

How Are We Spending Our Pupil Premium & Early Years Funding 2018-2019?

16.3% Attracting Pupil Premium Funding *Total Funding : £63,360 (48 pupils based on 294 pupils on roll) *EYPP Funding: £900 (3 children)

<u>Use of Funding –</u>	<u>Actions</u>	<u>Average Impact-EFF</u>	<u>Costs</u>	<u>How will we Measure Impact?</u>
<u>Specialist Teacher</u>				
Rapid Teacher in Key Stage Two (primarily current Year 5 and Year 6 in Spring term for 3 days a week) – Small groups of children targeted to reach or exceed the expected standard. Research for the Education Endowment Foundation show that small groups can have a big impact on learning and progression.	Experienced Teacher delivering bespoke lessons and targeting learning to ensure all children, including PP children reach expected standard. Teacher will be delivering; targeted White Rose Maths and extra Reading comprehension sessions. These teachers are also responsible for the 1:1 Readers. The children will be carefully monitored to ensure progression.	 +5	£9774	<p>To improve our children's attainment from last academic year in % of children meeting expected standard in all areas (2018 61% RWM compared). Our disadvantaged children to close the gap compared to non-pupil premium children and out-perform others nationally.</p> <p>To close in school gaps between others and disadvantaged children, especially in RWM Combined (-7% in school gap.) and Maths (-13% in school gap)</p> <ul style="list-style-type: none"> Attainment at KS2 in all subjects at ARE is BIL or above NAV. The B/G gap in KS2 at ARE in Reading, Writing, Maths and RWM is reduced. The B/G gap in KS2 at AHS in Writing is below 10%. Attainment in combined RWM at KS2 is Broadly In Line or above National Average.
		Total Specialist Teacher	£9774	
<u>Curriculum/ Teaching</u>				<u>Impact</u>

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Madeline Lindley Trip to support all KS 2 pupils to high quality texts in class	To support shared reading in school. All children in KS 2 will choose and have access to high quality texts during guided reading time and home reading time.	+5	£1670	To continue to enable the disadvantaged children perform in line or exceed others in school and nationally in Reading. To help the disadvantaged children at the end of KS2 perform in line with others nationally in Reading. (Gap 2018 = -17.9% at Expected and -16.9% at GDS.)
1:1 Readers- Whole School	PP children and Non PP children identified through ?? Test to be below age related expectations. These children are read with every day to increase their progress in Reading. The class teacher reads 1:1 with each child selected each day. This is tracked every term to monitor impact.	+5	£5900	To ensure children who are disadvantaged, that are reading below their reading age, are targeted through this intervention to ensure they catch up and progress at the same rate of non- disadvantaged.
Metacognition and self-regulation	Whole school intervention starting in January aimed at developing greater awareness and control of the thinking and reasoning processes in children, through their planning, monitoring and evaluating . This will start with staff CPD and will be taught to children and referred to each lesson.	+7	£368	<ul style="list-style-type: none"> • By the end of KS 2, 87.5% to achieve the expected standard, with 42.5% to achieve the Higher Standard • By the end of KS 1, 82.9% to achieve the expected standard, with 36.5% to achieve Greater Depth • By the end of Reception, at least 76% of children to achieve ELG, with at least 27% exceeding
		Total for Curriculum/ Teaching	£2938	
<i>Extra Curricular, Enrichment & Nurture</i>			<i>Impact</i>	

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Subsidising Trips – all Year Groups	This money enables us to help children have a rich and varied learning experience. We believe giving children first hand experiences is crucial to their learning. (See our Website for trips!) <i>This also includes funding Year 5 and 6 on their residential trips.</i>		£2400	*We hope to ensure children have experiences that they might have been able to do without our financial support. The impact of these experiences are far reaching; in all areas of the curriculum. As an academy Trust, we believe it is our responsibility to open and extend children's learning experiences to the local and national areas around them. *To continue to support disadvantaged children to meet and exceed the national figure for reaching the expected standard in Science and continue to check progress of disadvantaged compared to others in the foundation subject areas.
Music Specialist Support	Music Specialist to work in Key Stage Two supporting children with Ukele, tin whistles and singing.		£5850	We ensure there is a balance between PP and Non PP children to access to music lessons in ukele and tin whistles so have whole class sessions on a rolling programme.
Speech & Language Specialist and Wellcomm Intervention <i>Central Manchester University NHS Foundation Trust.</i>	Early intervention of children in the Foundation Stage. Bespoke targets for each child that has been identified as needing extra support.		£1174	To tackle speech and language problems early on in EYFS. % achieving GLD. (Diminish in school gap between disadvantaged and others. 2018 = -75.6% gap in school (2 pupils))
Attendance Officer	Working with all children to improve attendance. PP children identified. The Attendance Officer works closely with parents and families to improve attendance. Last year there was a gap between PP and Non PP attendance, we aim to diminish this.		£12350	The attendance officer, carefully tracks all PP children and compares to non PP. She is working on persistent absentees that are disadvantaged. Attendance for PP-eligible pupils will be at least in line with that for all pupils nationally.

