

## Pupil Premium Action Plan 2018-19

Number of pupils and pupil premium grant (PPG) received			Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)			
Total number of pupils on roll	469 (Y1-Y6)		2014 - 2015	2015 - 2016	2016-17	2017/18
Total number of pupils eligible for PPG	104	% of pupils making expected progress in English	Reading – 89% Writing – 91%	PP progress ( <b>National other</b> ) Reading <b>0.32 (1.00 NA)</b> Writing <b>-6.74 (-2.08 NA)</b> Maths <b>-1.59 (1.27 NA)</b>	Average progress Reading -1.52 (without SEN -0.37) ( <b>NA +0.33</b> ) Writing +1.6 ( <b>NA +0.17</b> ) Maths -4.3 (without SEN - -3.4) ( <b>NA +0.23</b> )	Average progress (based on SIMs – not ASP)  Reading +0.29 ( <b>NA +0.33</b> ) Writing -0.11 ( <b>NA +0.17</b> ) Maths -0.08 ( <b>NA +0.23</b> )
Amount of PPG received per pupil	£1, 320 / £2300 for post LAC	% of pupils making expected progress in Maths	89%			
Additional Funding for PPG Plus (5 post LAC children)	£11,500	<i>Value added</i> <i>Value added</i> is a measure of the progress students make between KS1 and KS2	Overall – 99.1 Reading – 99.0 Writing – 99.0 Maths - 99.2	<u>Attainment Average Scores</u> Overall – 99.8 22% expected standard RWM ( <b>58% NA</b> )	<u>Attainment Average Scores</u> Overall – 98.5 29% expected standard ( <b>61% NA</b> )	<u>Attainment Average Scores</u> Overall – 98.8 expected standard 31% ( <b>61% NA 2016/17</b> )
Total amount of PPG received	£148,780		National: Overall – 99.8 Reading – 99.7 Writing - 99.8 Maths – 99.7	Reading – 100.4 ( <b>NA other 103.8</b> ) 44% ( <b>66% NA</b> ) Writing – 33% ( <b>74% NA</b> ) Maths - 99.3 ( <b>NA other 104.1</b> ) 44% ( <b>70% NA</b> )	Reading – 100 57% ( <b>71% NA</b> ) Writing – 79% ( <b>79% NA</b> ) Maths - 97 36% ( <b>75% NA</b> )	Reading – 95.9 38% ( <b>71% NA</b> ) Writing – 62% ( <b>79% NA</b> ) Maths – 96.7 62% ( <b>75% NA</b> )
<b>Identified Barriers to Educational Achievement</b> <ul style="list-style-type: none"> <li>Attendance</li> <li>Parental engagement with school</li> <li>Financial hardship</li> <li>Behaviour – pupils with specific social and emotional needs which affect their learning</li> <li>Attainment – pupils have starting points well below their non PP peers and their is a significant gap in many year groups.</li> </ul> <b>Objectives in spending PPG:</b> <ol style="list-style-type: none"> <li>To raise standards in reading, writing and maths for disadvantaged pupils and to continue to narrow the attainment for each cohort.</li> <li>To provide effective pastoral support for all disadvantaged and disaffected pupils.</li> <li>To improve attendance rates for PP children and to reduce persistent absence</li> <li>To provide low income families with additional funding to support the access of residential, out of hours, offsite and professional tuition opportunities for pupils to raise self esteem and broaden experiences.</li> <li>To provide children who are PP with SEN with the additional support they require to make accelerated progress</li> </ol>						

## Record of PPG spending by item/project 2018/19

**TARGET -** To raise standards in all subjects for disadvantaged pupils and to continue to narrow the attainment for each cohort.

