progress made. Action plan developed for each child, targeting gaps and reviewed as part of PRM process. Interventions in Year R to be looked at to review impact.</p>	EYFS Leader	£15816
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/	<p><u>Targeted intervention</u> Differentiated phonics groups in Year 1. Additional phonics lessons in Year 2 to support progress of all children but particularly the children who did to achieve their Year 1 phonics pass mark.</p>	<p>Differentiated phonics groups in Year 1 in place.</p> <p>MA phonics group split into two groups, with TA supporting smaller target group (Jan 2018)</p> <p>Targeted phonics intervention being undertaken by TAs</p>	100% of disadvantaged children in Year 2 successfully completed the phonics screening test (compared to 97% of non-PP).	EL: EYFS Leader (as part of Eng team)	£13580

have accelerated progress to reach the desired outcome at the EOY2.	<p>Additional support from TAs (small groups).</p> <p>Wave 3 FFT intervention for identified children (5 in Year 1 and 2 PP children)</p> <p>Phonics club for identified children</p> <p>Support provided for teachers new to Year 1 and 2/ identified for coaching by phonics lead.</p>	<p>FFT Wave 3 intervention started, with additional training provided September 2017 to allow further children to be targeted.</p> <p>Review impact Jan 2018: FFT TAs to be refocused onto Year 1 (by SENCO) February 2018.</p>	<p>In Year 1, 56% of Dis chn passed compared to 85% non-Dis.</p> <p>Recommendation: Targeted support for year 2 children (streaming in phonics until Christmas)</p>	Wave 3: KB (as part of Eng team)	
C: Support learning and/or behaviour in order to ensure progress.	<p>Teaching Assistants</p> <p>Aid the learning of identified PP children with 1:1 support.</p>	3 additional 1:1 deployed for PP children without an EHCP who require additional support.	<p>2 of the 3 granted an EHCP for secondary school 1 pupil exp progress W/M 1 pupil expected in M 1 pupil expected R/W</p> <p>Recommendation: 1 x child to be provided with provision in Year 1</p>	AHT SEND	£40740
C. Support learning and/or behaviour in order to ensure progress.	<p>Shining Stars</p> <p>Aid the learning of identified PP children with an adapted curriculum, taught under the supervision of an AHT.</p>	<p>September 2017: new children selected – with a focus on PP with 4 out of the 6 children PP.</p> <p>November 2017: additional children in Shining Stars: 1 x maths (not PP) 1 x all : is a year 3 PP child.</p> <p>Dec 2017: progress made by most children in SS room with regards to their writing and now more clearly working within Year 2 emerging band.</p>	<p>R: 1 of 4 made expected progress</p> <p>W: 3 of 4 made expected progress</p> <p>M: 1 of 4 made expected, 2 of 4 made accelerated progress.</p> <p>This progress is more sustained than in previous years where the children were not in a separate group.</p> <p>Recommendation: That Year 6 age children be taught in a small group where provision has been differentiated for them with the support from the SEND AHT. That a second group be formed for Shining Stars from Years 2-5. 4 of the 7 children are PP</p>	AHT SEND	£23857
E: Improve attendance & raise self-esteem allowing pupils to focus in class	<p>Emotional Literacy Support</p> <p>Run ELSA sessions which target PP children.</p>	ELSA sessions are in place and being used for PP children	<p>Full time ELSA abs sep-jan All 4 pupils on reduced timetables now in specialist provision or attending FT. 2 of these PP</p> <p>Recommendation: to continue with attempts made to reduce the backlog caused by the staff absence (this had started in 17-18). Additional TAs to be trained to enable ELSA provision to be increased/ maintained during staff absence</p>	AHT SEND	£3437

C/E: Improving liaison with parents who are experiencing difficult circumstances in order to achieve better outcomes for the children.	<p><u>Welfare and Pastoral Team</u></p> <p>Ensure most vulnerable are supported. Large percentage of these are PP.</p>	ELSA sessions are in place and being used for PP children	<p>25/48 children who accessed ELSA were PP</p> <p>Average progress: R= 2.5 W= 2.2 M= 2.7</p> <p>Recommendation: to continue with a closer look at the impact of ELSA based upon when the intervention took place.</p>	AHT SEND	£17360
