



Sir Alexander Fleming Pupil Premium Strategy 2018-2019

1. Summary Information					
School	Sir Alexander Fleming Primary School and Nursery				
Academic Year	2018-2019	Total PP budget for school	298,320	Date of most recent PP	September 2018
Total number of pupils in school	408	Total number of pupils eligible for PP in school	PP: 185 In service: 5 CIC: 4	Date for next internal review of PP strategy	December 2018

Current Attainment							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving ARE or above in reading, writing and maths	65%	46%-	74%	61%	50%	58%	50%
% achieving ARE or above in maths	76%	56%	88%	75%	55%	64%	55%
% achieving ARE or above in reading	66%	51%	88%	75%	68%	70%	68%
% achieving ARE or above in writing	66%	47%	88%	61%	68%	61%	64%
Progress measures for maths	--	--	--	--	--	--	-0.1
Progress measures for reading	--	--	--	--	--	--	-0.2
Progress measures for writing	--	--	--	--	--	--	-1.9

2. Barriers to future attainment for PPG pupils	
In-school barriers (issues to be addressed within school)	
A - Coupled vulnerability with SEND is an issue for our PP eligible pupils.	
B - Mobility in from other settings - pupils who are PP eligible join us often lower than the expectations of their peers.	
C - Home learning environments, such as parental engagement and home support may have a detrimental effect on PP pupils.	
3. External barriers (issues which require out of school assistance)	
D - Disadvantaged pupils are less likely to participate in residential, without significant support from school staff.	
4. Desired outcomes	
A - More PPG pupils achieve age related expectations at the end of KS1 and KS2	Success Criteria A higher number of PP eligible pupils will achieve Greater Depth Standard in individual subjects and as a combined measure. End of Key Stage judgements and STAT assessments will be used to

	make the judgements, supported by in school moderation and testing.
B - A higher % of PPG pupils achieve Greater Depth standard at KS1 and KS2 across all subjects	% will increase in individual subjects and combined. Pupils eligible for PP will be as likely as their peers to achieve at age related expectations. Gaps will diminish across all subjects.
C - PPG pupils are not disadvantaged by low attendance	Gap diminishing and PPG children maintain attendance of at least 94%. Gap between PP and non PP peers to narrow. This will be in line with national levels of attendance.
D - Ensuring that our children are secure in their social and emotional fundamental skills	PP eligible pupils will have received all the social and emotional support that they need to break down the barriers present to learning
E - ensuring that children are able to manage their own self-regulation strategies, from Nursery to Year 6	PP eligible pupils will be resilient and able to manage their own learning. This target links to D.

5. Planned Expenditure for 2018-2019

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

Quality of teaching for all

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
<p>Increase the % of Disadvantaged pupils attaining at Age Related expectations in Key Stage 1 and 2 especially in Writing and SPaG</p> <p>A higher % of children achieving Greater Depth</p>	<p>CPD throughout the year, led by a range of advisors and school staff.</p> <p>TLR English lead running focus on Spelling to boost writing attainment.</p> <p>Small group/ 1:1 tuition to boost the attainment of pupils in KS2.</p> <p>Develop pupils' speaking and listening skills and wider understanding of language.</p>	<p><i>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p>EEF foundation 2017 https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p><i>One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching. Evidence indicates that one to one tuition can</i></p>	<p>Writing CPD for the teachers and the teaching assistants has been written into the CPD programme.</p> <p>CPD evaluations will be undertaken, along with intervention observations proving the impact of the small group tuition upon the pupils.</p> <p>TLR lead will carry out book looks for the pupils who have received intervention.</p> <p>Booster sessions in both curriculum time and extra curriculum provision to run.</p>	<p>Head teacher Deputy Head Assistant Head</p> <p>Eng lead</p>	<p>At termly intervals - sooner if required.</p> <p>All data is scrutinised at 6 weekly pupil progress meetings and termly data drop</p> <p>Staff meeting rota is developed in line with these priorities.</p>

