



Pupil Premium Plan 2018-19

Number of Pupils and Pupil Premium Grant (PPG) Received:					
Total no. of pupils on role			455		
Total no. of pupils eligible for PPG			37 on roll this year		
FSMEver6: 34		Adopted from Care: 2		LAC: 1	Service Children: 1
Total % of pupils eligible for PPG			8%		
Total PPG received			£52,640		
Date of Last Pupil Premium Review		July 2018		Planned Date of Next Review	
				February 2019	
The Situation					
1. Numbers of children in receipt of PPG is in decline since Universal FSM policy September 2014 & threshold for eligibility has raised; there are currently (as of November 2017) 45 eligible pupils					
Barriers to Learning					
1. Identification of disadvantaged pupils remains a challenge, as many families do not apply for the grant, even after Year 2					
2. 37% of disadvantaged pupils are on SEN register for range of additional needs e.g. speech and language, spelling and number sense					
3. Lack of enrichment opportunities					
Planned Outcomes					
1. A higher number of disadvantaged pupils will make better than expected progress					
2. Disadvantaged pupils will achieve at least as well as their non-disadvantaged peers					
3. To ensure that the individual needs of disadvantaged pupils are met, making their well-being a priority, so that they thrive academically, socially, behaviourally and emotionally at Edward Betham					
Strategy					
Group	Success Criteria	Actions	Person	Notes	Review (Autumn 2019)
All pupils in receipt of PPG	Will make progress at least in line with non-disadvantaged peers, closing the attainment gap in each year group (Reading, Writing, Mathematics) to less than 10%	Disadvantaged pupils' work made explicit priority for teacher feedback and SLT/Core team monitoring Teacher/SLT/Core will take prompt action when good or outstanding progress is not evident Individual time/extra work will be given if needed.	SLT/Core team Class teachers		
	Will understand how to improve their work through teacher/TA feedback	Pupils in receipt of PPG will be made focus of questioning and	All staff LF and DHT		

	<p>and guided self-assessment as a result of whole-school SOLO Taxonomy focus. Will make independent decisions for improving learning and understanding of mathematical concepts through use of White Rose progression steps.</p>	<p>feedback (verbal/self/marking) Verbal feedback and pupil conferences as required. Pupils in receipt of PPG to be focus of JPD case studies. PPG pupils to be focus for White Rose concrete resources where needed.</p>	to monitor		
	<p>Will have individual needs met, including wellbeing.</p>	<p>Pupils in receipt of PPG who are underperforming in key areas of learning and/or vulnerable disadvantaged pupils to be assigned a mentor. Meetings to be fortnightly. Mentors identified for each pupil-pupil/parent informed. Training provided for mentors e.g. strategies for working with pupils who have experienced developmental trauma</p>	<p>Mentors (from support & teaching teams) LF and DHT to monitor</p>	<p>This will be undertaken after CC has disseminated information re. attachment and developmental trauma in Spring 2019</p>	
<p>Pupils with SEN in receipt of PPG</p>	<p>Will make better than expected progress. Will receive provision that is carefully matched to his/her need</p>	<p>PARM meetings will separate and identify barriers related to; SEN, EAL and disadvantage- thus equipping staff to target each barrier specifically. TAs will provide entry/exit data. Teachers will account for entry/exit data re. impact of interventions, & adjust interventions promptly if they do not work.</p>	<p>SENDCo Teachers TAs DHTs PLs</p>		
<p>Vulnerable pupils in receipt of PPG</p>	<p>Will receive additional support from Support Staff team</p>	<p>Regular check-ins with designated member of support staff, in which individual needs are addressed e.g. social skills using Conversation Train</p>	<p>Support staff team DHT to monitor</p>		
	<p>Will engage with peers in positive and structured environment</p>	<p>Funded SCL breakfast & after-school clubs</p>	<p>Fit for Sport leaders</p>		

