

| Date plan was set | Review Date | Last Updated |
|-------------------|-------------|--------------|
| September 2018 | July 2019 | July 2019 |

Pupil Premium Funding Plan 2018-19

“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.” (DfE website 26th April 2012)

At Caythorpe Primary School we are committed to providing all of our pupils with a balanced and broad curriculum, ensuring they reach their full potential and progress in all areas. The school receives funding to ensure we provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium. Every pupil who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1320 for the academic year. Pupils who are looked after receive £1900 and service pupils receive £300. All of these pupils are referred to as Ever 6. It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on the progress of these pupils and close the gap between the non-pupil premium pupils. Since September 2014, all pupils in KS1 have received universal free school meals, meaning most pupils aged 4 to 7 have a hot meal, every day, in school. Those pupils in KS1, whose families are classed as disadvantaged, are in receipt of the pupil premium funding too.

At regular intervals throughout the year, the spending is evaluated and the impact monitored.

Our Main Objectives are as follows:

- Curriculum – to further develop strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children
- Teaching and Learning – further improve teaching and learning, ensure robust tracking of attainment and identify barrier to learning for individual pupil premium children.
- Wider outcomes – to ensure no child misses out on educational enrichment due to financial difficulties; to provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum.
- Attendance – to ensure attendance of pupil premium children is at least 96%.

Barriers to learning

At Caythorpe Primary School, we know that the pupil premium grant must be used to remove barriers to learning for our pupils. As a school, we recognise that there is not a one size fits all strategy that will ensure that all children flourish. However, we also know that certain whole school strategies will benefit all children – especially those eligible for pupil premium. We do this by ensuring that common experiences and focused support prevent children from:(for pupils eligible for PP, including high ability).

| | Disadvantaged children at Caythorpe Primary School commonly face the following barriers for future attainment |
|---------------------------|--|
| Academic | <ul style="list-style-type: none">• English (Reading and Writing) and Maths skills to target those below age related expectations• Children entering school in reception having low levels of communication skills• Lack of resilience to learning and showing of appropriate learning behaviours to ensure progress |
| Well Being | <ul style="list-style-type: none">• Losing self-esteem when comparing themselves with their peers - interventions to happen quickly for those children who are not at the expected level within school (where there is not a special educational need)• Arriving at school in the correct frame of mind for a day of learning – breakfast club allows a smooth transition from home to school• Having less confidence than their peers |
| Enrichment and engagement | <ul style="list-style-type: none">• Missing opportunities which are commonly taken up by others (music lessons, school trips etc)• Parental engagement and understanding of raised expectations of the curriculum |

| Desired Outcomes | | How success will be measured | Success Criteria |
|-------------------|---|---|---|
| Academic | <p>Continue to lessen the difference of attainment and progress between Pupil Premium Pupils and non-Pupil Premium Pupils</p> <ul style="list-style-type: none"> - Target children through pupil progress meetings, identifying gaps in learning, teachers using assessments to inform future planning, identifying support interventions delivered by TAs and/or teachers | <p>Pupil progress meetings – termly</p> <p>Data – termly - we will use the data to target support and ensure that pupils eligible for pupil premium are able to increase their rate of progress where it falls below that of their peers.</p> <p>Timely interventions planned</p> | <p>The standardised scores achieved by those children eligible for pupil premium and those who are not. Gaps measuring attainment between PP and non-PP pupils will be narrower. (we will consider the percentage of pupils in each grouping who have a standardised score above 90).</p> <p>The rate of progress each term – has the standardised score for those pupils eligible for pupil premium matched that of their peers?</p> |
| Academic | <p>Applying a wide range of teaching and learning behaviours to support progress</p> <ul style="list-style-type: none"> - Addressed through maths being taught in single year groups, assemblies to raise children’s awareness of a growth mindset and Building Learning Powers (BLP), planned PSHE sessions using school scheme of work | <p>Performance management cycle INSET – BLP strategies shared Sharing of good practice in staff meetings, paired observations</p> | <p>Teachers share good practice across the school Teaching and learning observed by performance management lead or other member of SLT Learning powers visual aids shared and used throughout school We will monitor the behaviour of pupils during lunches and break times and see if the strategies in place reduce the number of behaviours that are not conducive to good learning.</p> |
| Well Being | <p>Raise children’s self-esteem and awareness of how they learn</p> <ul style="list-style-type: none"> - Teachers use a range of mixed ability groupings/ability groups as appropriate, planned PSHE sessions may focus on an identified need within the class. | <p>Performance management cycle INSET – BLP strategies shared Sharing of good practice in staff meetings, paired observations Planning scrutiny</p> | <p>Teachers share good practice across the school Teaching and learning observed by performance management lead or other member of SLT Learning powers visual aids shared and used throughout school The number of pupils who take up music lessons and the grades achieved by those pupils by the</p> |