	<p>Teach pupils to use strategies for planning, monitoring and editing their writing.</p> <p>Use high quality structured interventions to help pupils who are struggling with their literacy.</p>	<p><i>be effective, on average accelerating learning by approximately five additional months' progress.</i></p> <p>EEF foundation 2017 https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	<p>Half termly pupil progress meetings will track the difference between the pupil groupings.</p> <p>Additional teaching assistant employed to support in cohorts where percentage of Pupil Premium pupils is at its highest</p> <p>Pre-teaching activities</p>		
Targeted support					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
PPG pupils are not disadvantaged by low attendance.	Key worker project to begin for the next academic year, led by Inclusion team, TA line manager and HT	Many of our PP children experience barriers to their learning, which affect their self-esteem, which in turn affects their attitude towards their own learning. Our key worker project aims to give these children an adult champion in school who they can talk to, turn to for help and be a positive role model. These adults become a 'parent' in school, providing support for the most vulnerable where needed.	Many of our PP children experience barriers to their learning, which affect their self-esteem, which in turn affects their attitude towards their own learning. Our key worker project aims to give these children an adult champion in school who they can talk to, turn to for help and be a positive role model. These adults become a 'parent' in school, providing support for the most vulnerable where needed.	SENCO Pastoral team Acting Head	Immediate
	EWO funding to carry on and target the pupils where attendance is an issue and support these families in raising their attendance.	Many of our PP eligible children find attending school or being on time for school hard. Attendance at school is crucial for these children to get the support that they need through quality first teaching and targeted interventions. Subsidised breakfast school places available for families who are struggling with attendance.	Attendance of children to be action planned in individual action plans. Office manager and Inclusion manager to track attendance and report any issues to EWO. Analysis of attendance reports to drive actions and reflection of what has worked well, amending as is necessary.	EWO Head Admin	Every 3 weeks

	Nurture group to run to target the disadvantaged pupils who are identified as requiring additional support.	Pastoral team are integral to the success of our PP pupils, both academically and social/ emotionally. We need our Pastoral team to remain as is currently, with additional support provided as and when necessary. Nurture club to be ran for all children, including PP eligible pupils, as nominated by CTs.	Phase Leaders to monitor behaviour logs of key children and these will show a reduction in incidents through CPOMS Individual tracking of these children will see an impact on their attitudes towards learning and behaviour.	Nurture team Deputy Head	Every half term
	Subsidised after school sporting places available to all disadvantaged pupils across all key stages.	Sport is key to raising the self-esteem of many of our pupils. Pupils are invited to join lunchtime clubs, as well as after school clubs. No child is turned away from a club under any circumstances due to vulnerability.	Pastoral team to monitor breakfast, break and lunch club for % of Disadvantaged pupils attending. Sports coaches to invite all children to participate in sport at all times, both in school and extracurricular. PE lead to analyse the numbers and % of PP eligible pupils who are attending after school clubs.	PE coaches	Every half term
	Increased Breakfast Club provision with reduced rates for PPG pupils	All children now have access to Breakfast provision from 7.30am. PP children are subsidised.	Head to monitor attendance of children % of PP children who attend Increase invitations to children	Head	



Area	Actions	298,320 Cost	Evidence
Additional support across all phases	<ul style="list-style-type: none"> Additional TAs assigned to every class 1:1 support for SEND / PP children Additional support in Nursery - Autumn term 2018 to support 30 hours funding and additional children Additional targeted support for reading groups across KS2 	155,000	Data tracking - termly Monitoring file - lesson observations / book scrutiny / learning walk Assessment file - Workgroup - PPM Engagement of children - Pupil Voice Feedback from TAs
Small group tuition by qualified teachers	<ul style="list-style-type: none"> Targeted action plans and strategic teaching to close any attainment gaps Designated after school clubs - target children for phonics, reading, writing and maths across the school Y6 Booster sessions - TBA Spring Term 2019 Booster sessions for Maths and English 	20,000	Data tracking - termly Monitoring file - lesson observations / book scrutiny / learning walk Assessment file - Workgroup - PPM
Inclusion	<ul style="list-style-type: none"> External agencies to support vulnerable children - Impact counselling / consultancy KS2 Inclusion coordinator to work with vulnerable children within school - CP / CIN/TAF/TAC EWO - full time in school Family learning sessions - Autumn 2018 - social sessions for parents - Bingo / Mums and Babies / Workshops Nurture group - cost for additional TA support 	53,446	Parental engagement in Maths, English, Science open afternoons Reduction in FTE Less behaviour incidents in class and on the playground Attendance figures Boxall profiles Data tracking
Pastoral teacher	<ul style="list-style-type: none"> Teacher to work 2 days a week to work with children with social / emotional needs in a pastoral role 	25,393	Reduction in FTE Less behaviour incidents in class and on the playground Data tracking

