

Pupil Premium Grant

Pupil Premium Plan 2018-2019 in response to reports from the Education Endowment Foundation and Sutton Trust, the following provision is planned.

Allocation £32280 (comprising free school meal, looked after and service).

Barriers to learning include attention, self-esteem and rural isolation.

Pupil Premium Strategy Statement 2018-2019 and the following 2 years (NYCC achievement unlocked conference)

1. Summary information					
School	Gargrave CE Primary School				
Academic Year	2018/19	Total PP budget	£32 280	Date of most recent PP Review	July 2018- see last years report
Total number of pupils	118	Number of pupils eligible for PP	19 @£1,320 per child 3@ £2300 per child 1@£300 per child 23 funded in total 18 ppp September 2018	Date for next internal review of this strategy	Dec 2018

2. Current % attainment and progress 2015-2018 of disadvantaged pupils		
	KS2 (12 pupils)	KS1 (8 pupils)
% achieving the expected standard or above in reading	66%	75%
% achieving expected standard or above in writing	66%	38%
% achieving expected standard or above in maths	75%	63%
% making at least the expected levels of progress in reading	75%	100%
% making at least the expected levels of progress in writing	83%	75%
% making at least the expected levels of progress in maths	83%	88%

3. Barriers to Future Attainment (for all pupils eligible for PP including the high prior attainers)	
A.	Language and vocabulary
B.	Self-belief
C.	Engagement and relationships

D.	Ambition/ desire
External Barriers (issues which also require action outside school, such as low attendance rates)	
E.	Rural Isolation/ community support mechanisms

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A. Vocabulary	Pupil premium children are tracked and discussed at staff meetings. Evidence of expected progress. Lesson observations show pupils engaged and vocabulary expanding.	Pupils eligible for PP are tracked to meet age related expectations. Pupils have a wider range of activities. Target Tracker is used by all staff to track progress. NFER TESTS termly show improvement for pupil premium pupils, and for every pupil. Compare the two groups. At least equal.
B. Self-belief	Pupils talk confidently about their strengths and weaknesses Pupil like reading	Pupils name their strengths and how school has helped develop these. Pupils can describe what they need yo do to improve their wok.
C. Relationships	Pupils are supported in their learning	Parents and pupils know what they need to do to support learning.
D. Ambition	Pupils can describe what are their ambitions and have some idea what they need to do to improve- governor monitoring	Display of future jobs and past pupils experiences
E. Isolation	Pupils access out of school activities SELFA monitoring Club registers	Pupils have access to SELFA activities. Activities engage learners Triangle Club supports homework and gaps in knowledge

5. Planned Expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of Teaching for All					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	Review date and impact

			implemented well?		
<p>Pupil premium children are tracked and discussed at staff meetings. Evidence of expected progress.</p> <p>Lesson observations show pupils engaged and vocabulary expanding.</p>	<p>Staff to bring books for pupils at weekly staff meeting.</p> <p>Staff to discuss the progress of these as benchmark for progress of the cohorts.</p> <p>Whole class guided reading-word level.</p> <p>Identify non-reading at home and follow up in school</p> <p>Quality books purchased</p> <p>Planning and delivery of English lessons.</p>	<p>Quality First Teaching is the key to progress for all pupils.</p> <p>Time for pupils to respond to marking.</p> <p>Mastery for all.</p> <p>ASP showed word level and inference weakest aspects. Visits to schools have shown successful approach.</p> <p>High profile of talk</p>	<p>Staff meeting agenda and minutes.</p> <p>Monitoring records</p> <p>Subject lead time and monitoring of lesson and planning.</p>	<p>Sarah Peel</p> <p>Nicola Hesleden</p>	
<p>Pupils talk confidently about their strengths and weaknesses</p> <p>Pupil like reading (Reading is school and PP widest gap)</p>	<p>Time to review learning in class, especially next steps. 'Learning conversations'</p> <p>Reading challenge</p> <p>Magazine Subscription</p>	<p>Metacognition approach in classes.</p> <p>Daily reading improves progress</p>	<p>Visit each others classes to view pace and relationships.</p> <p>Subject lead time</p>	<p>Sarah Peel</p> <p>Nicola Hesleden</p>	
<p>Pupils are supported in their learning</p>	<p>System for supporting pupils in lessons is rapid.</p>	<p>Pupils need quick bursts of support then time for their effort.</p>	<p>Lesson observations</p>	<p>Sarah Peel</p>	
<p>Ambitions</p>	<p>Worship led by past pupils and also future</p>	<p>Relevant adults who have been to the</p>	<p>Learning walk</p>	<p>Sarah Peel</p>	

	ambitions display.	school relate well to our pupils. 'Learning conversation'			
Total budgeted cost					£20000
Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact
Progress of pupils Lesson observations show pupils engaged and vocabulary expanding.	Intervention Plan Discussion with staff ELSA groups Nurture Groups 1:1 English 1:1 maths First Class at Number Group maths	Reduced the amount of interventions in school. Interventions research and school experience show these have been positive.	Termly, review of the impact of the interventions with teacher and TA at pupil progress meeting, but also whole staff meeting.	Sarah Peel SENCO	
Pupil like reading	Reading intervention	Proven positive approach	Start and finish assessment	Joanne DeVille	
Pupils are supported in their learning	Staff to have focus pupils and families	NYCC report on tackling disadvantage	Vulnerable pupil list	Sarah Peel	
Pupils access out of school activities	Targeted activities for the pupils less able to access the opportunities Music Opportunities	Opportunity will develop self-belief and I can culture	Sharing of the opportunities through letter and discussion. Peri and Mrs Turvey lessons	Sarah Peel Joanne DeVille Sarah Peel	
	Homework Club	Research is mixed on homework (our parents like homework), but pupils who are given it and	Triangle Club	Mrs Wild to oversee	

		don't complete are demotivated.			
					£9000
Total So far (QTfA +TS)					£29000
iii. Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Self-esteem	Pupils in year 4 all swim	Pupils need to swim, we live next to a canal and a river.	All access swimming weekly in year 4.	Mrs Chadwick	
Self-esteem	Uniform	Pupils who don't look the same are more likely to be targeted for bullying.	Termly check of uniform and support as required. Especially PE clothing.	Mrs Peel	
	Access to tennis club	This is a local facility with a small nurturing atmosphere.	Staff link	Ji Mukergee	
Total budgeted cost					£2200
Total (QTfA +TS+OA)					£32200

This plan will be reviewed with chair of governors termly.