



Draft Plan for Pupil Premium Expenditure 2018-19

1. School context

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of looked after children (LAC)	Number of post-LAC	Number of service children
173	81	92	1	1	0

Pupil premium nature of support for 2016/17

Total pupil premium allocation for 2018/19: £228,360

1. Quality of teaching for all and intervention work
2. Targeted support for pupil premium children: SEND, EAL, More able and SEMH
3. Other approaches

2. Intended outcomes (specific outcomes and how they will be)	Success criteria
<p>Improve progress and attainment rates for all PP pupils in Writing aiming for improved % at GD</p> <p>Increase the % of PP pupils achieving EX+ R and diminish the gap between PP and NON PP pupils achieving EX+ R</p> <p>Increase children's capacity to independently choose strategies and level of challenge within in a broad and balanced curriculum.</p> <p>Increased attendance and punctuality rates for pupils eligible for PP and reduced number of persistent absentees.</p> <p>Pupil Premium children are exposed to a range of enrichment activities.</p> <p>Home learning is completed more consistently.</p> <p>Parents of Pupil Premium children feel better able to support their children.</p> <p>Effective support interventions for children with Social, Emotional and mental health needs.</p>	<p>Improve progress and attainment rates for all PP pupils in Writing aiming for improved % at GD</p> <p>Increase the % of PP pupils achieving EX+ R and diminish the gap between PP and NON PP pupils achieving EX+ R</p> <p>The percentage of disadvantage pupils achieving age related and exceeding age related expectations at the end of EYFS and working at a greater depth at the end of KS1 and KS2 is similar to or better than their non-disadvantaged pupils in school and non-disadvantaged pupils nationally.</p> <p>Children can independently choose strategies and level of challenge within in a broad curriculum acknowledging success in enrichment activities - entitlement outlined on school website.</p> <p>Increased attendance and punctuality rates for pupils eligible for PP by July 2019.</p> <p>Pupil Premium pupils speak with confident aspiration of future study.</p> <p>Pupil Premium children are able to identify professional careers as future career paths.</p>

3. KS2 Attainment and progress for 2017-18		
* STA have been "unable to locate" Paper 3 of the 2018 KS2 Maths Papers for Grange. This obviously had significant implications for reporting the overall KS2 results.	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	*	70% (12% GD)
Progress in reading (as measured in the school)	0.13	0.31
Progress in writing (as measured in the school)	-0.95	0.24
Progress in mathematics (as measured in the school)	*	0.31

4. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Progress and attainment in Reading and Writing is for Pupil Premium pupils is higher compared with the Non PP, however, the progress and attainment averages are lower than the national averages for non PP pupils.
B.	PP achieve a higher percentage than their Non PP counterpart in greater depth in Reading. However, the gap between % of school PP pupils achieving higher standard and the national PP averages need.
C.	The attainment gap between the school attainment outcomes for PP pupils in writing and the national averages needs to narrow. To narrow the attainment gap between the school attainment outcomes for more able PP pupils in writing to narrow in EX+ and GD(Greater Depth).

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Lower attendance rates and punctuality for PP children reducing their access to the curriculum contributing to lower rates of progress.
E.	Increased parental capacity to support their child and reduce mental health issues and enable PP children to make better progress.
F.	Low level of attainment at entry.
G.	Narrower range of experiences (for some children) which affects their cultural capital- confidence and aspiration.
H.	Low aspirations for future study and future career paths.
I.	Mobility- Many children enter the school at different points in their school life.

5. Planned expenditure

Academic year **2018-19**

Quality of teaching for all

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All teaching to be good or better in whole class teaching and interventions and assessment information used by teachers and support staff to target and close gaps for PP pupils.	Effective monitoring in place. Quality external support from SEND, Maths and English consultants. A comprehensive whole school assessment tracking system is in place, fully embedded and used effectively.	Early identification of underperformance allows effective support to be put in place and gaps filled in before too wide.	Monitoring scheduling in place with a timetable for staff meeting and CPD. Book look and learning observations outcomes are followed up promptly. Termly input of assessment information, staff training on using the Educater well.	SLT	Termly reviews Pupil progress meetings - termly
First time quality teaching leads to accelerated progress and narrowing the progress gap between PP and Non-PP pupils for all children and specifically in Year 6 and 2	Spring School for Year 6 pupils: Teachers x 4 x 3 days Support staff x 4 x 3 days Resources Catch up groups – Grammar, Spelling and punctuation and Mathematics in Year 2 and Year 6 children who need specific support in these learning areas.	We aim to raise the standards and teach resilience, perseverance and build confidence through daily lessons tailored to match our pupils needs and abilities.	Deploying: -buy into Southwark school improvement offer to enable networking and partnership within the borough, moderation and standardisation of standards, CPD for NQTs, etc. -joining Challenge Partners to ensure school continues to improve and sets challenging goals for its pupils and staff,	SLT	Termly and at the end of the allocated intervention SATs outcomes - annually
Improve progress and attainment rates for all PP pupils in Writing aiming for improved % at GD	Review the methodology and the strategies of teaching writing, including spelling and grammar throughout the school CPD for the all teachers,	Local partner schools – successes and track record	Whole school Inset to launch the DPiL Regular year group training sessions with Nina Birch Monitoring, including book looks and	DO (AH – English) SLT	Termly at pupil progress meetings Half termly – book looks

