**Pupil premium strategy statement Weald Community Primary School 2018-2019**

**For website**

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| 1. **Summary information** | | | | | |
| **School** | Weald Community Primary School | | | | |
| **Academic Year** | 2018-2019 | **Total PP budget** | **£ 10.560** | **Date of most recent PP Review** | July 2019 |
| **Total number of pupils** | 166 | **Number of pupils eligible for PP** | **8 (4.8%)** | **Date for next internal review of this strategy** | January 2020 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Attainment gaps in PP children in reading writing and maths | | | |
|  | | Poor language skills and auditory processing skills | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | |
| **C.**  **D.** | | Poor home learning environments  Attendance and health | | | |
| 1. **Desired outcomes** | | | |  |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* | *End of year assessment of impact (July)* |
|  | Attainment gaps to narrow , PP children with no SEND perform closer in line with their peers in reading, writing and maths | | % of PP children at expected + in Reading Writing and Maths is within 10% of non PP | All PP children in line with their peers, with exception on one child with EHCP |
|  | Careful assessment of pupils and selecting strategies to support their area of need | | Interventions in place, carefully monitoring termly impact. | All interventions have high impact – especially Read write inc |
| **C.** | Poor home learning environments.- communication and engagement between school and PP parents continue to improve | | Strategies for engaging and communicating with ‘hard to reach’ parents are good , teachers and SLT proactively and consistently engage with PP parents to establish the best ways to support and enrich their children’s experience at school. | Regular meetings and improved relationships with parents.  Children happy in school. Well being high  Attendance good. |

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|  |  |  | Attainment | | | | Registers |
| Year Group | PP= LAC/  FSM | Attendance  Average % | % Emerging | % Expected | Exceeding | Support in place : | SEN/Additional Support/EAL |
| Key Stage 1 | 2 | 97.3% |  | 100 |  | RWI and maths support, sensory circuits and targeted interventions.  Nurture group | 1x AEN |
| Key Stage 2 | 6 | 96.7% | 20% | 60% | 20% | High Needs Funding 1:1 adult support plus 2 Educational Health Care Plans , targeted interventions  Nurture group | 2x EHCP  2 x AEN  1 x CiC |

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| Total Pupil Premium for April 2018- March 2019 = £10, 220 | | | |  |
| Planned Provision | Focus | Intended Outcome | Cost  (from Sept 2018- July 2019) | **Monitoring of impact:-**  Documented on the class provision map, discussed at pupil progress meetings, attainment and progress data, learning walks, book looks, class observations by Governors and Head Teacher |
| RWI intervention groups – ‘Fresh Start’  Targeted maths support ‘ Power of 2’ and ‘Plus1’ programme | Targeted support with small group tuition for pupil premium children who are not on track to achieve expected progress in phonics, reading, spelling and writing. | * To make accelerated progress, closing the gap, especially those children who are on the verge of ‘expected’ * To encourage confidence and improved attitude * Promote wellbeing, build resilience and improve social interaction and mental health of all children | Fresh Start programme : £400  Maths Programme:  £60  Training for 3 members of staff  3x £100 | Good progress made.  Pupil progress reports and provision maps updated termly. |
| Active Learn, Jump Ahead/Beam, Time to talk, Memory Magic, Clever Fingers, Sensory Circuits, | To provide extra interventions and support to Pupil Premium pupils not on track to make expected progress | TA costs = £15 per hour  1:1 support =£450 | Wellbeing improved.  Character building assessment shows improvement for all pupils.  Good progress |
| Daily Early Morning Nurture Club | To support children who struggle with the transition, from home to school, to ease anxiety and increase confidence and wellbeing. | * To provide children with confidence to start their school day * To ensure children have calm and settled start to learning * To ensure all children have had breakfast * To encourage team work and acceptance of other’s differences. | 2 x TA daily 30mins  =£75 weekly | Good progress , children separating from their parents /carers and looking forward to coming into school.  Improved learning in class |
| Free or subsidising the cost of school visits, swimming and day trips | All pupils will have access to school visits to enrich the curriculum and learning including Yr 6 residential week, day trips to local heritage sights, swimming and theatre | * To enhance the acquisition of knowledge and development of skills. * To encourage fitness and develop self esteem | School trips: £64.00  Swimming £432.00 | High |
| School Uniform | All children to wear the appropriate uniform | * All children to experience the sense of belonging and pride | £300.00 | High |
| After school provision (clubs)  Free or subsidised for pupils in receipt of Pupil Premium | By cultivating confidence and happiness children are more likely to embrace the whole school environment which will have a positive impact on academic learning. | * To provide children with opportunities to develop their interests and skills in a wider sense . * To develop self esteem and confidence | £213.00 | High |
| ICT | Access to laptops and or Ipads to use as a learning tool to support learning | To enhance learning in the classroom. | £1500.00 allocated for ipad and apps  £234 allocated for speech and language link | good |