

<b>Amount of school's allocation of pupil premium grant?</b>	£274, 612	
<b>Main barriers to educational achievement both internal and external:</b>	A - Social and economic factors- including life experiences.	
	B – Safeguarding and emotional barriers.	
	C - Low baseline of attainment on entry to EYFS.	
	D - Speech and language development.	
	E - Level of mobility and attendance for some children.	
	F - Children having the necessary equipment to be effective learners.	
	G – Low aspiration/value for education.	
	H- Academic support for attainment at the Higher Standard.	
<b>Main Barriers linked to projects to improve attainment for eligible children:</b>		
<b>Brief description of project</b>	<b>Estimated Cost</b>	<b>Intended Outcome</b>
A/B - Full time Learning Mentor	£200,000	Emotional support for vulnerable children and their families to ensure they make at least expected progress.
A/B/E - Non-class-based DHT offering support for teachers and learners.		Regular staff development. Support for identified children when needed to ensure progression towards fulfilling their potential.
C /G Reading Recovery Teacher and training		Pick up non- readers at Year 2 ensuring no children fall behind
A/B/E - Interventions (including 1:1) delivered by teachers and support staff.		Improved attainment - more children at ARE in each year group.
C - High ratio of support staff in EYFS (offering increased directed adult support).		Standards in EYFS to remain good. Targeted intervention and adult support to ensure progression.
C/D - SALT (Provide Speech & Language teacher 1 day per week to work in EYFS and provide CPD for EYFS practitioners).		Number of referrals to SaLT reduces from Yr 1 onwards. Pupils in EYFS are able to speak more clearly, positively impacting on their reading and writing work. Results in Expressive Arts & Design (EAD) increases and pupils converse freely and confidently with their peers and other adults.
A/B/C - Additional CPD for staff - bespoke programme for staff linked to needs of practitioner and learning needs of children.		All staff to be up to date with relevant initiatives to support the educational and emotional development of all learners.

A - Additional musical tuition (for identified children)	£13, 000	Identified children to develop their talent and skills where otherwise the opportunity would be lacking.
F - IT enhancements	£15,000	Children to have access to high quality IT equipment and provision to ensure relevant and effective accessibility to the curriculum in all areas.
E/G - Special incentive days to enhance learning experiences and enrich their curriculum. Promote and reward with a positive attitude to learning.	£10,000	Improved attendance and attitudes towards learning
A/G - Subsidy of trips or enhancement projects (offering experiences that may otherwise be lacking)	£13,000	A broad, balanced and engaging curriculum to enhance life experiences. All children to have the opportunity to attend a residential.
F - Purchasing of home reading books (ensuring access to high quality texts and develop and maintain a love for learning).	£6,000	Engaged readers with a love for learning. Increased attainment and progress in reading ages and reading skills. Relevant and inspiring texts to support a vibrant curriculum.
G - Children's University Initiative and a highly subsidised extended learning provision	£4,000	A higher proportion of children accessing learning outside of the school day. An increased number of children graduating in 2018.
F - Individualised support for eligible children identified as falling behind (tailored to eligible children's needs as they arise ie clothing and equipment for school)	£1,000	Children have the required uniform and equipment to ensure they are not disadvantaged due to financial restraints.
A/G- Specialised Artist provision and teaching.	£6500	To ensure a broad, balanced and engaging curriculum to enhance life experiences. To ensure that Identified children have the opportunity to develop their talent and skills within art, craft and design where otherwise the opportunity would be lacking.
Date of the next pupil premium strategy review.	Reviewed December 2018  Reviewed March 2019  Reviewed July 2019	

## **Statement from Pupil Premium Policy-**

### **Introduction**

A good education is the key to improving young people's life chances. This is particularly true for children from low-income families and looked after children (LAC), who are far less likely to leave school with good GCSE results than other children. The Pupil Premium, additional to the main funding a school receives, aims to address narrowing the gaps in attainment between these pupils and their peers by ensuring that funding to tackle disadvantage reaches those who need it most.

The Pupil Premium has a number of wider aims:

- Increase social mobility;
- Enable more pupils from disadvantaged backgrounds to get to the top Universities;
- Reduce the attainment gap between the highest and lowest achieving pupils nationally

Individual schools decide how the Pupil Premium (allocated per FSM pupil and LAC pupil) is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are held accountable for how use the additional funding to support these pupils. Performance tables will capture the achievement of those deprived pupils covered by the Pupil Premium. Accountability will ensure that parents and stakeholders are made fully aware of the attainment of these pupils.

