



Pupil Premium Strategy 2018 - 19

| | |
|--|-----------|
| Total number of pupils on roll January census 2018 (R – Y6) | 149 |
| Total number of pupils in school eligible for Pupil Premium Funding | 35 |
| Of these Number of Pupils Ever 6 / deprivation Pupil Premium | 33 |
| Of these Number of Pupils Service children Pupil Premium | 2 |
| Percentage of pupils eligible for Pupil Premium Funding | 22.2% |
| Date of next review of Pupil Premium Strategy | July 2019 |

Pupil Premium Allocation

| Allocation | Further Information | Amount | Total |
|-----------------------------|---|--|----------------|
| EYPP | Summer: 3 Autumn: 2 Spring: 2 | £100 x 7 | £700 |
| FSM / Ever 6 | Allocated amount from Tameside - deprivation | £43,560 | £43,560 |
| Former LAC | Summer only: Child A All year: Child B, Child C, Child D, Child E, Child F, Child G | £700 £2,300 x 5 Child E £500 + £1400 | £14,100 |
| Current LAC Tameside | - | £0 | £0 |
| Current LAC Oldham | Summer: Child H Autumn: Child H Spring: Child H | Summer: £500 Autumn: £600 Spring: £600 | £1700 |
| Service Children | Summer: Child J Autumn: Child J, Child K Spring: Child J, Child K | £100 £200 £200 | £500 |
| Total PP allocation: | | | £60,560 |

Main Barriers to Educational Achievement for Pupils Eligible for PP

| In School Barriers | | |
|--|--|--|
| Barriers to future attainment | Desired Outcomes | Success Criteria |
| Pupils have poor communication skills. | Children are better able to communicate thus improving success in all subjects and improving behaviour through better communication. | Children are better able to communicate in speech and writing. |
| Data analysis shows in school gaps against non-PP pupils in certain subjects in certain year groups. | Improved outcomes for all pupils in receipt of PP in Maths and English | Pupils make good progress towards age related expectations from their different starting points |
| Some of the children eligible for Pupil Premium also have Special Educational Needs | Pupils with SEN and in receipt of PP are supported to meet their personal targets. | The development of children allows them to make progress as rapidly as possible. Appropriate methods of supporting children are identified by specialist agencies. |
| External Barriers | | |
| Limited opportunities for children to access enrichment opportunities | Increased participation in enrichment activities within and outside of school. | Pupils who are in receipt of pupil premium have access to a wide range of enrichment opportunities. |
| Home environment does not always support regular school attendance and punctuality | Children in school on time daily. | PP children are on time and in school every day. |
| Home environment does not always support children coming to school ready to learn. | Children arrive at school ready to learn and are able to manage their emotions to allow them to focus on learning. | Children make the best possible progress. |

| Area of Need | Action | Cost | Anticipated Impact | Success Criteria |
|-----------------------------|----------------------------------|----------|--|---|
| Family Support & Attendance | Learning Mentor 21 hrs / week | £13, 160 | Support for families and pupils through CAF meetings, CiN meetings and CP meetings. Support attendance and punctuality of children through following up lates and non-attendance, holding panel meetings. Support for behaviour / social skills eg. Anger management | School works with other agencies to ensure that children and their families are safe and supported. Attendance of children continues to improve. Close the gap between attendance of PP children and non-PP children. Punctuality improves so that children are ready to learn on time. Support system in place for vulnerable children and families. |
| | Attendance Officer MCSP | £675 | Support attendance and punctuality of children through following up lates and non-attendance, holding panel meetings. | Attendance of children continues to improve. Close the gap between attendance of PP children and non-PP children. |

| | | | | |
|----------------------------|---|---|---|--|
| | | | | Punctuality improves so that children are ready to learn on time. |
| Interventions | Interventions Teacher 0.45 pms only | £14,163.76 | Specialist intervention teaching in Numeracy and Literacy for groups and individuals receiving pupil premium to allow accelerated progress. | PP children make accelerated progress. Gap teaching allows misconceptions to be clarified. Gap between PP attainment and non-PP attainment closes. |
| | TA salaries for interventions Rec – Y6 22% PP across school | Total:£89,887.23 22% = £19,775.19 | Children struggling to make progress have extra interventions to target the specific difficulties they are having. The interventions are delivered by TAs who know them best and know where the gaps in their learning are. | Children make accelerated progress through specific, targeted interventions and the attainment gap closes as a result. |
| Early Intervention | Speech and Language specialist teacher 2 days Autumn term A 1 day Autumn B 1 day Spring A 1 day Spring B 1 day summer A 1 day Summer B | £140 / day x 7 = £980 | Specialist intervention to support early speech and language development in pupils receiving the pupil premium and the EYPP. Support language understanding and oracy. Support speech sound development to feed in to reading and writing. Assessment carried out and then programme of work left. Children re-assessed and programmes altered each half term. | Children identified as struggling with language development are supported to develop communication skills which will feed into oracy and writing at a later date. Children have specialist support to pronounce sounds correctly and help correct speech difficulties which leads into supporting reading and writing. Teachers and TAs have specialist advice and support for ideas to support these children whilst the specialist teacher is not at school. |
| Wider Opportunities | Trips and Enrichment | £2,000 | Enable access to wider educational activities and wider opportunities. | PP children access educational visits in order to enhance the curriculum. PP children are able to attend a three day residential in Y5/6 to boost self-esteem and resilience. PP children have access to wider opportunities and enrichment such as learning to play the piano. |
| | Brass Lessons for Year 6 8/20 | £41.25 per session x 30 weeks = £1,237.50 8/20 = £495 | Enable all children to learn to play a musical instrument. | Proportion of cost of brass lessons for the PP children. PP children have access to wider opportunities. |
| | Choral lessons for Year 3,4,5 19/68 | £19.25 per session x 30 weeks = £577.5 £161.36 | All children have the opportunity to be taught singing professionally. | Proportion of cost of singing lessons for the PP children. PP children have access to wider opportunities. |
| Learning Readiness | Milk | £12.50 per week per child 15 FSM children £12.50 x 15 x 38weeks = £7,125 | FSM milk children | Children have the opportunity to have a drink of milk at morning play time. Children are ready for learning because they have had a nutritious drink. |
| Strategic use of PP | TLR for PP lead | £2,587 | PP use is strategically driven and PP progress is analysed systematically. | PP children are provided with everything they need to make the best possible progress and close the attainment gap. |

| | | | | |
|--|---|--|---|--|
| | Overtime for LAC Designated teacher for preparing for and holding PEP meetings | 1 hour M6 = £25.91 3hrs per pep 1 PEP per term 1 hour x 9 = £233.19 | PEP meetings are held and targets are relevant to support the best possible progress for LAC child. | PEP paperwork is completed in detail and on time. PEP meetings are held and are relevant to the child concerned. PEP targets support the best possible progress for LAC child. |
|--|---|--|---|--|

Total expenditure: £61,355.50