



Pupil Premium



2014 -2019 Pupil Premium Funding

Financial Year	Amount of Pupil Premium Funding
2014-15	£247633
2015-16	£266640
2016-17	£262250
2017-18	£244200
2018-19	£237600

Breakdown of our Pupil Premium Funding Allocation

Funding Allocation	2014-15	2015-16	2016-17	2017-18
Number of FSM and/or Forever6 pupils eligible for PP	190 @ £1300 = £247633	202 @ £1320= £266640	198 @ £1320 = £262250	185 @ £1320 = £244200
Additional funding for LAC and post LAC children	3 LAC 0 Post LAC	2 LAC 0 Post LAC	2 LAC 2 Post LAC	3 LAC 2 Post LAC



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2017-2018

Spending allocations:	Impact
<p>EYFS Extra TA in each class to provide more capacity ensuring high quality provision and rich communication and language</p>	<p>GLD data: 81% children achieved a GLD 80% PP children achieved a GLD</p>
<p>Phonics FFT team 1 leader and two additional adults</p>	<p>Phonics data: 90% children working at expected level 89% PP children working at expected level</p>
<p>Reading FFT team 1 leader and two additional adults targeting key children across KS1 KS2 children targeted for additional reading and comprehension with TAs Children targeted for boosters x 2 weekly Year 6 additional highly skilled and experienced TA</p>	<p>KS1 data: 78% non PP in reading 78% PP in reading KS2 data: 86% non PP in reading 89% PP in reading</p>
<p>Writing Children targeted for writing interventions –sentence structure Children targeted for boosters x 1 weekly Pre-teaching for targeted children Year 6 additional highly skilled and experienced TA</p>	<p>KS1 data: 80% non PP in writing 72% PP in writing KS2 data: 82% non PP in writing 86% PP in writing</p>
<p>Maths Children targeted for maths interventions-Power of 2, maths conferencing Children targeted for boosters x 3 Pre-teaching for targeted children Year 6 additional highly skilled and experienced TA</p>	<p>KS1 data: 83% non PP in maths 83% PP in maths KS1 data: 90% non PP in maths 94% PP in maths</p>



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2018-2019 Overcoming Barriers: whole school approach to raising standards that will benefit all pupils including those in receipt of Pupil Premium

	Barrier	Strategy	Targeted Children	Cost	Success criteria/Impact
Universal	Limited vocabulary and exposure to extended language structures which impedes access to the curriculum.	<p>Developing language and deeper understanding through:</p> <p>Access to wide range of text types</p> <p>Explicit planning and teaching of key vocabulary</p> <p>Strengthen Quality First Teaching through CPD</p> <p>Implementing and developing the use of the Dockrell tool</p>	All children	<p>£1,500 per Year group (8) books £12,000</p> <p>MM and PiXL PP contribution £2,000</p> <p>0.1 Lead TA £2,680</p>	<ul style="list-style-type: none"> • Increase vocabulary-evidence in speaking and listening • Improve writing outcomes • Improve higher order reading skills • Aspirational target met by all

Targeted	<p>Poor language and communication skills. Some pupils eligible for PP enter EY with language skills well below their peers in baseline assessment. While evidence over time shows that in most cases this difference is significantly diminished through effective use of PP funding a significant group remain working below their peers on entry to Yr1.</p>	<p>SALT SLA Boost speech and language</p> <p>Additional TAs employed in nursery (1), reception (2), year 1 (1), year 2 (1) year 6 (1)</p> <p>Explicit vocabulary development -pre and post teaching of vocabulary</p>	<p>All pupils in EYFS and Year 1 Children with an identified need</p>	<p>10@ £240 £2,400</p> <p>0.4 Lead TA £10,720</p> <p>6 TAs @ 0.5 £8,360 £50,160</p>	<ul style="list-style-type: none"> • Continue to diminish the difference between PP and Non-PP but also reduce the size of the group working below their peers on entry to Reception (from our nursery) and year 1 • PP learner identified as Key marginals will achieve end of year expectations across the school
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Universal</p>	<p>Children have gaps in their learning and are working just below their peers and identified as key marginals.</p>	<p>Improve and strengthen subject knowledge, use of assessment for learning and a commitment to understanding intelligence as malleable</p> <p>Weekly CPD to improve and strengthen subject knowledge, use of AFL and a commitment to malleable intelligence -using probing questions -opportunities for self-assessment</p> <p>Quality First teaching</p> <p>Forensic assessment for learning with gaps identified from question level analysis of assessment papers</p>	<p>All Children</p>		<ul style="list-style-type: none"> • Monitoring the balance between guided and independent learning • Progress of children eligible for Pupil Premium is a focus for all teachers and leaders
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Targeted	Poor key skills (including maths and English) Some children within our Pupil Premium Cohort work below and significantly below compared to national expectation	FFT support to develop reading skills		2@ 0.5 £16,720	<ul style="list-style-type: none"> PP children to make accelerated progress in reading and achieve the expected level in the phonics screen Support with forensic planning for reading and writing. Key strategies to accelerate progress for targeted pupils and close the PP ad non-PP gap
		Precision teaching of skills Support from English consultant		FFT English teacher £19,570	
				English consultant £12,000	
		Reading - Reading enhancement - Reading Comprehension - 1 Teaching Assistant - One to one reading with an adult	Targeted children	1@ £16,720 0.5 TA £8,360	
Writing - One to one or group phonics teaching - Writing intervention by Experienced Teacher and TA	Targeted Yr 4, 5, 6 pupils	0.5 TA £8,360 0.2 Teacher £2,400			
Maths - Power of Two - 1 Teaching Assistant	Targeted Yr 4, 5, 6 pupils	0.5 TA £8,360			

