

Pupil premium strategy

1. Summary information					
School	Sedgeford Primary School				
Academic Year	2018-19	Total PP budget	18,620	Date of most recent PP Review	May 2019
Total number of pupils	30	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP – 9 Yr6 pupils</i>	<i>Pupils eligible for PP (national average)</i>
% achieving age appropriate attainment in reading, writing and maths combined	50%	KS1 = 50% KS2 = 51%
% making expected progress in reading	100%	
% making expected progress in writing	80%	
% making expected progress in maths	90%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some children have learning needs including processing and comprehension. Some children have poor vocabulary and grammar.
B.	Some children have social and emotional barriers.
c.	Very low pupil numbers result in reduced opportunities for socialisation.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Children often arrive with limited nursery experience (e.g. Pre-school closed a year ago) making baseline low.
E.	Due to low staff numbers there are a lack of resources for interventions.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	As a result of quality first teaching children throughout the school will make at least expected progress. Monitoring at the end of the academic year will show at least 90% (9/10) of PP children make expected progress in all 3 areas.	Pupils eligible for PP make at least as good progress as non PP children and where possible, accelerated progress to achieve at least age related expectations if not greater depth.

B.	Support staff to be skilled to model, teach and address learning barriers using a range of strategies (social stories, Time-to-talk, circle time) to support children's development as independent learners. <i>As a result of the above at least 90% of PP will have made expected progress in all 3 areas.</i>	Children will have strategies to recognise and deal with cognitive and emotional issues appropriately and make progress in their learning.		
C.	PP children have an opportunity to join in all experiences available to the Federation. <i>All PP children take part in Federation events as per inclusive practice.</i>	Staff regularly seek pupil voice acting on any concerns or areas of development. Trips and extra-curricular activities will be financially supported to increase a range of life experiences/enrichment.		
5. Planned expenditure				
Academic year	2018/19			
How will Pupil Premium be spent in 2018/19?				
Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
A.	Lead teacher is supported by HLTA to allow for quality class cover when needs arise and use of HLTA day-to-day to support teaching. Maths mastery approach embedded across school following teacher training. Identify where children need extra support. Allocate resources to provide additional intervention and supporting in order to boost confidence and attainment. The daily diet for all children will be grounded in rich vocabulary across the school.	Whole school provision map with impact data. Class data Interventions. Happy, attaining individuals who are making progress	All staff	June – pupil voice
B.	As A, Additional nurture group/Shine Time interventions		All staff RR.	Termly
C.	Resources provided to ensure that no children in the school are disadvantaged or discriminated against when offered charged activities as part of the school and wider curriculum	All children happy and joining in with their peers across all aspects of school.	All Staff	Termly
Total budgeted cost				18,620

May 2019 Impact

A. Overall the children in school between Sept and End of **Spring 2** 2019 made progress in line with their peers.

Attainment

Attainment					
Maths		Reading		Writing	
Expected	Greater Depth	Expected	Greater depth	Expected	Greater depth
55%	18%	64%	18%	64%	18%
50%	20%	60%	30%	60%	10%

Progress

Progress					
Maths		Reading		Writing	
Expected	Greater Depth	Expected	Greater depth	Expected	Greater depth
91%	18%	100%	9%	91%	27%
90%	10%	100%	10%	80%	30%

Attainment is in line with the National averages for 2018 for Pupil Premium pupils. The number of pupil premium pupils making expected progress is broadly in line with National. Ensuring all pupils make at least expected progress is a focus for the school. The Pupil Premium spending focuses on the individual educational needs of the pupils in order to maximise progress.

- B. Support staff have worked closely with external providers and teachers to use strategies for individual children. Children who have been supported through intervention and individual strategies, have made significant progress. All children had the confidence to take part in a dance festival and some children volunteered to take part in a singing show. Staff have taken part in the ELKLAN NELI project and are supporting groups in R and KS1.
- C. All children took part in federation days and school trips funded via PP.