B: To inspire writing through experiencing a real life author.	<p><u>Author Workshop</u></p> <p>In-school and out of school activities undertaken to provide the children with real-life experiences</p>	See above with regards to Author Abroad scheme	See previous comments	EL/ Library Manager	£500
B/G: Raise the interest and challenge provided to our more able pupils.	<p><u>Challenge Events</u></p> <ul style="list-style-type: none"> • Selected pupils attend a more able Portsmouth maths challenge (Nov 2017) • Selected children to attend Front Lawn for a gifted maths challenge day (October 2017) • Selected pupils to attend Historic Dockyard in order to have a stimuli for an extended writing opportunity to be published on the school's website (Sept 2017) • Selected children to attend Portsmouth Reading Challenge (Feb 2018: preparation started Oct 2017) • Selected pupils (yr5) to attend Land Rover BAR STEM event (Dec 2017) • Selected pupils to attend Portsmouth Grammar School STEM event (Nov 2017) and Maths event (Dec 2017) • PGS activity day for Year 2 and 4: targeted PP more able children to attend. • Trafalgar MA maths attended (Y5) • MA morning Wimborne attended (4-6) 	<p>Author Abroad maths challenge for MA mathematicians to be hosted as part of the agreement by CPS to be a hub school for the Portsmouth area. Articles published on website created by these children.</p> <p>Additional support provided in Year 6 to further challenge these children in lessons through the addition of an additional set (November 2017)</p> <p>Positive feedback from staff and pupils, including more engagement with topics related to the events they undertook</p> <p>MA attended by CPS, with PP MA prioritised and in attendance.</p> <p>Positive feedback from the children and clear engagement at the events</p>	<p>Challenge events do engage the children and feedback from the children and the adults is positive. Success with regards to year 6 challenge activities identifiable in the improved data for maths (as an example).</p> <p>Recommendation: To continue such events. To improve links to in-school work resulting from such enrichments e.g. children completing a report about their MA activity or using a maths activity in class with their peers.</p>	ML	£500
E: 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.	<p><u>Pre-teach Maths</u></p> <p>Maths pre-teach session in Years 2-6 targeting PP children.</p>	<p>November 2017: pre-teach meeting held to encourage more parents to sign their children up to the initiative (as take-up had been lower than expected in most year groups)</p> <p>Jan 2018: 5 pre-teach groups in Year 6, thereby targeting all PP children who are average or above average (or have potential to be average or above average).</p> <p>Pre-teach from years 2-6.</p>	<p>Pre-teach has shown improvements with regards to raw scores, although this has not always resulted in enough progress to achieve mastery/greater depth.</p> <p>Recommendation: Pre-teach to be continued across Years 2-6.</p>	AHT	£6667
B/C: Children of varying ability are supported to ensure they achieve their	After School Boosters	Started January 2018: targeting of MA children, including PP and average children/potential to be average (including PP).	<p>8/10 children got at least expected.</p> <p>Recommendation:</p>	EL/ Year 6 team	£1289

<p>potential in reading. Practise of comprehension and inference are a focus depending on the child's ability.</p>	<p>After school reading booster for Year 6 pupil premium children supports afternoon intervention</p>	<p>18 children targeted of whom 10 are PP.</p>	<p>Continue into 2018-2019.</p>		
<p>E/G: Increased engagement from parents in order to remove barriers to learning for their children and improve progress.</p>	<p>Targeted Parent Discussions 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).</p>	<p>November 2017: 20 parents (all PP children) attended meeting about pre-teach. Increased participation in pre-teach as a result. January 2018: Parents encouraged to send their children to pre-teach, with additional support provided to encourage children to attend e.g. one child started at 7:30am rather than 8am. Another child's sibling attended pre-teach to enable the targeted child to attend. MA targeted meeting very successful participation and follow-up due to parental opinions.</p>	<p>Difficult to measure but recommendation that this is continued as communication and engagement have both improved. Continue e.g. with pre-teach</p>	<p>SLT</p>	<p>£6240</p>