| | | | |
|---------------------------|--|--|--|
| | | | time that they leave Caythorpe Primary School |
| Enrichment and engagement | <p>Increased parental engagement</p> <ul style="list-style-type: none"> - Teachers continue to use reading diaries as communication tool, twitter, workshops (maths and reading to raise awareness of higher expectations of new curriculum), | <p>Parental feedback (questionnaires)</p> <p>Uptake of workshops</p> <p>Attendance of meetings/open days</p> | Higher uptake/attendance of parents/carers at events |

| Financial Year | Amount of Pupil Premium funding |
|----------------|---------------------------------|
| 2016-2017 | £29,000 |
| 2017-2018 | £38,100 |
| 2018-2019 | £25,940 |
| 2019-2020 | |

| Eligibility for pupil premium | 2017-18 | | 2018-19 | |
|---------------------------------|--------------|---------|-----------|---------|
| Number of FSM pupils | 26 @ £1350 = | £35,100 | 17@ £1320 | £22,440 |
| Number of looked after children | 0@ £1900 = | £0 | 1@£2300 | £2300 |
| Number of service children | 10@ £300 = | £3,000 | 6@£300 | £1200 |
| Total | | 38,100 | | £25,940 |

Pupil Premium Provision Mapping 2018-19

Academic

Overview: Closing the gap strategies

£5000

Aim/outcomes: *Providing small group work for pupils entitled to PP funding with an experienced teaching assistants focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement*

Impact: To accelerate progress so gap between pupil attainment and age related expectations is reduced.

Overview: High quality teaching of maths

£10,000

Aim/outcomes: *Extra teacher employed in the mornings to teach year 1 and year 3 maths, thereby maths is able to be taught in single year groups as well as smaller group sizes.*

Impact: All children make at least expected progress for their ability



Overview: Teaching assistants for SALT

£1800

Aim/outcomes: Planning, delivering and assessing ECAT and individual S&L programmes.

Impact: Improved speech. Language and communication in pupil identified.

Overview: Building Learning Powers – whole school project

£

Aim/outcomes: To create classroom cultures that cultivate the habits and attitudes of curious, confident and independent learners.

Impact: Children are more aware of the types of learning styles needed for different tasks and are better prepared for a lifetime of learning, raised achievement, improved behaviour

Overview: Interventions

£400

Aim/outcomes: To provide children with specialised interventions ie 5 minute box, Power of 1, Power of 2

Impact: Children have a targeted intervention to an identified need.

Pupil Premium Provision Mapping 2018-19

Well Being

Overview: Cool Milk

£15 a term x 3 = £135

Aim/outcomes: to provide children with essential nutrients, rehydrate and give an energy boost between breakfast and lunch.

Impact: to aid concentration, attention and hence learning

Overview: Sports coach to work with pupils and increase self-esteem. To purchase lunchtime play equipment

£1000

Aim/Outcomes: Increased confidence and self-esteem.

