

Pupil premium strategy statement

| 1. Summary information | | | | |
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| School | Tilstock CE Primary School | | Academic Year | 2018-2019 |
| Total PP budget | £7,160 | Total number of pupils | 49 | Number of pupils eligible for PP 14 (31%) |
| 2. Barriers to future attainment (for pupils eligible for PP, including high ability) | | | | |
| In-school barriers | | | | |
| A. | Gaps in learning preventing pupils from achieving age related expectations, particularly for children eligible for pupil premium funding who are in year transfers, meaning these pupils start school below the national age related expectations | | | |
| B. | Some pupils lack support from home and many of our PP children are reluctant readers and reading is not supported at home. Also lack of access to books at home, relating to poor literacy/numeracy skills, as well as issues regarding organisational skills and self-regulation of behaviour. | | | |
| C. | Social and emotional issues preventing some pupil premium children being ready to learn. | | | |
| External barriers | | | | |
| D. | Emotional and mental health issues are prevalent among our PP pupils and their families which can impact on all aspects of school life, including progress, attainment, attendance, behaviour, speech and language. | | | |
| E. | Some parents have limited incomes which restricts the experiences they are able to offer their children. | | | |
| 3. Desired outcomes | | | | |
| | <i>Desired outcomes and how they will be measured</i> | | <i>Success criteria</i> | |
| A. | Pupils achieve in line with their non-pupil premium peers and make as gaps in learning are addressed. | | The percentage of pupils who reach the expected standard in their year group for reading writing and maths are in line with national. Class data sheets will show steps of progress towards ARE. All pupil premium pupils will make at least expected progress (except for a minority of children identified as having significant and complex needs) | |
| B | To instil a love of reading across the school, with a well-stocked range of books appropriate for all levels. Library is welcoming and inspires reading skills. Reading will also help language acquisition | | Reading Ages will be tracked termly and weekly progress checks will be made using quiz trackers. | |
| C/D | Pupils are ready to learn and develop good behaviours for learning. | | Pupils engage positively in lessons and wider school life. Tracking of behaviour records shows children are recording fewer incidents. Visitors evidence excellent behaviour for learning. | |
| | Pupils are able to regulate their emotions and behaviour inside and outside the classroom. | | | |
| | Pupils have access to speech and language therapy | | | |
| E | Pupils are given enrichment learning opportunities outside the classroom | | All PP children will have the opportunity to go on school trips – at least 3 a year in KS2. PP children will be given the opportunity to learn a musical instrument. Pupils will engage on the wider school life – taking part in after school clubs and representing the school in events such as sporting fixtures. | |

| 4. Planned expenditure | | | | | |
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| Academic year | 2017-2018 | | | | |
| The use of Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | Expected Cost | Objectives (linked to barriers) | Time Scale | Monitoring |
| Pupils achieve in line with their non – PP peers and attain the expected standard in Maths. | Gareth Metcalfe | £1300 | To improve key mathematical skills and to improve outcomes in maths for all children, with an additional specific focus on targeted Pupil Premium pupils | September 2018 onwards | Monitoring of maths data of the whole cohort and the Pupil premium cohort, for evidence of accelerated progress, every half term. |
| | Math-letics | £150 | | | |
| Pupils achieve in line with their non – PP peers and attain the expected standard in Writing. | Talk 4 Writing | Staff training workshops £390 (£195 x 2) | To improve speech and language, particularly in the prime area of communication, literacy and language in the EYFSP for targeted children in the EYFS classroom. | March 2018 onwards | Monitoring of writing data of the whole cohort and the Pupil premium cohort, for evidence of accelerated progress, every half term. |
| Pupils achieve in line with their non – PP peers and attain the expected standard in Reading, | Accelerated Reader programme | £1000 | To improve reading skills for targeted children in Years 1-6 and to prepare Year 1 pupils for the programme through targeted intervention. To instil a love of reading across | Sep 2018 onwards | Reading data of targeted pupils monitored every half term. |
| | New stock of accelerated reader | £350 | | | |
| Total budgeted cost | | | | | £3190 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action / approach | Expected Cost | Objectives (linked to barriers) | Time scale | Monitoring |
| Pupils achieve Age Related Expectations as gaps in learning are addressed | PiXL Targeted interventions provided by teachers and learning support practitioners. | £1500 | To combine assessment and planning across the school. This will enable teachers to identify areas for next steps quickly and ensure interventions are targeted to close gaps and accelerate progress. | From September 2018 | Monitoring of planning and data in writing, reading and maths of the the Pupil premium cohort, for evidence of accelerated progress, every half term. |
| | Teaching Assistant Training | £300 | | | |

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| Pupils are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions. | Training a member of staff to deliver targeted outdoor learning for nurture groups and whole school Forest School sessions. | £900 | This will help pupils who struggle to manage their emotions, not only anger but also anxiety. It will also support move vulnerable pupils during transition. We have noticed the numbers of pupils suffering from anxiety increasing and we need to support them to develop sustainable strategies. | From October 2018 | Progress of the targeted pupils will be monitored half-termly, and support will be evaluated by the professional external agency later in the year. |
| Pupils have access to Speech and Language Therapy. | Speech and Language Therapist | £300 | Targeted support to improve the speech and language skills of eligible pupils, as a result of needs identified in external assessments. | Ongoing | Progress of the targeted pupils will be monitored half-termly, and support will be evaluated by the speech therapist throughout in the year. |
| Total budgeted cost | | | | | £3.000 |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action / approach | Expected Cost | Objectives (linked to barriers) | Timescale | Monitoring |
| Pupils are given enrichment learning opportunities outside the classroom. | School trips/ residential Pupils are targeted and encouraged to attend an extracurricular club. All pupils are given the opportunity to learn a musical instrument | £850 | To ensure equal access for all children to educational visits which support learning and help develop pupils' social and emotional skills | Ongoing | Progress of the targeted pupils, as well as the group as a whole, will be monitored half-termly. |
| Pupils are able to have a healthy and nutritious breakfast | Breakfast Club | £100 | To ensure that all pupils have access to a healthy breakfast each morning (E) | Ongoing | Targeted pupils' well-being will be monitored by class teachers daily. |
| Total budgeted cost | | | | | £950 |