Planned PPG Expenditure				Impact of Expenditure
Issue / rationale	Initiative	Who	Resources / cost	To be reviewed Autumn/ Spring/ Summer 2018-19
<p>1a - To reduce the gap between PP and non PP in all subjects and RWM combined at the end of KS 2</p> <p><b>Only 31% of 2017-18 cohort gained expected standard in RWM combined, compared to 82% of non PP. There was also a 45% gap between PP and non PP in reading, 18% in writing and 25% in maths.</b></p> <p><b>Current year 6 cohort gaps:</b>  <b>Reading -7% EXS, -20% GDS</b>  <b>Writing -6% EXS, -1% GDS</b>  <b>Maths -11% EXS, -23% GDS</b></p> <p><b>Sutton trust: small group tuition +4 months 1:1 tuition + 5months,</b></p>	<p>General support to focus on PP children, developing basic skills for RWM through interventions and 1:1 support.</p> <p>Specific interventions to plug gaps as identified for this group. 13% of PP are also SEN</p> <p>Booster classes to run before and after school from Spring term onwards to identify children now on track to meet the expected standard</p>	<p>RS</p> <p>CS</p> <p>AC</p> <p>TH</p>	<p>£13,200</p>	<p>Children to make better than expected progress each term. Good progress in reading and maths, outstanding in writing. Good progress in reading and writing, RI in maths. RI progress across the year in all areas (close to good in maths)</p> <p>Increase RWM combined for PP by 25% - increase of 28% from 31% to 59%</p> <p>Increase attainment in reading, writing and maths compared to end of 2017/18.</p> <p>Year 6 2018/19 gap closed to:  Reading -5% EXS, -10% GDS -12% EXS, -28% GDS  Writing -4% EXS, -1% GDS -11% EXS, -14% GDS  Maths -5% EXS, -11% GDS -7% EXS, -20% GDS</p>
<p>1b- to raise progress measures in maths for low attaining FSM to be In line with national, in particular years 1, 4, 5 at the end of 2017/18</p> <p>Who school gap of -14% at ARE</p> <p>50% of reception PP are SEN (only 4 PP children)  27% of Year 1 PP are SEN  36% of year 4 PP are SEN  13% of year 5 PP are SEN</p> <p>Significant gaps in ARE between PP and non PP children end of 2017-18  <b>Reception - 26% EXS, -7% GDS</b>  <b>Year 1 -18% EXS, -2% GDS</b>  <b>Year 4 -31% EXS, -12% GDS</b>  <b>Year 5 -11% EXS, -23% GDS</b></p> <p><b>Sutton trust: small group tuition +4 months</b></p>	<p>Additional support through bespoke maths interventions and in- class general support for identified children.</p> <p>Maths lead and DHT to support the planning and delivery of interventions.</p> <p>Differentiation for children not at ARE or who are on track for GDS to be a focus for monitoring and moderation.</p>	<p>RS</p> <p>CS</p> <p>BS</p>	<p>£13,200</p>	<p>Close the attainment gap in maths between PP and non PP by 4% , gap is -13% (+1% without SEN)</p> <p>PP children to make better than expected progress in maths. PP children made RI progress during the year.</p> <p>Gaps for 2018/19 to close to:  Year 1 - -20% EXS, -5% GDS -35% EXS +1% GDS (no SEN -25% EXS, +8% GDS)  Year 2 -12% EXS, +2% GDS -1% EXS, -7% GDS  Year 5 -25% EXS, -8% GDS -33% EXS, -23% GDS (no SEN -14% EXS, -23% GDS)  Year 6 -5% EXS, -11% GDS -9% EXS, -21% GDS (no SEN -2% EXS, -19% GDS)</p>