Impact: Improved behaviour at lunchtimes. Pupils happier at school and at home, able to access learning more readily.

Overview: Extra-curricular clubs

£100

Aim/Outcomes: Provide a range of extra-curricular opportunities and equal access for all pupils

Impact: More children engaged and greater uptake in school clubs



Overview: School uniform provided for those in most need

£ as needed

Aim/outcomes: To promote a sense of well-being and belonging to the school community through quality uniform provision

Impact:

Overview:

£

Aim/outcomes: Impact:

Enrichment and Engagement

Overview: Monies available to support children in their choice of after school sports clubs, sporting events and festivals (including change 4 life)

£400

Aim/outcomes: To provide a range of opportunities and equal access for all children and promote healthy active lifestyles.

Impact: children make healthier life choices and engage in opportunities available to them

Overview: Dinosaur Topic Week

£500 part payment

Aim/outcomes: External provider, Fossil workshop and animatronic dinosaur to visit the school

Impact: Increased self esteem, building a sense of awe and wonder, children had a shared learning experience

Overview: Enhanced communication for parents

£500

Aim/outcomes: parent workshops and open days/evenings planned throughout the year, twitter used to share class experiences and showcase good work

Impact: Parents access support programmes and have a greater awareness of their child's learning/progress



Overview: subsidised school trips (including residential to Hunstanton/Redwood Camping experience and Pantomime)

£1500

Aim/outcomes: Raise aspiration, motivation and engagement. Improve behaviour. Give a purpose

Impact: Children do not miss educational enrichment experiences due to financial difficulties. All children have a shared learning experience

Overview: instrument tuition fees

£1000

Aim/outcomes: Increase self-esteem, improve fine motor skills, increase connections, improve maths. To provide a range of opportunities to children who would not otherwise be able to partake in them.

Impact: Opportunities for children to learn an instrument

Reporting on Pupil Premium 2017-2018

In 2017-2018 were allocated approximately £25,940 (Pupil premium, Looked After and Forces Funding). This was used to maintain those areas of success from 2017-2018 and we began to explore new areas in which we believe we can make a more significant difference to achievement.

The whole school strategies used in 2018-2109 were as follows:

- ☒ We targeted children through pupil progress meetings, identifying gaps in learning, teachers using assessments to inform future planning, identifying support interventions delivered by TAs and/or teachers. This saw timely interventions promptly started to ensure more children received support when and where needed.
- ☒ PSHE interventions to ensure the mental well-being of children.
- ☒ Introduction of CPOMS to ensure events, interventions were logged and relevant members of staff informed to enable planning of suitable intervention and support where necessary.
- ☒ Whole school PSHE scheme of work adopted from the PSHE Association.
- ☒ We have continued to lessen the difference of attainment and progress between Pupil Premium Pupils and non-Pupil Premium Pupils through the use of the learning and teaching strategy of Building Learning Powers. This was a whole school initiative, introduced to staff through INSET. Aspects of the learning powers were introduced a power at a time throughout the school. Corridor and class had a display used to support using the powers and reward children for displaying the learning powers. Learning walks and child interviews showed children had a good understanding of the different learning powers as well as greater awareness of identifying when they were applying them.
- ☒ We continue to be aware of research by Education Endowment Foundation (EEF) and use research to make the best use of the way in which our Teaching Assistants work in school – this will take into account potential barriers to learning including pupil premium. More training opportunities were made available for teaching assistants including Maths White Rose training, phonics, spelling and guided reading training.
- ☒ As progress in mathematics improved this year, (progress points 50 in pupil premium in PUMA assessments From Autumn to summer) we continue to have a whole school maths strategy, which includes the teaching of mathematics in single year groups and the purchase of a new maths scheme to ensure a greater depth of learning. To develop this further the School Development Plan had a target relating to the teaching of using and applying skills in maths.
- ☒ Introduction of Accelerated Reader program using additional bids and funding to purchase quality books in the scheme to appeal to a wide range of interests and reading ages.