Simply spending more on children from less affluent backgrounds, however, will not necessarily improve

their learning or their aspirations. There is no direct link between spending on schools and outcomes for pupils. Extensive research in this area (Sutton Trust) shows that it is a complex issue, indicating that the way the money is spent is crucial. So if the Pupil Premium is to succeed in achieving its ambitious goals, the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.

Narrowing the gap for pupils can take many different forms from targeted teaching intervention to pastoral support, tackling challenging behaviour, attendance and punctuality and full engagement in school activities.

### **Pupil Premium Amount**

The level of the premium in 2017-2018 is £1320 per pupil for pupils eligible for free school meals (FSM) and for pupils in care who have been continuously looked after for six months £1900.

### **Monitoring**

The impact of expenditure will be an integral part of the monitoring and evaluation of school effectiveness and analysis of pupil progress.

### **Sutton Trust Toolkit to Improve Learning Summary Overview**

Below is a summary from the Sutton Trust study which compares the effectiveness of different kinds of expenditure to improve learning. This tool can be used as a reference to support planned expenditure to narrow the gap most effectively.

<b>Approach</b>	<b>Potential gain</b>	<b>Cost</b>	<b>Overall cost benefit</b>
Effective feedback	+9 months	££	Very high impact for low cost
Meta cognition & self regulation strategies	+8 months	££	High impact for low cost
Peer tutoring/peer assisted learning	+6 months	££	High impact for low cost
Early intervention	+6 months	£££££	High impact for very high cost
One to one tutoring	+5 months	£££££	Moderate impact for very high cost
Homework	+5 months	£	Moderate impact for very low cost
ICT	+4 months	££££	Moderate impact for high cost
Assessment for learning	+3 months	££	Moderate impact for moderate cost
Parental involvement	+3 months	£££	Moderate impact for moderate cost
Sports participation	+3 months	£££	Moderate impact for moderate cost
Summer Schools	+3 months	£££	Moderate impact for moderate cost
Reducing class size	+3 months	£££££	Low impact for very high cost
After school programmes	+2 months	££££	Low impact for moderate cost
Individualised instruction	+2 months	££	Low impact for low cost
Learning styles	+2 months	£	Low impact, low or no cost
Arts participation	+1 month	££	Very low impact for moderate cost
Performance pay	+0 months	£££	Very low/no impact for moderate cost
Teaching assistants	+0 months	££££	Very low/no impact for high cost
Ability grouping ±	±1 month	£	Very low or negative impact for very low or no cost
Block scheduling and timetabling (sec)	±1 month	£	Very low or negative impact for very low or no cost
School uniforms	±1 month	£	Very low or negative impact for very low or no cost

## **OVERVIEW OF PUPIL PREMIUM 2018-2019**

**Currently 61% eligible for Pupil Premium**

**Total amount of Pupil Premium as of April 2019: £274, 612**

### **Use of Money – Summary:**

- Full time Learning Mentor
- Non-teaching Deputy supports teachers and groups of children
- Targeted intervention lead by skilled staff and DHT
- Speech and Language therapist
- ELKAN training
- Reading Recovery Teacher and training
- Higher ratio of staff to children in EYFS
- Continuous professional development of staff
- One to one tuition
- Purchasing of home reading books/author books
- Purchase of home study and revision for Year 6
- Additional musical tuition
- Children's University funding
- Enrichment activities- visits to theatre, museums etc.
- Up to date ICT equipment
- Subsidy of trips – enrichment projects
- Purchasing of reading books for PP+ children
- Payment for ASC for PP+ children
- Purchasing of school uniform, shoes and school equipment for PP+ children.
- Curriculum workshops to extend and enhance learning opportunities, such as Science CSI, Lego-Robotics
- Pyramid Club- SEMH and self-esteem and confidence building
- Individual initiatives to support vulnerable children- ie funding for additional classes to enhance life-skill and well-being, school equipment and resources
- Arrangement of incentive days to encourage and motivate in relation to home learning and education in general

**Date of review of impact of spending: July 2019**

**Analysis of children working at ARE**

**Nursery:** On track to achieve a Good Level of Development- 15/25- 60%

**Reception:**

	<b>Achieved a Good Level of Development</b>
<b>Reception 1</b>	20/26= 78%
<b>Reception 2</b>	21/29= 77%
<b>Reception Cohort</b>	41/55= 75%

<b>Secure learners (72% NA 2018) (68% LA 2018)</b>		<b>Attended Nursery and are secure learners</b>	
<b>41/55</b>	<b>75%</b>	<b>17/21</b>	<b>81%</b>