Key Stage 2 fitness initiative	Will participate regular movement breaks and will take part sport in a non-intimidating environment – discuss with pupils their preference of sport and exercise.	TA-run movement breaks Fitness club to be run weekly from Spring 2019 LF to liaise with AD/Willow Tree re. coach for fitness club	TAs with responsibility LF		
Enrichment programme	Will learn a musical instrument, gaining confidence and broadening set of skills	Funded guitar lessons	Guitar teacher		
	Will participate in all school excursions, including residential	Fully funded school trips 50% subsidy on Isle of Wight residential visit in Year 6	LF SBM		
	Will learn practical skills and engage in creative and healthy activities in the outdoor environment	75% subsidised places to visit The Litten Nature Reserve with qualified Forest School teacher	LF Blue Fox Forest School		
	Will participate in cultural activities beyond the school curriculum, to enhance confidence and improve vocabulary	Fully funded theatre trips Fully funded museum trips Fully funded enrichment e.g. Able Writers' Day Fully funded trip to art gallery with workshop. Trips at least once every half term. Discuss with children what they feel would be most beneficial. Yr 6 active career workshop	DHT	<p><u>British Museum trip</u> – exhibition funded for schools- LF to investigate- <u>Ashurbarnipaal</u> – King of the World – empire through Mediterranean sea. Closes 24th February</p> <p><u>Into Film Festival</u>- group from Y5/6 attended in November</p> <p><u>Westminster Abbey</u> storyteller visit for pupils in Y4-6 December 2018</p>	

				<u>Westminster Abbey</u> visit for group (above) January 2019 <u>Royal Academy</u> Summer Exhibition (with tour)- June 2019 <u>Tate Modern</u> Artist-led workshop – Summer 2019 TBC	
Year 6 Reading, Writing and Mathematics acceleration programme	Will have the same revision materials as non-disadvantaged pupils	Booklet provided.		Maths workout books CGP	
	Will revise key skills in small acceleration programme groups, led by experienced Year 6 teachers	Twice weekly acceleration sessions, including breakfast provided by school	DHT		
	Will have the same revision materials as non-disadvantaged pupils	SATs booklets provided	KS2 PL SBM		
Year 6 Grammar, Punctuation and Spelling acceleration programme	Will revise key knowledge of GPS in small group	Acceleration sessions with Deputy Headteacher/Y6 Class teachers	DHT Y6 teachers		
Year 6 Greater Depth acceleration programme	Will have extra time and individualised, teacher-led support in small acceleration groups	Once-twice weekly Acceleration sessions, including breakfast provided by school	DHT Y6 teachers		
Year 2 Reading, Writing and Mathematics acceleration programme	Will have extra time and individualised, teacher-led support in small acceleration groups	Once weekly Acceleration sessions	DHT		
Planned Spending					
Item		Cost		Intended Impact	
SCL club provision		£1,500		Supporting working parents; enriched range of sporting	

		activities
Isle of Wight residential visit	£1,200	Improved cultural enrichment and social skills
Fitness Friends Club Spring and Summer term	£1,500	Improved engagement with physical activity
SATs booklets	£120	Ambitious end of Key Stage 2 targets met
Enrichment programme	£4,400	All pupils attend all trips; pupils in receipt of PPG given priority to the trips to the Litten Nature Reserve
Acceleration groups	£11,500	Ambitious end of Key Stage 1 and 2 targets met
Mentors and mentor CPD	£4,500	Fortnightly for key pupils; academic-focused meetings lead to improved attainment and accelerated progress
Interventions (TA hours)	£13,000	Gaps in pupil understanding and skills are addressed promptly and thoroughly, leading to improved outcomes
SENDCo support	£1,000	Additional needs are prioritised and met
Quality in-class support (TA hours)	£14,000	Pupils in receipt of PPG make good or better progress
Speech and Language Therapist additional buy-in	£400	Target pupils to make good progress in Reading Writing
Total	£53,000	