



Pupil Premium and Service Pupil Premium Strategy 2018/19

Funding for 2018/19

Pupil Premium allocation £42,240 (32 children)
Service Pupil Premium allocation £2,100 (7 children)
Additional Pupil Premium allocation £4,600
Total allocation = 48,940

Rationale

The Huish Episcopi Pupil Premium Strategy will enable Pupil Premium and Service Pupil Premium children to perform at least as well as their peers by closing any gaps which may exist from initial and ongoing assessments. We believe that ensuring equality of outcome, regardless of starting point or background, is an essential right for all children. We will endeavour to combat the national trend by using our strategy, tailored to our context and provision, to ensure equality for all children using Service and Pupil Premium funding. Our annual review will ensure each outcome is measured against its impact which will in turn inform subsequent provision planning. We intend to build upon career provision for 2019/20.

Main barriers to educational achievement for a number of our children in our school:

- Socio economic backgrounds (IDACI 2015 – Langport is in an area with a low income average, high unemployment and low access to health provision)
- Irregularity of home routines
- Parenting presence and stability
- Behavioural challenges
- Low levels of language as English speakers and EAL learners both on entry and throughout school career
- Low perception of education value
- Low aspiration for future lives

Strategy

Our Strategy consists of three elements which address the main barriers to educational achievement in our provision:

Enable all children to be 'learn-ready' in an equitable position to peers (school uniform, resources, extended school provision)
Enable all children to have access to high quality support for teaching and learning in school and at home (interventions, assessment and tracking, resources, technology, CPD)
Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age (music, art, theatre, sport, swimming, trips and visits, visitors, career and enterprise)

Date of the next review of our Pupil Premium Strategy

The next review of our Pupil Premium Strategy will take place in August 2019.

Area	Intention and implementation	Intended outcome	Impact	Cost
What?	What shall we do?	Why are we doing it? So ...	What do we want to see?	How much?
School uniform	Provide items of uniform	PP children have equity with peers ensuring attendance at school and without stigma which would impact on progress and attainment.	<ul style="list-style-type: none"> Higher levels of attendance at school in first and last few weeks of term Increased participation in sport lessons 	£100
Resources	Provide bags, pencil cases, dressing up clothes, mufti clothes, hygiene products	PP children have equity with peers ensuring attendance at school and no stigma which would impact on progress and attainment.	<ul style="list-style-type: none"> Higher attendance on mufti, celebration and sport days or school play days Equity between peers 	£100
Breakfast and afterschool club	<p>Provide free places for wrap around care through breakfast club and after school club (Busy Bees)</p> <p>Provide a free breakfast during SATs week</p>	<p>Children eat breakfast before every school day.</p> <p>Children have a positive start to the day within a friendly environment.</p> <p>Children are able to complete homework and play in a safe environment with supervision.</p> <p>Parents, especially single parents, are able to work.</p>	<ul style="list-style-type: none"> Attendance increased and late marks are reduced Concentration is improved throughout the day with fewer behavioural issues Reading and homework is completed with supervision Children have working parents (modelling aspiration) 	£2500
Phonics interventions and advisor	<p>Teachers and TAs hold phonic sessions to ensure all children are secure in phonic knowledge</p> <p>Engage County phonics leader to audit provision and advise on how to achieve better outcomes</p>	<p>Children are able to close the gap to peers.</p> <p>Children are able to access all areas of curriculum without low reading ability affecting progress.</p>	<ul style="list-style-type: none"> PP have equity or above with peers Phonic test high pass rate Embedding good reading habits from a young age 	£4250
Intervention (1:1 or small group work)	Teachers and TAs hold focussed subject specific sessions to ensure all children are meeting age related expectations	Children are able to access the full range of the curriculum at an alternative level and pace to peers (mastery or emerging).	<ul style="list-style-type: none"> Greater depth being achieved across the curriculum by more pupils with or without home support Children closing the gap between peers 	£3700

Behaviour support (1:1 or small group work)	Child focussed support for PP children for challenging behaviour. Staffing permits children to be removed which ensures peers continue to access learning of quality and pace	Children who are struggling to control behaviour are supported in non-specific and necessary forms of engagement.	<ul style="list-style-type: none"> • Fewer episodes of challenging behaviour • Children learning how to self-regulate more frequently • All children continuing to access learning of quality and pace 	£1500
Maths and English support (ILI, Sound Linkage, toe by toe, timetable rockstars, reading for thinking, reading for comprehension, Word Wasp, Extend maths)	Teaching Assistants support PP and other learners within or outside class with small group sessions or 1:1 support	<p>Children make at least equivalent progress compared to peers.</p> <p>Children have a love of learning instilled with high aspirations of self.</p>	<ul style="list-style-type: none"> • Scrutiny of data through ELGs, phonics testing, KS1, KS2 statutory testing show parity with peers • Pupil progress meetings, GL testing results show parity with peers 	£11500
ELSA support	<p>Support children experiencing loss, bereavement, trauma, friendship issues or other Social/Emotional issues</p> <p>Ensure a trained ELSA is on site to support children through programs or drop-in sessions</p>	PP children are able to learn strategies and resilience in order to be able to fully access their learning or engage socially in school and beyond.	<ul style="list-style-type: none"> • Attendance and late marks are reduced • Children's focus is improved showing parity with peer work • Behaviour issues do not impact negatively on learning and progress 	£2000
Educational psychologist support	-	-	-	-
Assessment and tracking	Invest in up to date assessment and tracking tools and materials which are efficient and accurate (GL, CGP, FFT, Renaissance Learning, Phonics Tracker, Tapestry)	Accurate PP premium data can ensure focussed interventions are provided to prevent cumulative dysfluency and increase focus for mastery learning.	<ul style="list-style-type: none"> • Cumulative dysfluency is identified and rectified early in school careers • Progress is equal to or above average when compared to national data through statutory testing 	£5050
Safeguarding	Invest in an online safeguarding recording system	An online tracking system will alleviate time pressure for	<ul style="list-style-type: none"> • Attendance and late marks are reduced 	£600

