

Appleton School Pupil Premium Strategy 2018-19

Number of pupils eligible	15
Total Pupil Premium received	£17,760

Identified barriers to educational achievement

Appleton has identified the following as barriers to learning for some of the pupils currently in receipt of Pupil Premium (PP):

- Limited experience of extra-curricular and educational experiences such as trips and participation in activities
- Pupils with specific social and emotional needs, which can result in behaviour which affects their learning or friendships
- A lack of consistent expectations of positive behaviour
- Limited parental engagement with learning, e.g. high aspirations and engagement with homework
- Special Educational Needs
- Support with literacy and numeracy skills are limited outside the school environment

Current attainment 2017-18	KS1 Pupils Eligible for PP 2017-2018	KS2 Pupils Eligible for PP 2017-2018	All KS1 pupils 2017-2018	All KS2 pupils 2017-2018
% achieving at least expected or above in reading	67%	88%	84%	90%
% achieving at least expected or above in writing	67%	38%	78%	71%
% achieving at least expected or above in maths	67%	63%	82%	78%

This shows steady attainment of PP children in KS1 in all subjects, consistently below the attainment of the cohort. In KS2 PP attainment is broadly in line in reading, somewhat below in maths and significantly below in writing.

Rationale for expenditure

As identified in the 2017 - 2018 data analysis, accelerated progress is required for pupil premium eligible pupils in all subjects, with the main focus being Writing and Maths, especially KS2 Writing. Termly Pupil Progress meetings involving the class teacher, Special Educational Needs Co-Ordinator (SENCO) and Senior Leadership Team (SLT) closely monitor progress and set aspirational targets, monitoring support in place and its impact. In particular, Writing has been identified as a focus within the School Development Plan, and training and resources are being sourced to improve the teaching and learning of Writing, including for PP children.

A number of children in receipt of PP funding also have Special Educational Needs or Disabilities so are benefitting from additional SEN support in school. While the school's new SENCO is undertaking training, the school is funding extra support from a Special Needs Advisory Support Teacher (SNA) to ensure continuity of support and high-quality provision, as well as purchasing the relevant resources and input from multi-agency professionals to assess and support progress.

Forest school has always had a good impact on pupils' social and emotional wellbeing. We have expanded the age range that SJW works with to ensure all children experience the opportunities given by Forest School to offer it to more children for a longer period of the year.

Some pupils' parents are unable to afford to pay for school trips and clubs. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year by providing each child with a £30 voucher which can be used towards the cost of trips. In some cases, PP is also used to fund after school care and essential personal resources, where this is necessary due to the circumstances of individual families.

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Area of spend	Focus	Total Allocation	Monitoring/ Staff Lead	Impact
<p>1. Training of staff to deliver Quality First teaching in Writing</p> <p>Write Staff training with all staff and TA's. New writing approach to be implemented across the school.</p>	<p>Attainment/progress in Literacy</p>	<p>£1500</p>	<p>KAB Monitored by lesson observations. Data Analysis to identify progress.</p>	
<p>2. Training of staff to support Quality First Maths teaching</p>	<p>Attainment/progress</p>	<p>£810</p>	<p>HM Maths data analysis monitored by lesson observations.</p>	

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<p>3. TAs to work alongside Class Teachers to provide additional and tailored support</p>	<p>Attainment/progress</p>	<p>£8000</p>	<p>AC and KAB Observations of TA's when supporting teachers and as part of booster sessions. Planning and book scrutiny to track recording of support. Data Analysis of the children who were supported.</p>	
<p>4. TA training to contribute to high quality provision and deliver high quality interventions</p>	<p>Attainment/progress</p>	<p>£2500</p>	<p>KAB To support TAs and check that they are being supported with new groups or interventions.</p>	
<p>5. Ongoing ELSA supervision</p>	<p>Emotional and Social support</p>	<p>£500</p>	<p>KAB To support KB to ensure children are getting the best SEMH support.</p>	
<p>6. SNASt support to ensure high quality provision</p>	<p>Attainment/progress</p>	<p>£1000</p>	<p>HM SEN data analysis and booster group support.</p>	
<p>7. Speech, language and communication intervention. Early communication and interaction</p>	<p>Language development</p>	<p>£500</p>	<p>KAB Attending training and implementing language intervention.</p>	

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8. £30 'voucher' per child for PP eligible families to spend on the cost of trips	Wider curriculum and wellbeing	£450	KAB Make vouchers and show office staff how to use them to check they are being used effectively.	
9. Forest School support	SEMH support and wellbeing	£500	SJW To observe children and record SEMH where appropriate.	
10. Funding for wrap around care and activity clubs	Wider curriculum and wellbeing	£1500	KAB To check that children are being offered clubs and monitor how many children take up the offer.	
11. Individual pupil resources	Wellbeing	£500	KAB and Office KAB to check that this is being offered to the children and that uniform and school books are being offered if required.	
Total		£17,760		