Specific Spending

In order to ensure that children eligible for pupil premium (and Forces funding) make accelerated progress we will used the following strategies as data shows they may be required:

1. Fund one to one or small group tuition in Reading, Writing and Numeracy (TA and use of Maths teacher in mornings £15,000)
2. Maintain levels of TA support focused on PP pupils (approx £10,000)
3. Maintain lunch time and after school clubs as well as provide behaviour for support for those pupils whose anxiety levels increase at lunch times (approx £500)
4. Subsidise the cost of school visits (approx £1000 with help from additional funding bids)
5. Create effective intervention classes Literacy and Numeracy (see 1.)
6. Maintain music tuition (approx £1000)
7. Invest in schemes that will allow pupils who are eligible for pupil premium greater access to high quality resources (accelerated reader, BLP) (approx £1000)
8. Develop outdoor area/learning space (approx. £800 with additional funding from Learning though landscapes bid)

Specific Spending for LAC – A child eligible for LAC funding joined the school mid-way through the academic year – below is an outline of provision made for her.

| <i>Target 1 – For LAC to make accelerated progress and secure the expected standard for her age</i> | | |
|--|---|--------------------|
| Support Focus | PPG Use | Costings |
| Small Group - Maths | 1 x 30min multiplication per week (teacher) | 32 x £22.50 = £720 |
| | 2x30 min arithmetic per week (TA) | 32 x £15 = £480 |
| <i>Target 2 – To increase progress and confidence in writing to enable LAC to meet the expected standard for her age with a continued focus on spelling.</i> | | |
| Guided Group – spelling strategies | 2 x 15min Writing per week (TA) | 32 x £7.50 = £360 |
| <i>Target 3 – To secure ARE in reading by March 2019</i> | | |
| 1:1 reading support | 4x15min individual reading with TA | 32 x £15 = £480 |

| <i>Target 4 – To increase LACS self-esteem and broaden her opportunities through attendance of football club</i> | | |
|--|-------------------|--------------|
| After school club | No funding needed | |
| Total | | £1920 |

Impact

The impact of the use of the pupil premium can also be seen to impact as follows:

- All Year 1 pupils eligible for Pupil Premium not identified as SEN, achieved the expected standards in the phonics test in 2018.
- All children eligible for pupil premium who achieved a Good level of Development in the Foundation Stage reached the Expected Standard level in Year 2.
- There were no fixed term exclusions at the school in 2018-2019
- Pupils who may not have had the opportunity are now able to learn a musical instrument, children who began an instrument, continue to take up lesson offer.
- Pupils who may not have been able to are able to go on residential visits (RAND Farm, Redwood Camp, Hesleywood Camp, Almerston Education Centre as well as other visits to enhance the curriculum)
- It is possible for the school to ensure higher quality school visits as support is given to voluntary contributions.

Year 6 SATS 2018

Of the 2019 Year 6 cohort children of children, four were entitled to pupil premium, and of these two were identified on the SEND register.

In reading, writing and maths (combined score) 75% of children eligible for Pupil Premium funding achieved the expected standard which is 10% above national expectation of 65%. One child who did not meet the expected standard was identified as having specific learning needs. From the children KS1 results they made better than expected progress. Standard Scaled score average of Pupil Premium children was above National Expectation.

| | above | | above | SS | | |
|-----------------|--------|-------|-------|-------|-------|------|
| PP Chd (4) | 75% | 102.5 | 75% | 103 | 75% | 75% |
| LAC (1) | 100% | 104 | 100% | 104 | 100% | 100% |
| PP/LAC (5) | 80% | 102.8 | 80% | 103.4 | 80% | 80% |
| Others (non PP) | 80% | | 80% | | 80% | 80% |
| National | 78.7 % | 104.5 | 73.2% | 105 | 78.5% | 65% |