		<p>recording information allowing additional time for pastoral work to take place during an equivalent period of time</p>	<ul style="list-style-type: none"> • Children's focus is improved showing parity with peer work • Behaviour issues do not impact negatively on learning and progress 	
Educational resources for home learning	<p>Subscribe to home learning resources: MyMaths, Bug Club</p>	<p>PP children have access to home learning tools.</p> <p>MyMaths can develop understanding through lessons provided online and offer the opportunity for children to practise skills.</p> <p>Bug Club offers the opportunity for children to listen to texts at home either as a pre-learning exercise, for homework or for fun.</p>	<ul style="list-style-type: none"> • Self-motivated pupils ready to progress having learning habits embedded from an early age • Scrutiny of data through ELGs, phonics testing, KS1, KS2 statutory testing show parity with peers • Pupil progress meetings, GL testing results show parity with peers 	£850
Reading resources	<p>Invest in books and online reading provision</p> <p>Provide a comfy reading area in Parrett</p>	<p>All children have reading material which interests, intrigues and stimulates them.</p> <p>Books are replaced regularly due to high impact usage to ensure pleasure and enthusiasm is maintained.</p>	<ul style="list-style-type: none"> • Avid readers from the very first days of entering our school • Readers are learners and learners are readers is evident for all pupils • All groups of children are inspired to write well due to their knowledge from reading 	£3200
Technology	<p>Support learning through up to date technology</p>	<p>PP children entering the school in Reception are able to access learning in an interesting and interactive manner equitable to their peers.</p> <p>Exposure to visual, auditory and kinaesthetic activities through IT stimulates all children, including</p>	<ul style="list-style-type: none"> • Engagement in learning is highly focused as teaching tools are up to date, stimulating and are of a high quality • Parental engagement with school is increased through regular interactions • Computing skills are developed 	£3250

		PP children, from a range of backgrounds.		
CPD	Engage Phonic Expert to assess current provision and provide training	Children, including PP children, benefit from improved high quality teaching from all staff. Teaching staff receive investment in self.	<ul style="list-style-type: none"> • PP have equity or above with peers • Phonic test high pass rate • Morale is high with improved staff well being 	£350
Music lessons	Provide PP children with an opportunity to learn an instrument	All children have equity with all learning opportunities in school. Children have exposure to an additional source of learning. Learning and curiosity is nurtured in a small group or 1:1 setting. Children have an increased awareness of future opportunities after school, College and university.	<ul style="list-style-type: none"> • Language (vocabulary) and cultural development is increased • Intellectual curiosity is developed outside of the classroom • Increased confidence with self is evident through small showcases • Possible increased aspiration for future lives is evident in conversation 	£220
Art activities and theatre visits to school	Provide a theatre experience for all children	All children, including PP children, are exposed to the arts. Knowledge of modern Britain is increased. Children have an increased awareness of future opportunities after school, College and university.	<ul style="list-style-type: none"> • Language (vocabulary) and cultural development is increased • Enthusiasm for diversity and modern Britain • An engagement with the arts which feeds through to the classroom and beyond into the community • Possible increased aspiration for future lives is evident in conversation 	£340
Swimming	Subsidise or supplement swimming lessons	All children, including PP children, are able to access extra	<ul style="list-style-type: none"> • Equity between peers 	£460

		lessons to ensure they can swim 25metres before leaving the school.	<ul style="list-style-type: none"> Increased water confidence and with self which is evident through conversation, skills and ability 	
Sport	Provide regular sport fixtures	<p>Children have the exposure to people and places beyond their immediate surroundings.</p> <p>Children have an opportunity to participate in group activities in competitive surroundings.</p>	<ul style="list-style-type: none"> Increased confidence with self is evident through conversation Leadership and organisational opportunities are developed Possible increased aspiration for future lives is evident in conversation 	£1600
Educational visits	Subsidise visits or trips	<p>To increase exposure of pupils to modern Britain.</p> <p>All children, including PP children, have the opportunity to experience cultural and educational opportunities alongside their peers.</p>	<ul style="list-style-type: none"> High attendance during trip or visit periods Equity between peers Language (vocabulary) and cultural development is increased Enthusiasm for diversity and modern Britain An engagement with the topic which feeds through to the classroom and beyond Possible increased aspiration for future lives is evident in conversation 	£270
Visitors	Engage visitors to school	<p>To increase exposure of pupils to modern Britain.</p> <p>To provide learning opportunities to inspire, educate and enthuse.</p>	<ul style="list-style-type: none"> Language (vocabulary) and cultural development is increased Enthusiasm for diversity and modern Britain An engagement with the topic which feeds through to the classroom and beyond 	-

			<ul style="list-style-type: none">• Possible increased aspiration for future lives is evident in conversation	
Career and enterprise	-	-	-	-