<p>D: Reduce persistent absenteeism and lateness.</p>	<p>Attendance Officer 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. 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.</p>	<p>Walking bus: 3 PP children who are persistently absent are on the walking bus. A further 6 children have been collected on the walking bus (and this has reduced their absence/ has improved compared to the point before they were on the bus). Overall impact is that the walking bus has improved attendance for children at risk or are persistent absentees. Current 1/9/17 -23/1/18 96.35% All Pupils. PP = 94.71% Term 1 17/18 AP 96.2% PP = 94.68% Term 1 of 16/17 AP = 95.27% PP 95.54% 2017-2018 Authorised 2.87% AP 3.82% Authorised PP Term 1 17/18 AP 3.73 PP 3.97% Term 1 of 16/17 AP: 3.16% PP 3.63% Authorised due to authorised circumstances/holidays for PP = 17.8% of the total (165 sessions out of 671) Non PP: 78.2% is due to authorised holidays etc. (29% of the school are PP but have 17.8% authorised absences for holidays etc while 71% of the school account for 78.2% of these non-medical absences). Term 1 17/18 AP 0.77% PP 1.35% 0.78% unauthorised for AP 1.47% for PP Term 1 of 16/17 AP 0.57% 0.83 PP Overall late 0.6% and PP 1.27% PP Term 1 17/18 AP 0.6% PP: 1.24%</p>	<p>Schools' Attendance Panel Referral: 2 PP cases (100% of total of cases) Irregular Attendance Penalty Notices 14/19 (74%) to PP cases For children with absence below 95% = 40% for PP pupils and 25% for non-PP pupils. Unauthorised absence 4.26% compared to non-PP 2.3% Lateness 2.97% PP compared to 0.74% for Non-PP For children with attendance below 90%: PP Unauthorised absence 6.58% compared to Non-PP 5.89% Lateness 3.87% PP compared to Non-PP of 1.22% Recommendation: Action plan to focus individual families</p>	<p>AHT SEND AHT</p>	<p>£5003</p>

		<p>Term 1 of 16/17 AP 0.73% PP 1.45%</p> <p>Medical 1 letter sent out, raising awareness of their attendance. If continue, then med 2 requiring medical evidence. If no medical then FPN (21 days to improve and if not then FPN charged). 35 PP persistently absent. 7 fixed penalty notices (FPN) and 1 possible school attendance panel (currently in dispute).</p> <p>Reduce from 4.5% FSM Absence rate (2016-17) so that it is within 3.5% of non-PP children target is being missed currently. Actions to be taken as a result of this need to be discussed at review meeting</p>			
F: To support children who are LAC or ever LAC children.	<p>LAC action plan</p> <p>Each individual LAC or ever 6 LAC child to have additional funding provided (£540 per child above and beyond that available for non-LAC) for additional spending for them. Their additional needs assessed with the additional funding allocated to said specific needs.</p>	<p>2 x children access ELSA</p> <p>2 x children provided with a place on Rock Steady after expressing an interest in this and provided with a keyboard to use at foster home. Other child also expressed an interest and supports their social interaction (an area that they have struggled with, particularly as they were usually withdrawn from class in their previous school)</p> <p>1 x child's place at breakfast club funded by school (5 sessions per week before school and after school) to support social skills development and to support carers.</p> <p>1 x Drama therapy series of lessons provided</p> <p>1 x Art therapy series of lessons provided</p> <p>1 x handwriting intervention</p> <p>1 x social skills intervention</p>	<p>Reading 100% made expected progress and 40% accelerated progress</p> <p>Writing: 70% made expected progress</p> <p>Maths: 90% made expected progress and 20% made accelerated progress.</p> <p>Recommendation:</p> <p>That individual LAC support provided dependent upon need</p>	AHT SEND	<p>£320 for Rock Steady</p> <p>2257 for 1 x child's full-time welfare place at breakfast club and after-school club</p> <p>£1080</p>
Total budgeted cost					£137,188
Other approaches					
Desired outcome	Chosen action	Impact to date	Final Review	Staff lead	Cost