<b>1:1 tuition + 5months,</b>				
<p>1c – continue to raise progress and ARE in reading across the school, in particular year 1, 4 and 5 in 2017-18</p> <p>Whole school gap of -14% at ARE</p> <p>50% of reception PP are SEN (only 4 PP children) 27% of Year 1 PP are SEN 36% of year 4 PP are SEN 13% of year 5 PP are SEN</p> <p>Significant gaps in ARE between PP and non PP children end of 2017-18 <b>Reception – 17% EXS, -15% GDS</b> <b>Year 1 – -19% EXS, +5% GDS</b> <b>Year 4 – 26% EXS, -9% GDS</b> <b>Year 5 – 7% EXS, -20% GDS</b></p> <p><b>Sutton trust: small group tuition +4 months</b> <b>1:1 tuition + 5months, phonics intervention +4 months</b></p>	<p>1:1 reading for individuals identified as lacking this support at home</p> <p>Additional guided reading sessions for identified pupils - supported by AHT for English to ensure specific skills are addressed for less able and potentially GDS.</p> <p>Phonics interventions for Y1 as a result of tracking and analysis of gaps</p> <p>Differentiation for children not at ARE or who are on track for GDS to be a focus for monitoring and moderation.</p>	<p><b>RS</b></p> <p><b>CS</b></p> <p><b>JM</b></p>	<p><b>£13,200</b></p>	<p>Close the attainment gap in reading between PP and non PP by 4% - gap is -15% (-1% without SEN)</p> <p>PP children to make better than expected progress in reading progress was RI over the year</p> <p>Gaps for 2018/19 to close to: Year 1 <b>-15% EXS, -10% GDS</b> -44% EXS, -11% GDS (no SEN -28% EXS, -4% GDS) Year 2 <b>-13% EXS, +7% GDS</b> -8% EXS, -1% GDS Year 5 <b>-20% EXS, -3% GDS</b> -27% EXS, -11% GDS (no SEN -6% EXS, -9% GDS) Year 6 <b>-5% EXS, 10% GDS</b> -7% EXS, -29% GDS (no SEN +4% EXS, -28% GDS)</p>
<p>1d- to raise progress measures in writing for low attaining FSM to be In line with national, in particular years 1,2, and 4 at the end of 2017/18</p> <p>Whole school gap of -15% at ARE</p> <p>50% of reception PP are SEN (only 4 PP children) 27% of Year 1 PP are SEN 36% of year 4 PP are SEN 13% of year 5 PP are SEN</p> <p><b>Reception – 17% EXS, 0% GDS</b> <b>Year 1 -22% EXS, -1% GDS</b> <b>Year 2 – 12% EXS, -1% GDS</b> <b>Year 4 – 24% EXS, -3% GDS</b></p> <p><b>Sutton trust: small group tuition +4 months</b> <b>1:1 tuition + 5months, oral language + 5 months</b></p>	<p>Additional support through writing interventions and in- class general support for identified children.</p> <p>AHT for English to support the planning and delivery of writing interventions and in class differentiation for these pupils to ensure swift progress</p> <p>Oracy interventions to develop sentence structure and vocabulary in KS 1.</p> <p>Differentiation for children not at ARE or who are on track for GDS to be a focus for monitoring and moderation.</p> <p><b>GDS to increase across the school.</b></p>	<p><b>RS</b></p> <p><b>CS</b></p> <p><b>JM</b></p>	<p><b>£13,200</b></p>	<p>Close the attainment gap in writing between PP and non PP by 5% gap is -15% (-2% without SEN )</p> <p>PP children to make better than expected progress in writing . Progress was RI over the year</p> <p>Gaps for 2018/19 to close to: Year 1 <b>- 15% EXS, 0% GDS</b> -43% EXS, -3% GDS (no SEN -40% EXS, -3% GDS) Year 2 <b>-15% EXS, +5% GDS</b> -26% EXS, +4% GDS Year 3 <b>-5% EXS, +4% GDS</b> -10% EXS, -5% GDS Year 5 <b>-15% EXS, -3% GDS</b> -25% EXS, -5% GDS (no SEN +6%, EXS -5% GDS)</p>