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	Provide spaces at Breakfast Club. Review attendance policy and share with parents to set clear expectations about regular attendance.			(Figures for 2017-2018 % absence = 3.53%) Persistent Absence = 3.85%
Forest School- Staff training and Resources	Forest School is an inspirational process, which offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.		£1650	Our Forest School project is now being extended to KS 1 and KS 2. We are hoping this initiative will offer all our pupils regular opportunities to achieve, develop confidence and self-esteem and to experience a hands on learning experiences both in our school environment and Rose Hill Woods. We are hoping this will: <ul style="list-style-type: none"> • Improve outcomes relating to communication and interaction for all pupils involved. • Improve low level behaviour issues in class from pupils who display challenging behaviours. • Improve outcomes, especially in writing, enabling children to write from experiences. • Improvement in personal development including self-esteem, self-confidence and independence. <i>This will be measured through whole school data, parent/child/ teacher questionnaires and behaviour monitoring on CPOMs.</i>
Art Therapist- 1 full day	A qualified Art Therapist working with our KS1 and KS2 children identified through LAC funding		£12240	Bespoke programmes for children who have suffered emotional trauma. <i>Impact measured through attendance, children's attainment and academic progress over the year.</i>

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Social and communication groups	Children with specific needs targeted by qualified leaders to improve social and communication skills.	 +4	£10300	Enabling children who attract funding and others with specific social and communication problems, to learn how to play effectively with their peers and regulate their feelings. <i>Impact measured through attendance, children's attainment and academic progress over the year.</i>
		Total for Curriculum/ Enrichment	£45964	
<i>Resources and Learning</i>			<i>Impact</i>	
Parental Involvement Home School Learning Resources.	All children in statutory testing year groups, to receive revision guides and learning prompts for home. This helps parents support their child at home with their learning and makes them aware of the expectations of the tests their child will take. These are sent to Year One, Year Two and Year Six parents. These are given out after parent information meetings, where important information is shared with parents/carers.	 +3	£400	To continue to build on the %age of pupils reaching ARE at the end of Key Stage One and Two and in Phonics, to support pupils closing the gap in performance nationally compared to non-PP. *To continue to diminish the gap between disadvantaged in school and nationally, in all areas at the end of Key Stage One, at expected and GDS. (Biggest gap in Maths at EXP compared to national others 2017 = - 56%.) Parents feel supported and secure in helping their children and it also helps tackle the material deprivation some of our parent's experience.
Buddy Scheme – Sport Mentoring for KS1 and Year 3 pupils on the playground.	Children from KS2 supporting on the Ks1 playground with structured play to benefit the all children. Also suggested by sport and school council representatives to improve the playground.	 +3	£184	To help children feel happier on our playground and to make sure that everyone has someone to play with and enjoyable sport related games <i>Impact measured through attendance, children's attainment and academic progress over the year. Also,</i>

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			through questionnaires, via pupil voice.
	Resources & Learning	£584	
Final Total			£64,260
			Total PP Funding = £63,360
			EYFS Funding = £900
			Total = £64,260

Barriers to learning

The barriers to learning set out below reflect some deep seated and seemingly intractable socio-economic issues which do not lend themselves to “quick fixes”.

Therefore school uses a large part of its pupil premium money to “bear down” on these barriers consistently over a number of years as a longer term investment in the academic future of our children. For example, spending on school trips and free extra - curricular clubs is a regular item of expenditure.

Within this overall approach, there will be a degree of variation in how pupil premium money is spent on an annual basis in response to specific performance data and the particular concerns this may through up. Furthermore, the senior leadership of the school does look critically at the impact this spending is having on outcomes for all children, but especially the disadvantaged. Expenditure that does not improve outcomes is redirected as and when necessary to make the best possible use of public monies.

Barriers to learning

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A: Memory/Recall

B: Poor early speech and language development

C: Speaking, reading and writing problems

D: Safe place for Homework

E: Parental disengagement / low aspirations/ misplaced ideas around ways of learning

F: Limited access to high quality reading materials outside school

G: Attendance and punctuality issues

H: Safeguarding and emotional barriers

I: Children with Special needs whose learning issues are compounded by some of the above

Barrier to Learning	Number of Students in N (3)	Number of Students in R (1)	Number of Students in Year 1 (2)	Number of Students in Year 2 (7)	Number of Students in Year 3 (6)	Number of Students in Year 4 (8)	Number of Students in Year 5 (8)	Number of Students in Year 6 (13)
A				2			2	1
B	2	1	1					
C				1	1			4
D								
E				1		1	2	2
F						3	2	4
G	1			2			1	1
H			1	1	4	1	2	1
I					1	3	1	

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