		<p>Fine motor control</p> <ul style="list-style-type: none"> - Intervention 1 Teaching assistant - OT <p>Spelling</p> <ul style="list-style-type: none"> - Spelling Intervention - Soundwrite Teaching Assistant <p>Explicit pre and post teaching related to whole class learning</p>	<p>Targeted pupils</p> <p>Targeted pupils</p>	<p>0.5 TA £8,360</p>	
Universal	Behaviour and attitude to learning not fully developed with inconsistencies between home and school	<p>Improve pupil's ability to take control of the learning process to become increasingly</p> <p>Half termly CPD to deepen our understanding of how to develop metacognition and promote metacognitive strategies.</p> <p>Metacognitive approach.</p> <p>Behaviour policy consistently implemented across the school ensuring high standards expected and sustained.</p>	All Children		<ul style="list-style-type: none"> • Improved pupil self-regulation across the school.

		Structured conversations with parents and carers Rathfern Core Values are taught and underpin our school culture.			
Targeted	Behaviour for learning. Some pupils eligible for pupil premium struggle with following the school routines and rules. Their attachment relationships and in some cases significant developmental delay linked to early childhood experiences means that they require intensive nurture provision. A number of these pupils do not have the social skills that allow them to work collaboratively at an age appropriate level.	School policy triangle of need. Free to Be New Woodlands EP SLA Early help Parent Liaison 1:1 adult support Therapeutic approach-unlocking potential		£2,000 1 LSA @ £18,000 £27,000	<ul style="list-style-type: none"> • Very few behavioural incidents – school logs show term on term decrease • Children are provided with opportunities and experiences that will support their social and emotional development
Targeted	Poor attendance. Attendance rates for pupils eligible for Pupil Premium is 95.3% which is below the whole school target of 96%	Support for children (and families) experiencing particular difficulties by providing wraparound and breakfast club. All educational trips with a voluntary contribution are	Targeted children	£2,500 £5,500	<ul style="list-style-type: none"> • Attendance improves to be in line with school target • Attendance recognition system celebrates the positive • Parents contacted on the day of any behavioural concerns • Sanctions discussed and agreed in partnership with parents

	Access to enriched activities after school, music tuition and educational visits.	<p>automatically paid using this funding</p> <p>Free Music Tuition</p> <p>Funding for free Breakfast/ After school Care</p>	<p>Target children identified by music teacher</p>	<p>£2,813</p> <p>£1,850</p>	
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Total cost: £245,423



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Monitoring the impact of our funding

We will quality assure our teaching and learning to ensure our 2019 targets are met as follows:

How	Why	Frequency
Pupil progress meetings	Any pupils not on track are discussed and extra support put in place.	6x yearly
Dialogic approach to observing teaching learning and assessment	Through this approach teachers will become increasingly able to self-monitor in order to adapt their practice to improve pupil progress.	Ongoing
Planning support and triangulation with books	Planning support is offered to ensure the quality of provision matches the needs of individuals (pre-teaching, challenge/stretch, EAL provision etc).	Weekly
Assessment weeks	Practice tests, teacher assessments and ongoing assessment for learning enable teachers to analyse gaps in learning and adapt their teaching to maximise progress and achievement.	Weekly



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Acronyms

SEND – special educational needs and disabilities

FFT- Family Fisher trust (Reading programme)

EYFS- Early Years Foundation Stage

SALT- Speech and language therapist

LSA – learning support assistant

EP- Educational psychologist

EAL- English as an additional language

OT- Occupational therapist