<p>1e – to close the gap in year 1 PP children reaching the expected standard in the phonics screening test.</p> <p>2017/18 cohort 27% of PP are also SEN. <b>Gap between PP and non PP meeting the standard in year 1 was 13%, with 62% meeting the standard.</b></p> <p>As many children as possible pass the phonics screening test at the end of year 2 to be near to the NA</p> <p>5 children did not pass– 2 were disapplied as SEN E and assessed on P scales, another scored 0)</p> <p><b>Sutton trust: small group tuition +4 months 1:1 tuition + 5months, phonics intervention +4 months</b></p>	<p>Specific intervention to plug gaps identified through analysis of year 1 screening and on going assessment.</p> <p>Teacher led focus group twice a week.</p>	<p><b>SR</b></p> <p><b>LM</b></p> <p><b>PC</b></p> <p><b>JM</b></p>	<p><b>£10,000</b></p>	<p><b>-41% gap (no SEN –14% gap)</b></p> <p>2 of the 5 PP children who did not meet the standard to pass the screen by the end of year 2. – taking the PP pass rate to 77% 1/5 PP children passed the re takes</p> <p>Child scoring 0 to score at least 25 in the re test. Child left and then returned – scored 5</p>
<p>1f – to close the gap in Reception for PP children in all areas</p> <p><b>In 2017-18 50% of PP children gained GLD, compared to 67% of non PP.</b> <b>Reading -17% EXS, -15% GDS</b> <b>Writing – 17% EXS, 0% GDS</b> <b>Maths -26% EXS, -7% GDS</b></p> <p><i>Note – there are only 4 PP children currently in reception, 2 of these are SEN ,one has an EHCP and 1:1 support. 2018/19 cohort may have different make up of PP</i></p> <p><b>Sutton trust: EYFS intervention +5 months</b></p>		<p><b>FL</b></p> <p><b>RS</b></p> <p><b>CS</b></p>	<p><b>£13,200</b></p>	<p>Close the attainment gap in between PP and non PP Reading +12% gap Writing - +2% gap Maths - +8% gap</p> <p>GLD +3% between PP and non PP children</p> <p>PP children to make better than expected progress.</p>
<p><b>Target:</b> To provide effective pastoral support for all disadvantaged and disaffected pupils and their families</p>				
<p><b>2a</b> LSP behaviour support / mentoring for identified PP and LAC pupils through 1:1 and group sessions – for both KS 1 and 2</p> <p>, x3 are regularly PO in reflection.</p> <p><b>Sutton trust: behaviour +4 months, social and emotional +4 months,</b></p>	<p>3 days per week of specific mentoring support – available to all children identified through class teacher referral and pupil surveys.</p> <p>Children who are persistent visits to reflection to be included in mentoring programme devised inline with TEAMWORX boot camp approach – TS to design and lead.</p>	<p><b>RS</b></p> <p><b>TS</b></p> <p><b>CS</b></p>	<p><b>£14,000</b></p>	<p>Decrease in number of visits to reflection – from Aut baseline.</p> <p>Reduction in behaviour cards given to identified PP children.</p>
<p><b>2b</b> To support vulnerable pupils through mentoring and therapy provided by in house mentors, or external agencies if necessary.</p>	<p>2 days per week of specific mentoring and delivery of therapies specifically for the needs of identified pupils.</p>	<p><b>RS</b></p> <p><b>CS</b></p> <p><b>SLT</b></p>	<p><b>£9600</b></p>	<p><b>Depending on the needs of the child:</b> Improved self esteem and attitude towards school evident through pupil survey – baseline to end of Summer 19.</p>