Multicultural Development Team	<ul style="list-style-type: none"> Bilingual qualified teachers working with targeted EAL pupils - assessment and support for pupils / school 	2,240	Data tracking of EAL, PPG children
School clubs	<ul style="list-style-type: none"> Weekly 0.5 art / craft sessions / after school club (external teacher) 	1,500	Discussions with children
	<ul style="list-style-type: none"> Daily lunchtime clubs - KS1 / KS2 run by support staff 	1,500	
	<ul style="list-style-type: none"> Additional lunchtime staff 	5,134	
	<ul style="list-style-type: none"> ECO club for children across KS1 / KS2 	1,000	
Revision Guides for Year 6 children	<ul style="list-style-type: none"> Support Revision guides for year 6 	900	All Year 6 children fully equipped for revision Emotional well-being of children supported by being resourced
School Uniform / Sports Kits	<ul style="list-style-type: none"> School uniform and shoes for children PE Kits Trainers 	1,000	Engagement Mental health and well-being of children Social skills improved Participation in PE - children are fully equipped for PE
External Visitors	<ul style="list-style-type: none"> External visitors - theatre groups /music groups and teaching 	5,000	Enjoyment and engagement Enrichment of education Life experiences
Forest School Provision	<ul style="list-style-type: none"> EYFS forest school outdoor clothing / waterproof clothing and wellington boots 	300	Enjoyment and engagement Enrichment of education Life experiences
	<ul style="list-style-type: none"> New Forest School on site area 	8,000	
Subsidise school visits	<ul style="list-style-type: none"> Subsidises educational trips / visits / coaches Arthog Activity week - clothing / Arthog Outreach provision for pupils 	15,000	Enjoyment and engagement Enrichment of education Life experiences
Additional provision	<ul style="list-style-type: none"> Breakfast club provision for vulnerable families/children - 2 support staff 	1,000	Attendance figures Children's engagement
	<ul style="list-style-type: none"> After School Club Provision 	1,000	
	<ul style="list-style-type: none"> Daily provision of toast for all children - cost of adult to prepare 	500	

TOTAL 298,000

How has the Pupil Premium grant impacted on our PP children at Sir Alexander Fleming Primary in 2017 - 2018

Statutory data information

EYFS

% of pupils reaching Good Level of Development at the end of EYFS	Disadvantaged pupils at SAF	Non Disadvantaged pupils at SAF	Difference
		29 children 66%	21 children 76%

Key Stage One - Year 1 Phonics

% of pupils achieving the required standard in the Phonics screening at Year 1	Disadvantaged pupils at SAF	National other	Difference
		41 children 73%	92%

Key Stage One - Year 2 SATS

% of pupils reaching the expected standard in ...	Reading			Writing			SPaG			Maths		
	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference
	88%	79%	+9	88%	72%	+16	Not reported on a Statutory level			88%	79%	+9

Key Stage Two - Year 2 SATS

% of pupils reaching the expected standard in ...	Reading			Writing			SPaG			Maths		
	Disadvantaged	National other	Difference									
	68%	75%	-7	64%	78%	-14	68%	78%	-10	55%	76%	-21

Desired outcomes for 2017/2018 as outlined in Sir Alexander Fleming's PPG strategy document

1. The % of PPG pupils achieving age related expectations at the end of KS1 and KS2 will increase across all subjects.
2. Improve the attendance of PPG children so that they are not disadvantaged through low attendance

Outcome 1

The % of PPG pupils achieving age related expectations at the end of KS1 and KS2 will increase across all subjects.

Actions

- Additional support across all phases
- Small group tuition by qualified teachers
- Multicultural Development Team

Impact

When comparing the Key Stage 1 disadvantaged pupils to the National benchmark for other pupils nationally, our disadvantaged pupils did incredibly well. In all reported subjects, they exceeded national percentages. This means that the disadvantaged pupils leaving KS1 are performing better than their non-disadvantaged peers across the curriculum. In Key Stage 1, pupils eligible for PP are as likely as their peers to achieve at age related expectations. The differences have diminished across all subjects and these pupils now exceed National other figures.

It is a similar picture in Key Stage 2. When comparing our Disadvantaged pupils against the National benchmark for other pupils nationally, there is a slight gap for reading and SPaG and a more significant difference for writing and maths. The differences have diminished across all subject areas. Where there remains a significant difference (writing and maths) the children received interventions and made progress from their starting points.

Outcome 2

Improve the attendance of PPG children so that they are not disadvantaged through low attendance

Actions

- Breakfast club provision
- On-site Education Welfare Officer
- Early Bird weeks
- Attendance rewards / awards

Impact

	2015/2016	2016/2017	Difference	2017/2018	Difference
Disadvantaged	94.61	95.43	+0.82	94.85	
Non-Disadvantaged	95.60	95.23	-0.37	97.05	
Difference	0.99	-0.20	-0.20	-2.20	

Disadvantaged attendance, as a group has continued to decline. The attendance figure for these pupils rose by 1.19% last academic year, when compared to the figure from the previous year. The difference to our target of 96.75% is 1.9% and the difference between disadvantaged attendance and non-disadvantaged attendance is 2.2%. The difference between the Disadvantaged pupils and their non-Disadvantaged peers has increased.

We will continue to develop strategies for the academic year 2018/2019 to maintain and build on the success and diminish the difference.