OUGHTRINGTON
COMMUNITY
PRIMARY SCHOOL

Aspiring to greater heights

Oughtrington Community Primary School

Pupil Premium Funding

Plan for 2018/19

Review Date: July 2019

The Pupil premium was initially introduced in April 2011. Since announcing the Pupil Premium, the Government has extended its reach to cover any child that has been registered for Free School meals in the last 6 years. This is known as the 'Ever 6' model.

Pupil Premium Grant is additional money given to schools to enable them to support pupils who may be disadvantaged, to raise their educational attainment. It is available to schools to support pupils eligible for Free School Meals (FSM), children who are or have been Looked After or In Care (LAC), adopted children and for children whose parents are currently serving in the armed forces.

School Breakdown – pupils

Year	% of total cohort
Reception	0%
Year 1	5%
Year 2	11%
Year 3	6%
Year 4	7%
Year 5	3%
Year 6	5%
Total pupils	6%

65% of our PP children are FSM, 9% Forces, 26% adopted and 0% LAC

Key Objectives for the Pupil Premium funding

Our Pupil Premium children face barriers in the core areas of English and Maths, especially spelling, sentence construction and accessing texts to an expected age related expectation. They typically make similar or better progress than non-PP children in these areas but due to a lower starting point there is still a gap in attainment. Our Key Objectives are focussed on diminishing the gap between these groups of children both within our school and against national standards.

The funding for pupil premium is distributed following a comprehensive analysis of individual needs through school tracking data, pupil progress meetings, internal monitoring and discussions with parents.

- Support core areas of English and Maths to break down the barriers to accessing the curriculum, resulting in significantly improved value added progress
- To identify where basic skills gaps exist for pupils and plan support to rapidly close the gap
- Eliminate any significant gaps between groups of learners
- To give pupils opportunities to work 1:1 or in small groups with an adult increasing their confidence and competence in basic skills, providing a bespoke curriculum where appropriate

Children's individual barriers to learning are identified by staff and form the basis of individualised 'small steps targets' which children work on in a specified time period. Teachers and additional adults will work 1:1 with children on their individual targets.

The analysis of 2017/2018 assessment data suggests PP children need support in core areas such as English and Maths. Data analysis reports produced by SLT will be used by both PP lead and individual teachers to identify areas of support and challenge and create bespoke planning documents to support learning across English and Maths.

Children in Care have been identified as having social and emotional barriers to learning so the extra allocation for these children will be spent on providing 1:1 and small group support in these areas.

How the PP funding supports our Key Objectives

Objective	Strategies/Interventions	Predicted outcome/measure
Support core areas of English and Maths to break down the barriers to accessing the curriculum, resulting in significantly improved value added progress	Direct additional teaching support TA support in and out of class Bespoke target setting in English and Maths Small steps targets supported by PP leads	Higher percentage of PP children making rapid progress Strategies will lead to accelerated progress towards ARE at the end of each key stage. A higher percentage of children make expected progress in English, Maths and Reading
To identify where basic skills gaps exist for pupils and plan support to rapidly close the gap. Eliminate any significant gaps between groups of learners	PP lead to support target setting, impact of interventions and support and to oversee the provision for PP children PP lead, SLT, class teachers and TA's to assess and identify barriers to learning that can be overcome by directed targets	Targets achieved against intended time frames Accelerated progress for PP children A higher percentage of more able PP children working at greater depth in line with more able non-PP pupils PP children making expected or more than expected progress
To give pupils opportunities to work 1:1 or in small groups with an adult increasing their confidence and competence in basic skills, providing a bespoke curriculum where appropriate	Direct additional teaching support TA support in and out of class Intervention programmes to be delivered English and Maths support Nurture groups Talking therapies such as the Talkabout program to support emotional ad social barriers to leaning Play therapy Lego therapy Relaxation	Strategies will lead to accelerated progress towards ARE at the end of each key stage. A higher percentage of children make expected progress in English, Maths and Reading Support timetables reflect individualised curriculum Interventions show deployment of adults and provision Pupil voice indicates confident in abilities

| To provide well targeted support to improve pupils social, emotional, behaviour and welfare to remove barriers to learning | Residentials

Voucher scheme £50 per child

Extra allocation for social, emotional support for children – 1:1, small group

Play therapy for targeted children

Relaxation

SLT to work with TA's to provide appropriate training | All children have opportunities to engage in learning beyond the classroom.
Attendance gap between PP and on-PP children will continue to diminish
To ensure high quality provision for all children
All PP children to make at least expected progress |