



## 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	January 2019
Total number of pupils in school	425	Total number of pupils eligible for PP in school	PP: 185 In service: 5 CIC: 6	Date for next internal review of PP strategy	May 2019

July 2018 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	--	--	--	--	--	--	-0.27
Progress measures for reading	--	--	--	--	--	--	-0.26
Progress measures for writing	--	--	--	--	--	--	-1.66

### Autumn Data 2018 PPG

Year group	Size of group	Reading		Writing		Maths	
		At (+) ARE	Above ARE	At (+) ARE	Above ARE	At (+) ARE	Above ARE
<b>Year 1 NAT</b>		<b>75%</b>	<b>26%</b>	<b>70%</b>	<b>16%</b>	<b>76%</b>	<b>22%</b>
PPG 67%	32	100%	25%	94%	6%	87%	13%
<b>Year 2</b>		<b>75%</b>	<b>26%</b>	<b>70%</b>	<b>16%</b>	<b>76%</b>	<b>22%</b>
PPG 62%	36	53%	3%	42%	6%	50%	3%
<b>Year 3</b>		<b>75%</b>	<b>28%</b>	<b>78%</b>	<b>20%</b>	<b>76%</b>	<b>24%</b>
PPG 48%	29	62%	7%	59%	7%	57%	14%
<b>Year 4</b>		<b>75%</b>	<b>28%</b>	<b>78%</b>	<b>20%</b>	<b>76%</b>	<b>24%</b>
PPG 55%	25	69%	15%	54%	20%	72%	11%
<b>Year 5</b>		<b>75%</b>	<b>28%</b>	<b>78%</b>	<b>20%</b>	<b>76%</b>	<b>24%</b>
PPG 61%	33	58%	18%	49%	15%	49%	15%
<b>Year 6</b>		<b>75%</b>	<b>28%</b>	<b>78%</b>	<b>20%</b>	<b>76%</b>	<b>24%</b>
PPG 51%	28	56%	11%	70%	7%	55%	11%

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/sporting activity, without significant support from school staff.	
E - Disadvantaged pupils are less likely to have the appropriate equipment for school (uniform, shoes, PE Kit, Forest School kit)	
4. Desired outcomes	Success Criteria
A - More PPG pupils achieve age related expectations at the end of KS1 and KS2	A higher number of PP eligible pupils will achieve ARE 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	The % will increase in individual subjects and combined. Pupils eligible for PP will be as likely as their peers to achieve at Greater Depth. 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 97%. 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 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>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>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. Evidence indicates that small group tuition can be effective, on average accelerating learning by approximately four additional months' progress.</i></p> <p>EEF foundation 2018  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></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 be effective, on average accelerating learning by approximately five additional months' progress.</i></p> <p>EEF foundation 2018  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></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>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>	<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>

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
PP 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
	Increased Breakfast Club provision with reduced rates for PP 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	
Ensuring that our children are secure in their social and emotional fundamental skills	Nurture group to run to target the disadvantaged pupils who are identified as requiring additional support in KS1 and KS2	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.  Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing	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

		<p>directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which pupils work with and alongside their peers, teachers, family or community.</p> <p><i>Evidence indicates that social and emotional learning can be effective, on average accelerating learning by approximately four additional months progress.</i></p> <p>EEF foundation 2018</p>	Reduction in FTE		
<p>Disadvantaged pupils are less likely to participate in residential/sporting activities, without significant support from school staff.</p>	<p>Subsidised after school sporting places available to all disadvantaged pupils across all key stages.</p>	<p>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.</p> <p>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, Literacy and Maths lessons.</p> <p><i>Evidence indicates that sporting participation can be effective, on average accelerating learning by approximately two additional months progress.</i></p> <p>EEF foundation 2018</p>	<p>Sports coaches to invite all children to participate in sport at all times, both in school and extracurricular.</p> <p>PE lead to analyse the numbers and % of PP eligible pupils who are attending after school clubs.</p>	PE coaches	Every half term
<p>Disadvantaged pupils are less likely to have the appropriate equipment for school (uniform, shoes, PE Kit, Forest School kit)</p>		<p>School uniform is the clothing pupils are required to wear at school. There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation.</p> <p><i>Evidence indicates that providing school uniform does not improve learning but can successfully build a sense of belonging and a development of ethos</i></p> <p>EEF foundation 2018</p>	<p>Children will have a sense of belonging and will be prepared for all learning opportunities and experiences.</p>	Head	When necessary



## Sir Alexander Fleming Primary School

### Pupil Premium Planned Expenditure for 2018-2019

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

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

**TOTAL 298,000**