**Year 1CH:**

	<b>Overall-30</b>	<b>Eligible pupils-12</b>	<b>Other pupils-18</b>
<b>Reading</b>	87% (27%)	75% (8%)	94% (39%)
<b>Writing</b>	80% (20%)	58% (0%)	94% (33%)
<b>Maths</b>	80% (20%)	58% (0%)	94% (33%)

**Year 1EF:**

	<b>Overall-29</b>	<b>Eligible pupils-12</b>	<b>Other pupils-17</b>
<b>Reading</b>	86% (24%)	92% (25%)	82% (24%)
<b>Writing</b>	79% (17%)	75% (17%)	82% (18%)
<b>Maths</b>	83% (21%)	92% (25%)	82% (18%)

**Year 2SR:**

	<b>Overall-30</b>	<b>Eligible pupils-19</b>	<b>Other pupils-11</b>
<b>Reading</b>	87% (27%)	79% (32%)	100% (18%)
<b>Writing</b>	80% (20%)	74% (16%)	91% (18%)
<b>Maths</b>	80% (23%)	74% (32%)	91% (9%)

**Year 2EL**

	<b>Overall-30</b>	<b>Eligible pupils-21</b>	<b>Other pupils-6</b>
<b>Reading</b>	83% (27%)	81% (25%)	86% (43%)
<b>Writing</b>	77% (20%)	75% (19%)	86% (21%)
<b>Maths</b>	93% (27%)	94% (19%)	93% (36%)

**Year 3KB:**

	<b>Overall-30</b>	<b>Eligible pupils-17</b>	<b>Other pupils-13</b>
<b>Reading</b>	93% (47%)	88% (47%)	100% (54%)
<b>Writing</b>	87% (17%)	76% (18%)	100% (15%)
<b>Maths</b>	93% (37%)	88% (29%)	100% (46%)

**Year 3JC:**

	<b>Overall-30</b>	<b>Eligible pupils-17</b>	<b>Other pupils-13</b>
<b>Reading</b>	80% (30%)	65% (6%)	100% (62%)
<b>Writing</b>	80% (23%)	65% (0%)	100% (54%)
<b>Maths</b>	83% (27%)	71% (6%)	100% (54%)

**Year 4CL:**

	<b>Overall-30</b>	<b>Eligible pupils-20</b>	<b>Other pupils-10</b>
<b>Reading</b>	80% (27%)	75% (15%)	75% (15%)
<b>Writing</b>	80% (27%)	75% (15%)	75% (15%)
<b>Maths</b>	83% (27%)	80% (25%)	80% (25%)

**Year 4KS:**

	<b>Overall-28</b>	<b>Eligible pupils-14</b>	<b>Other pupils-14</b>
<b>Reading</b>	75% (25%)	62% (15%)	67% (33%)
<b>Writing</b>	79% (25%)	62% (7%)	80% (13%)
<b>Maths</b>	79% (36%)	69% (23%)	80% (33%)

**Year 5AH:**

	<b>Overall-28</b>	<b>Eligible pupils-17</b>	<b>Other pupils-11</b>
<b>Reading</b>	75% (25%)	62% (15%)	67% (33%)
<b>Writing</b>	79% (25%)	62% (7%)	80% (13%)
<b>Maths</b>	79% (36%)	69% (23%)	80% (33%)

**Year 5KO:**

	<b>Overall-28</b>	<b>Eligible pupils-17</b>	<b>Other pupils-11</b>
<b>Reading</b>	89% (25%)	88% (24%)	91% (1%)
<b>Writing</b>	79% (18%)	76% (18%)	76% (24%)
<b>Maths</b>	82% (22%)	76% (24%)	91% (18%)

**Year 6JT:**

	<b>Overall-29</b>	<b>Eligible pupils-21</b>	<b>Other pupils-8</b>
<b>Reading</b>	66% (7%)	54% (8%)	75% (6%)
<b>Writing</b>	79% (21%)	62% (15%)	94% (25%)
<b>Maths</b>	86% (17%)	77% (15%)	94% (19%)

**Year 6RD:**

	<b>Overall-30</b>	<b>Eligible pupils-20</b>	<b>Other pupils-0</b>
<b>Reading</b>	90% (23%)	85% (15%)	100% (40%)
<b>Writing</b>	93% (23%)	90% (15%)	100% (40%)
<b>Maths</b>	87% (20%)	85% (10%)	90% (40%)