

Pupil Premium planned Expenditure and Impact 18-19



Strategy	Cost	Success Criteria	Impact judgement
Part of SENCO salary to continue to release her from the class (A)	£10,000	All teachers and TAs will be fully informed of specific needs of SEND children through pupil passports and action plans developed by SENCO.	Communication in regard to needs of SEND pupils is now streamlined and regular meeting established. Cohort SENF D folders are kept up to date. SENCO's teaching role across school has also ensured earlier and more carefully targeted support
Maintaining the current level of TAs is essential to supporting PP children(Specific task of support disadvantaged children.(A B)	£50,000 (25% of TA salaries)	Pupil premium children across school make progress that is at least in line with rest of cohort	Disadvantaged children made progress that is broadly in line with the cohort in all classes. As above, in certain classes the one child with more profound SEND is also pupil premium and this has detrimental impact on the data of a small group. Attainment of non- SEND Pupil premium is in line with or above the cohort
Part of Deputy's salary to support class Yr 6 and 3 (A) (High % of SEND and PP)	£10,000	Pupil premium children in yr 6 and yr 3 make progress that is at least in line with rest of cohort	Disadvantaged children in yr 3 and yr 6 made progress that is broadly in line with the cohort . Attainment of non- SEND Pupil premium is in line with or above the cohort
Educational psychology and Learning support service(part of cost)(50% of disadvantaged children have SEN) (A B C)Also planned termly professional support with pastoral lead.	£4,500	Pupils supported make progress at least in line with cohort	Children supported made progress that is broadly in line with the cohort in all classes. As above, in certain classes the one child with more profound SEND is also pupil premium and this has detrimental impact on the data of a small group. Attainment of non- SEND Pupil premium is i line with or above the cohort
Contribution to salary of pastoral lead(B)	£7,500	Disadvantaged pupils supported through pastoral support make progress on star tracking system.	Most supported children all made good progress through Boxall profile and 'star'. Where this wasn't the case there were extenuating circumstance of further difficulties outside of school
Beanstalk reading programme for disadvantaged children only	£650	Children supported through this programme make at least good progress with their reading(6 children during the year)	Three children support have all made progress and two in fact exceeded reading targets set. One child monitored by LSS said they had made exceptional progress on their targets set by LSS
Contribution to feedback resources- stampers etc D	£200	Pupil premium children make progress that is at least in line with rest of cohort in classes supported through pupil premium	Disadvantaged children made progress that is broadly in line with the cohort in all classes. As above, in certain classes the one child with more profound SEND is also pupil premium and this has detrimental impact on the data of a small group. Attainment of non- SEND Pupil premium is in line with or above the cohort
Contribution to Secrets of Success and SPARKS resources E	£50	Pupil premium children make progress that is at least in line with rest of cohort in classes supported through pupil premium	Disadvantaged children made progress that is broadly in line with the cohort in all classes. As above, in certain classes the one child with more profound SEND is also pupil premium and this has detrimental impact on the data of a small group. Attainment of non- SEND Pupil premium is in line with or above the cohort
Extra tuition for English and maths Year 6 A B C D E	£750	Pupil premium progress children in Yr 6 that is at least in line with rest of cohort and PP without SEN have attainment that is least in line with cohort.	Disadvantaged children in yr 6 made progress that is broadly in line with the cohort . Attainment of non- SEND Pupil premium is in line with or above the cohort
Total expenditure	£83,650		
Total income	£73,540		

Pupil Premium Impact on Barriers to Learning 18-19



Barriers to learning	Strategies	Success Criteria	Impact judgement
<p>From September 2017 it is now a requirement that school Identify the key barriers to disadvantaged children succeeding. This needs to be displayed on our website and linked to the spending plan.</p>			
A	Link between special needs/ learning difficulties and disadvantaged children(50% at last count)	Support from SENCO, TAs learning support and Ed Psych	All teachers and TAs will be fully informed of specific needs of SEND children through pupil passports and action plans developed by SENCO.
SEND progress is behind cohort in some classes. in classes where there is one child significantly below and we have evidence that they are cognitively operating at a very low level, they have been taken out of the data and the SEND progress then becomes broadly in line in all but one class.		B	Social and emotional support for children who have vulnerabilities and need this type of support
Nurture work with TA and other trusted staff	All pupil premium children will make progress that is at least good and in line or above the rest of the cohort. Disadvantaged children without SEN will have attainment in line with rest of cohort.	Disadvantaged children made progress that is broadly in line with the cohort in all classes. As above, in certain classes the one child with more profound SEND is also pupil premium and this has detrimental impact on the data of a small group. Attainment of non- SEND Pupil premium is in line with or above the cohort.	
C	Attainment and progress can be behind rest of cohort due to lack of parental support at home, therefore it is essential that school takes measure to address this.	Small group and 1:1 tuition from TAs and teachers	All pupil premium children will make progress that is at least good and in line or above the rest of the cohort. Disadvantaged children without SEN will have attainment in line with rest of cohort.
Disadvantaged children made progress that is broadly in line with the cohort in all classes. As above, in certain classes the one child with more profound SEND is also pupil premium and this has detrimental impact on the data of a small group. Attainment of non- SEND Pupil premium is in line with or above the cohort.		D	Effective feedback is the most beneficial strategy for improving progress.
Use of stampers etc in marking	All pupil premium children will make progress that is at least good and in line or above the rest of the cohort. Disadvantaged children without SEN will have attainment in line with rest of cohort.	Disadvantaged children made progress that is broadly in line with the cohort in all classes. As above, in certain classes the one child with more profound SEND is also pupil premium and this has detrimental impact on the data of a small group. Attainment of non- SEND Pupil premium is in line with or above the cohort.	
E	Meta-cognition- i.e 'Learning to learn' is the second most effective strategy for promoting progress .	Use of postcards, stickers etc to celebrate children's demonstration of any of the secrets of success.	All pupil premium children will make progress that is at least good and in line or above the rest of the cohort. Disadvantaged children without SEN will have attainment in line with rest of cohort.
Disadvantaged children made progress that is broadly in line with the cohort in all classes. As above, in certain classes the one child with more profound SEND is also pupil premium and this has detrimental impact on the data of a small group. Attainment of non- SEND Pupil premium is in line with or above the cohort.			