<p>B/E/F Chn take a lead in jobs around the school from office duties, library monitors, lunchtime helpers and playground helpers.</p> <p>PP children supported to develop these skills and carry them through their schooling.</p>	<p>Learning to Lead</p> <p>Introduced to provide extended leadership opportunities for children to lead in their learning.</p> <p>Learning to lead ambassadors who are also PP children have been sought from every class and continue to lead the L to L programme.</p>	<p>5/26 of the medal winners are PP children (19% of the total).</p> <p>Learning to lead ambassadors are a disproportionate total of the children who have this responsibility.</p>	<p>Learning to lead ambassadors continue to be disproportionate amount.</p> <p>Recommendation: Action to improve participation of the disadvantaged children to be included in the next leader's SIP.</p>	DHT/PSHE lead	£400
D: Providing support to parents of PP children when required. Reducing absenteeism and increasing parental engagement.	<p>Breakfast and After School Club</p> <p>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.</p>	<p>11 children have accessed this.</p> <p>1 child's social skills have significantly improved as a result.</p> <p>Other children's attendance has improved or at least been maintained due to this additional support.</p> <p>Lateness for these children has also been reduced.</p>	<p>Recommendation: Provision to be continued in 2018-19</p>	AHT Breakfast Club Manager	Actual Spend £2493 (plus 2257 in LAC spending).

		Engagement of a child has improved because they are able to attend two clubs after-school due to this facility being available (otherwise they would not be able to attend).			
Providing additional support for children who struggle with lunch-times	Lunch-time Club 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.	Use of club ongoing and in place for a number of children (including a number of PP children). Number of lunch-time incidents has decreased steadily, including for PP children. 2 of the 7 regular children are PP and require the provision. A further 2 children, who are PP, use 2-3 times a week. A further tranche of PP children are able to access should they wish to.	Recommendation: To continue this provision, with a focus on the children who are PP getting a place		£2000 Revised figure £832
Children inspired to make the most of their abilities and interests/ support provided for them to close the gap to their peers.	Ad hoc interventions dependent upon identified needs Sept 2017: Rock Steady scholarship provided to a child who otherwise would not have the opportunity to experience learning to play an instrument/ singing as part of a band. Oct 2017: David Walliams books purchased for a capable reader who is reluctant to read. Oct 2017: Diennes set for HTO provided to a child in order for her to practise her place value above and beyond the support provided in school. Oct 2017: Funding to support 2 children to attend a visit. Sept 2017: Child provided with after school clubs in order to promote healthy lifestyle (following advice from school nurse) f) July 2017: child provided with access to Bug Club reluctant reader at home and school. g) 2 additional Rock Steady places provided January 2018 h)Third Space Learning undertaken with 3 PP targeted children (out of 1 of 10. Second tranche ordered for Year 5, with PP being the key children targeted	a) Child progressing well in Rock Steady band and clear engagement shown by child. b) Reluctant reader keen to read the books (now needs to work on quantity read at home). c) understanding of three digit numbers now secure d) Children attended the visit and were more engaged than if they had not attended. e) Child more active and less at risk of morbid obesity. f) Child selected as his reward for good behaviour, to read with Year R children. g) Being undertaken (children positive about the experience at this early stage –Jan 2018 – and is helping with their improving abilities to interact with other children) h)Third Space Learning undertaken with 3 PP targeted children (out of 10). Second tranche ordered for Year 5, with PP being the key children targeted. Evidence with regards to the children’s positivity, improved arithmetic scores and improved reasoning for these children is encouraging evidence of a positive impact; however, it did not impact on final SATs	Recommendation: To continue the use of Third Space Learning. To continue the use of other ad hoc interventions).	AHT	£6276 (£6300-spending below) £0 £20 £0 £4 £0 £0 £0 funding via LAC £6700
Total budgeted cost					£11700