

Jesse Gray School – Proposed Pupil Premium Spend 2018 -19

Principles of using the ring fenced funding:

- The money is targeted specifically at accelerating the progress for all PP pupils in all areas in order to meet/or exceed Age Related Expectations [ARE] based on starting points.
- There is clear accountability for the funding so that its use is carefully monitored and the impact of it tracked.
- High quality teaching from our best teaching staff is used to meet the needs of the learners.
- Interventions in Literacy and Maths are carefully planned and supported by the use of achievement data.
- Feedback is given to all staff about which children are eligible for the support and the progress they are making.

Identified barriers to achievement;

- 58% of children are from a Black and Minority Ethnic (BAME) background
- Self-esteem and confidence as learners- growth mindset.
- Learning- consolidation and mastery of core learning
- Technical language acquisition in maths /grammar

Rationale for expenditure

Accelerated progress is required for all PP pupils in all areas but particularly more able disadvantaged children in order to achieve Greater Depth. The maths Pupil Premium teacher will focus on those children who are still working towards the expected level in maths using her subject knowledge and pedagogy in the Autumn Term. She will also focus on a group of more able children who achieved greater depth or were secure ARE last year in order to embed concepts and ensure confidence and esteem continue to be high. The objective is to ensure that the vast majority of children achieve ARE in Literacy so those just below in July 18 will be targeted by the other pupil premium teacher. Those who are capable will be supported to achieve GDS.

Nurture provision will continue for some identified children to increase their emotional resilience and dealing with challenges and anxieties.

In order to support the children's learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for school trips, residential and music tuition throughout the academic year.

PUPIL PREMIUM 18/19 funding received- £31 600

STRATEGY	ACTION	SUCCESS CRITERIA	IMPACT- January 19	IMPACT- July 19
Assistant Head Teacher I to manage the allocation of the Premium and monitor the impact of it.	HT/AHT (SENCO)/Lead teacher to manage the pupil premium team and adjust provision after each assessment point. PP teacher -0.4 AHT/Maths lead - 0.1	The premium is managed effectively and shared with HT/ governor s.	Meeting after autumn term- readjust focus of provision (maths writing reading combinations) 2 PP teachers allocated children and timings.	Current research impacted on WHAT we do to increase progress- PP teachers used enrichment activities ie trip to parkas a writing stimulus Benefits of being read to to aid and

				increase comprehension skills
1. Address maths mathematical gaps of those who did not make Age Related in previous year. 2. Provide challenge for all to achieve Greater Depth	AHT work alongside maths subject lead/AHT to identify specific children for 'specialist' support	Children's gaps in knowledge and concepts are addressed. Children achieve mastery of identified skills. Accelerated progress seen. Confidence and enjoyment of maths increases.	Regular monitoring with LV and updates re progress and provision Ongoing- 2 x Y6 on track for Maths GDS as W3 Aut. 3 others identified to be pushed by PP Maths lead in Y5/2 47% W2 Writing 57% W2 Reading	74% (12/19 children) achieved AT and above in maths 10% Children achieved GD in maths
2 x PP teacher to target those working towards expected standard in Literacy and Numeracy Aut 1- Reading focus – retrieval and Inference	AHT/Maths PP Teacher 0.1 PP teacher -0.4 Identified children work in small focussed groups or 1:1 for targeted teaching to help support/secure understanding.	Improved outcomes in Reading, writing and maths with greater proportion achieving ARE Pupils gain greater confidence with key concepts Pupils feel equipped to tackle higher challenge work	Reading focus in Aut shows 36% W1 Reading 58% W2 68% W1 Maths (coverage limits progress) 47% W1 Writing. PP team id those who work well with 1:1 focus as well group to reach AT.	79% (15/19 children) achieved AT in reading 68% (13/19 children) achieved AT in writing 74% (12/19 children) achieved AT and above in maths This is higher than last year in all areas
More children are working at Greater Depth	AHT/Maths PP Teacher 0.1 PP teacher -0.4 Identified children work in small focussed groups for targeted teaching to help support/secure deeper understanding.	Greater proportion of children achieve GDS in identified area.	2x Y6 W3 children on track Maths GDS 15% W2 Maths- pushed for GDS 47% W2 Writing 57% W2 Reading	2 children achieved GD in maths only There were no children achieving GD in English
Teaching assistant to deliver additional support for BME Groups Reading focus	Children entitled to premium are taught 1:1 or small group with focussed literacy interventions specifically reading. Sept- March	Each intervention has a bespoke success criterion and is monitored by the SENCO Disadvantaged BME children's progress is accelerated so they achieve/exceed expected standard in writing and reading	Regular reading/Switch-On delivered with 4 specified children in Y2. All at W2	100% Y2 PP children achieved AT in reading
Enrichment support	Admission & transport costs for visits/activities April 18 to March 19	Families are supported to access all wider school opportunities.	4 x Y6 Residential Paid for. 'On the stage' x2 Day trips x 6	Involvement in extra curricular activities
Music Tuition Support	Contribution to the LA's Music Tuition Service – Guitar, piano & violin	Children are supported to learn to play an instrument	7 children have music tuition	7 children have music tuition

Before/After School care	Payment of costs towards wraparound care	Children are safe, happy and engaged before and after school.	2x have contribution towards Breakfast and ASC	Continued before/after school care
Jan 19; Some of the Tuition sessions are small groups involving other children who have similar needs. Other PP children have 1:1 as they have more focus and engagement and less distraction! We still have a small amount to spend- (See SBM) which we are deciding on greatest impact for the 2 children who receive PP+				

How will impact be measured?

The usual cycle of data collection, tracking and monitoring of cohort's attainment, will be used to inform pupil progress and enable early identification of need, support and early intervention.

Reviews will take place each half term. The impact of actions taken will be reviewed and a plan formulated as to how the funding will be allocated over the next half term.

When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some children who are not eligible for PP who will also benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.