

Littleham CE School

Pupil Premium Strategy

2018-19

What is Pupil Premium?

The Pupil Premium (PP) 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.

Schools will receive the funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years. Schools will also receive additional funds for any pupil identified in the January 2016 school 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).

(Source: "Pupil Premium: funding and accountability for schools", Department for Education, 2017)

School information

Funding source	Amount
PPG funding allocated	£88,729

Barriers to educational achievement

The school's School Development Plan is focused around four main priorities:

- *Raising Aspiration and attainment for all*
- *Removal of barriers and closing the gap*
- *Improving health and well-being*
- *Developing Leadership*

1. Below average starting points in Reception, particularly impacted by poor language skills.
2. Attainment for PP children is consistently poorer than their peers (though progress is on a par).
3. More limited external extracurricular experiences, e.g. range of visits, music, books, culture.
4. Lack of healthy and active lifestyles.
5. Vulnerable families; lack of parental engagement and aspirations; poor home learning and reading support; poor support for children's emotional well-being; and 4, above.

Planned expenditure 2018-19

Barrier to Learning	Desired outcomes	Strategies	Reasons for approach	How will it be measured and monitored?
1 & 2	Increased % of PP children attaining ARE in all year groups (with a particular focus on closing the gap where it is widest).	Additional literacy teacher support for Year 5 cohort	Identified cohort with barriers to learning	Termly tracking to monitor impact. % of children making accelerated progress increases.
		Additional HLTA support for Year 1/2 class	Accelerate and raise attainment in READ, WRI and MATHS	Termly tracking to monitor impact. Attainment increases.
		CPD: Maths Preteach Lesson Study model, planning and organising. CPD: Maths lead.	Continually improving Quality First Teaching and raising staff expectations. (EEF: +5 months)	Termly data tracking to monitor impact: 5% more children to be working towards a 'Greater Depth' level in Maths by the end of the year in each year group.
		Shared TA support for focused interventions.	Talk Boost: YR/Y1 language intervention. (EEF: +5 months) Maths intervention and pre-teaching. (As part of Mastery EEF: +5 months) Small groups specifically focused writing and reading groups. (EEF: +4 months) Additional small group phonics. (EEF: +4 months)	All interventions are timetabled carefully and this is monitored by SLT half-termly. Interventions are tracked using clearly measurable start and end data and tracked using support plans by teachers and monitored by DH (termly through PP meetings). Children identified in pupil progress meetings have made progress by the end of that term (95% PP children identified on support plans to have made progress in target area).

		Regular Pupil Progress meetings, held by Head of Learning and Maths leads	Close and regular monitoring ensures that we are able to quickly deploy support to any child at risk of not progressing to the best of their abilities.	Measured using termly pupil progress data, broken down into groups. Support plans measure and evidence support.
		Lesson Study Project to run for three class teachers focusing on MATHs	Proven approach to raising progress through research and EEF.	Case studies and written reports and evidence reviewed by SLT.

Predicted budget: £50,000

Barrier to Learning	Desired outcomes	Strategies	Reasons for approach	How will it be measured and monitored?
3 & 4	Enriched learning/life opportunities in a variety of ways to improve self-esteem, engagement in learning and motivation.	Wide range of after school clubs in variety of interest areas, including cooking and a range of sports. (Full list available.)	To enable equality of access to these opportunities and widen their life experiences. To enable pupils to succeed in other areas and improve their self-esteem and widen their interests. To improve awareness and interest in different careers. (Outdoor adventurous learning EEF: +4 months; Sports participation EEF: +2 months)	School Business Manager individual pupil fund and take-up of clubs monitored by office staff. Attendance is monitored fortnightly and actioned using letters/meetings. Attendance is also analysed by group termly to monitor impact: attendance for PP children has increased from previous year. PP Provision Overview monitored regularly to ensure all children are receiving appropriate support/additional enrichment activities (half-termly checks including governor show that <u>all</u> PP children are accessing or being offered additional support/enrichment).
		Additional MDSAs to support the Play Leader scheme and engage children in active play at lunchtimes.	To help teach children additional play skills and encourage activity.	
	Improved awareness of healthy living practices and improvements in active lifestyles.	Subsidised swimming for KS2.	To ensure healthier lifestyles and equal participation for all. (Sports participation EEF: +2 months)	
	Improved attendance, particularly with regard to lateness.	Attendance meetings with parents to discuss and improve attendance/lateness.	Improved attendance will naturally improve learning and attainment.	

Predicted budget: £20,000

Barrier to Learning	Desired outcomes	Strategies	Reasons for approach	How will it be measured and monitored?
5	Improved parental involvement. Improved out-of-hours learning (at home or school). Improved	CPD: whole-staff Early help for Mental Health.	To develop staff awareness of the reasons behind behaviours and the importance of early experiences.	PP take-up monitored by office. All children completing homework and reading out of class, monitored by teachers. PP Provision Overview monitored regularly to ensure all children are receiving appropriate support/additional enrichment activities (half-termly checks
		Parents workshops.	To engage parents with learning activities, e.g. through workshops so they can better support learning at home. (EEF: +3 months)	

	SEMH support.			including governor show that <u>all</u> PP children are accessing or being offered additional support/enrichment).
		Behaviour and Vulnerability toolkit: staff to meet and compile. (Overview available)	To improve the targeting of support for vulnerable children and ensure those with the highest need are receiving support.	
		ICT subscriptions: Active Learn, Bug Club, Purple Mash, Accelerated Reader	To improve engagement in learning at school and home (EEF: +4months).	
		<i>Learn Devon</i> Parent workshops to support literacy and numeracy	To targeted school-based support, alongside Adult learning, where this is not occurring at home, to prevent widening gaps.	
Predicted budget:				£5000