

## Highcliffe Primary School Pupil Premium Strategy 2018/2019

### What is Pupil Premium?

Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and the children of armed service personnel. All schools are required to report on the amount of funding received, how this is being used and the impact of the provision.

### School Overview 2018/2019

Total number of pupils on roll	360 /399 (including Nursery)
Total number of pupils eligible for Pupil Premium	95
Amount of Pupil Premium per pupil	£1320 for those eligible for Free School Meals £2,300 for Looked after children £300 for Services children
Total Amount of PP received for Financial year 2018/2019	£143,900

### Barriers to future attainment (for pupils eligible for PP)

1.	Emotional wellbeing and social skills
2.	Reading attainment across school
3.	Writing attainment across school
4.	Parental engagement and support with education

### Planned use of Pupil Premium Funding and intended outcomes

1. Emotional wellbeing and social skills		
<u>Provision</u>	<u>Intended Outcome</u>	<u>How will you ensure it is implemented well?</u>
1.1 2 full time Thrive practitioners to deliver interventions which support emotional development, positive behaviour and social skills.	<ul style="list-style-type: none"> <li>• Thrive assessments show targeted children are progressing in their emotional development through the developmental stages of 'Being', 'Doing' and 'Thinking'</li> <li>• Positive impact of Thrive approach seen in reduced number of behaviour incidents disrupting learning in class.</li> <li>• Positive impact of Thrive approach seen through accelerated progress for PP eligible children accessing the Thrive Provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of termly Thrive class assessments.</li> <li>• Evidence of reduced number of behaviour incidents on CPOMS.</li> <li>• RWM Progress and Attainment Data for PP eligible children accessing Thrive Provision.</li> <li>• Monitoring of Thrive Provision through case studies of children access Thrive Provision.</li> <li>• Termly Class Behaviour Action Plan Tracking.</li> </ul>
1.2 Weekly counselling service for targeted children.	<ul style="list-style-type: none"> <li>• Positive impact of counselling seen in reduced number of behaviour incidents disrupting learning in classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of reduced number of behaviour incidents on CPOMS.</li> <li>• Termly Class Behaviour Action Plan Tracking</li> </ul>

<p>1.3 0.2 Emotional Literacy Support Assistant to focus on KS1 and LKS2</p>	<ul style="list-style-type: none"> <li>Emotional well-being of targeted children improves as needs are met.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of reduced number of behaviour incidents on CPOMS.</li> <li>Termly Class Behaviour Action Plan Tracking</li> <li>Monitoring of ELSA planning and records.</li> </ul>
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2. Reading attainment across school.		
<u>Provision</u>	<u>Intended Outcome</u>	<u>How will you ensure it is implemented well?</u>
<p>2.1 1 to 1 teaching assistant support for targeted children that require additional reading sessions.</p>	<ul style="list-style-type: none"> <li>Accelerated progress in reading for targeted children.</li> <li>Accelerated increase in reading age for targeted children.</li> <li>Attainment of PP eligible children in reading increases.</li> </ul>	<ul style="list-style-type: none"> <li>In-year reading progress data.</li> <li>End of year Reading attainment data.</li> <li>Monitoring of delivery of 1 to 1 reading sessions.</li> </ul>
<p>2.2 Beanstalk trained Reading Volunteer support for targeted children.</p>	<ul style="list-style-type: none"> <li>Increased fluency and focus on reading for understanding means accelerated progress in reading for targeted children.</li> <li>Increased fluency means accelerated increase in reading age for targeted children.</li> <li>Attainment of PP eligible children in reading increases.</li> </ul>	<ul style="list-style-type: none"> <li>In-year reading progress data.</li> <li>End of Year reading attainment data.</li> </ul>
<p>2.3 Weekly 'Book and Breakfast' family sessions to target and support children reading with family members.</p>	<ul style="list-style-type: none"> <li>Increase in Pupil Premium children reading at home with their family.</li> <li>Pupils become confident and independent readers.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence in Reading records of increased reading at home.</li> <li>Attendance of a range of families at 'Book and Breakfast' sessions.</li> </ul>

3. Writing attainment across school.		
<u>Provision</u>	<u>Intended Outcome</u>	<u>How will you ensure it is implemented well?</u>
<p>3.1 Additional 0.58 UKS2 Teacher to support the teaching of Reading and Writing.</p>	<ul style="list-style-type: none"> <li>Accelerated progress for PP eligible children to ensure the attainment gap is closing.</li> <li>Reading and writing attainment in line with National results.</li> </ul>	<ul style="list-style-type: none"> <li>In-year progress and attainment data.</li> <li>Monitoring of Teaching and learning shows accelerated progress for targeted children.</li> </ul>

<p>3.2 Teaching assistant support across all classes.</p>	<ul style="list-style-type: none"> <li>• Targeted writing focus group support ensure accelerated progress for all groups.</li> <li>• Progress in writing is good or better across all cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of teaching and learning shows targeted support.</li> <li>• In-year progress</li> </ul>
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4. Parental Engagement and support with education.		
<u>Provision</u>	<u>Intended Outcome</u>	<u>How will you ensure it is implemented well?</u>
<p>4.1 Weekly Thrive Parent Drop-In Sessions</p>	<ul style="list-style-type: none"> <li>• Increased parental engagement with school and education.</li> <li>• Parents feel well-informed and comfortable to support their children with emotional and educational needs in conjunction with the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent questionnaire for parents using the drop-in sessions.</li> </ul>
<p>4.2 Weekly 'Book and Breakfast' family sessions to target and support children reading with family members.</p>	<ul style="list-style-type: none"> <li>• Increase in Pupil Premium children reading at home with their family.</li> <li>• Pupils become confident and independent readers.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence in Reading records of increased reading at home.</li> <li>• Attendance of a range of families at 'Book and Breakfast' sessions.</li> </ul>

<u>Additional Spending</u>	
<u>Provision</u>	<u>Intended Outcome</u>
<p>Management Release time for SENCO to plan for provision for the above in relation to SEN/PP pupils.</p>	<ul style="list-style-type: none"> <li>• Support for emotional wellbeing and attainment put in place rapidly and effectively for targeted children.</li> <li>• Attainment of targeted children increases</li> </ul>
<p>Subsidies to educational visits and residential trips for Pupil Premium children.</p>	<ul style="list-style-type: none"> <li>• All children access curriculum enrichment activities.</li> </ul>