	including resources and whole school Inset launching Dramatic Progress in Literacy		<p>lesson observations</p> <p>Moderation meetings</p> <p>QAR reviews: - mini QAR in November 18 -whole school QAR February 2019</p> <p>Tracking of progress made End of year outcomes</p>		
Increase the % of PP pupils achieving EX+ Reading Maths and diminish the gap between PP and NON PP pupils achieving EX+ R and Maths	Implement differentiation strategies and embed challenges in lessons. Develop reasoning skills	<p>Maths Mastery – school own previous successes</p> <p>Using elements of Destination Reader</p>	<p>Book look Monitoring QA Moderation meetings KS1/2 SATs Tracking Pupil progress meetings</p> <p>End of Yr outcomes SATs CP review ASP</p>	AB (AHT Maths) RL – TLR holder Reading	Termly
Increase children's capacity to independently choose strategies and level of challenge within in a broad and balanced curriculum.	Pupils able to use metacognitive approach. Pupils use self and peer assessment Learning becomes visible	<p>Visible Learning – John Hattie</p> <p>EEF- Marking and Feedback research</p>	<p>Monitoring, including book looks, pupil interviews, learning walks and learning observations. QA Cycle Moderation across year groups/ phase groups/ across LA schools (local cluster)</p>	SLT	Termly
Total budgeted cost					£34,254
Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improved progress and attainment rates for all PP pupils in Maths aiming for improved % in Greater Depth	Interventions set up for high ability PP pupils Practical apparatus are used consistently in lessons Lessons have good level of challenge and are providing opportunities for developing reasoning skills	Maths Mastery approaches and developing greater depth. Maths Mastery has been embedded since 2015, school data has provided evidence of impact since its beginning	AH (maths lead) to deliver staff meetings to support planning and intervention process Provide and signpost resources Moderation meetings KS1/2 SATs Monitoring, including book looks, learning observations, pupil interviews	AB BJ – TLR More Able Maths	Termly – pupil progress meetings Half termly – book looks and pupil interviews QAR - February
Improved progress and attainment rates for all PP, including PP SEN, PP EAL, PP more able and PP pupils with SEMH.	Speech and Language Therapeutic sessions. Phonics interventions – Ys1 and 2 Maths, grammar, and reading booster sessions for Y6	One to one support has proven to boost pupils' confidence, addressing specific misconceptions and misunderstandings. For the past few years, grammar groups have been very successful, which is evident from the school data.	Whole school and individual pupils provision maps reviewed regularly. Quality resources used to run evidence based interventions. Monitoring progress towards targets.	CL AR AB JB JT SLT	Half termly
Increase parental capacity to support their child and reduce mental health issues and enable PP children to make better progress. Parents of pupil premium children taking on a more active role in their child's education.	Various workshops for parents throughout the school year, i.e. Healthy Families, Helping my child with Reading, etc.	Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement. (Desforges 2003).	Feedback from parents.	CL- Inclusion Leader	Termly
Increased attendance and punctuality rates for pupils eligible for PP.	Support and challenge for pupils with poor attendance and punctuality. Early Help support provided to families in need, e.g. parenting support, etc.	In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days.	New attendance and punctuality policy issued and effective strategies put in place.	CL ZB NT	Fortnightly Half termly, termly and at the end of the school years.

Total budgeted cost £114,180

Other approaches

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Narrower range of experiences (for some children) which affects their cultural capital- confidence and aspiration.	Ensuring quality music and dance lessons are delivered. Chess session for years 4 and 5 (ASC) Recorders sessions Drumming sessions Support for PP pupils to attend the Year 6 residential trip at Arethusa and other educational trip throughout the year for PP pupils from all year groups.	Impact of broad and balance curriculum diet has on children	Timetable lessons and receive feedback from pupils Learning observations	MD- DHT KD- TLR Music and Dance RH- TLR	Termly
Developing leadership capacity across the school	Identified staff takes part and completes NPQML and NPQSL programmes.	School leadership has a greater influence on schools and students when it is widely distributed.	School based projects are identifying the pupil premium pupils as a key group of children in order to drive standards further.	DV	Termly Coaching sessions
Pupil Premium pupils have high aspirations (and their parents) for themselves in terms of future study and career paths.	Aspirational workshops for pupil pupils in years 5 and 6 (FSM76%) – into University programme. Invite inspirational speakers.	Research shows that if pupils are sure they are going to university by the end of age of 10 they are two times more likely to go.	Liaison with Into Uni Feedback from pupils	DO Y6 and 5 teachers	Start and end of programme
PP pupils with social, emotional and mental health needs feel safe and confident; they make good or better progress across the curriculum.	Implement evidence based interventions to build confidence, increase emotional resilience and self-awareness: Speech Bubbles Therapeutic sessions ELSA sessions	Researches show that mental health problems, low self-esteem and lack of belief in own ability to do things, emotional resilience and maturity prevent children from wanting to learn and be successful in school,	Early identification and allocation of interventions. Timetables of interventions. Feedback from pupils and evaluations of impact.	CL – Inclusion Lead CWSO/ Learning mentor	Half termly

	Paths and Paths Plus	which has a strong negative impact on their adult lives.			
Total budgeted cost					£79,926