A number of PP and LAC pupils have additional SEMH needs, not all of these result in poor behaviour  <b>Sutton trust: behaviour +4 months, social and emotional +4 months,</b>	External agencies employed for individual cases eg Blue Skies play therapy			Reduction in sanctions
<b>2c</b> To support children and provide support specifically lunch and play to prevent exclusions led by in class support with a mentoring background.  SIMS recording will enhance the information gained about red cards given to address the specific issue.  <b>Sutton trust: behaviour + 4 months</b>	Individual children identified through behaviour tracking from 2017-18 who require additional support at lunchtimes, cater for individual requirements through specific clubs – eg sports, art, music	RS  CN  TS / SK	£5000	Reduction in red cards given at lunchtime from end of 2017/18 baseline
<b>2d</b> A Parent Support Worker officer to work with a selection of disadvantaged families. Provide support for the families during their time at Ferndale and transition to secondary school.  <b>Sutton trust: parental involvement + 3 months</b>	Families identified given additional support through a range of avenues eg benefit and financial advice, signposting of additional resources and support.	RS  CH  RG	£10,000	Increased parental engagement with school. 36% of PP families have been supported in some way by the PSW
<b>Target:</b> To improve attendance rates for PP children and to reduce persistent absence				
3a To continue to close the attendance and punctuality issues for FSM children  <b>Gap between PP and non PP for overall attendance was - 1.3%. The gap for persistent absence was +6.6%</b>  <b>Sutton trust- social +4months</b>	Pastoral Team continued Attendance Officer continue to tackle PA Admin assistant dedicate hour every day to challenge parents/ latecomers and provide reports for EWO McDonalds 100% attendance reward	RS  CN / MS  CH	£5000	Reduction the negative gap between PP and non PP attendance by 0.5% Summer -1.8%  Reduction in the negative gap between PP and non PP persistent absence by 1% - gap -7.2%
<b>Target:</b> To provide low income families with additional funding to support the access of residential, out of hours, offsite and professional tuition opportunities for pupils to raise self esteem and broaden experiences.				
<b>4a</b> Subsidised Offsite Visits including Residential and Day Trips  <b>Sutton trust - Outdoor adventure learning + 4 months</b>	Parents of PP to be offered 50% reduction on the cost of day trips or residential on request.	RS  MS  CN	£3000	100% uptake of trips by PP children
<b>4b</b> Music Specialist music teachers One lesson per week for year 2, 3 and year 4 pupils. (22% of pupils in Yr 2, 3 and 4 2018/19 are PP)  <b>Supports pupils who have limited opportunities to gain new experiences.</b>	To raise confidence and be provided with specialist tuition for year 2 pupils to learn steel pans, Year 3 pupils to learn the ukulele and year 4 pupils to learn the clarinet.	RS  PG  SR	£4000	100% of PP children to experience performing on a musical instrument.  Increase in children choosing to take group lessons.

<b>Sutton trust Arts + 2 months</b>				
<b>4c</b> Support for families requiring before and after school club provision for short periods of time	To ensure children attend school when home situations make it potentially difficult, by funding wrap around care when needed.	<b>RS</b> <b>HB / LJ</b>	<b>£1500</b>	<b>Not used this year</b>
<b>Target:</b> <i>To provide children who are PP with SEN with the support they need to make accelerated progress.</i>				
<p>5a- to provide specific support for those children who are PP and SEN Support (K), particularly in 2016-17 year 5.</p> <p>In 2017/18 the correlation between SEN and PP is strongest in Rec (50%) Y1 (27%) Y4 (36%)</p> <p>In 2017/18 progress for SEN K who are PP was: reading 5.4, writing 5.8 and maths 6.1.</p> <p><b>17% of PP are also SEN K across the school.</b></p> <p><b>Sutton trust – small group tuition + 4 months</b></p>	<p>Bespoke support through 1:1 tutoring or small group work to ensure specific gaps and concepts are embedded for these children with specific needs</p> <p>Individual plans developed and monitored by inclusion manager for appropriateness and progress.</p> <p>Year 2 cohort 2018/19 to be a focus for SLT and support as lack of progress in 2017/18</p>	<b>RS</b> <b>CS</b>	<b>£12,680</b>	<p>Attainment gap closed between PP with SEN other children.</p> <p>All PP who are SEN K children to make good progress towards targets each term.</p> <p><b>Reading – 63% made 6 jumps, 21% made more than 6</b></p> <p><b>Writing – 79% made 2 jumps, 26% made 4 jumps</b></p> <p><b>Maths – 79% made 2 jumps, 32% made 4 jumps</b></p>
<p>5b – Development of specific Zones for AHD and complex communications disorder .</p> <p>(4 Learning zone children are PP = 20% of pupils – x1 in middle zone, x3 in learning Zone )</p> <p><b>Sutton trust – small group tuition + 4 months</b></p>	<p>Additional support for SEN children with PP through our Learning Zone approach.</p> <p>Progress through P scales is accelerated.</p> <p>More time is spent in main stream classes</p>	<b>RS</b> <b>CS</b> <b>LZ</b> <b>STAFF</b>	<b>£8000</b>	<p>Enhanced progress on P scales good movement through the P Scales All PP children in the zones made good progress through the P scales</p> <p>Increased independence through time in classes.</p>