Anderton Primary School Pupil Premium Strategy 2018 - 2019

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| **1. Summary Information** |
| **Academic Year** | **Total PP budget** | **Total Number of pupils** |  **Number of pupils eligible for PP** | **% PP Pupils** |
|  2018 - 2019 |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2.Y6 Attainment July 2017** **28 pupils** | **Reading****ARE Av Sc Sc** | **Writing****ARE** | **GPS****ARE Av Sc Sc** | **Maths****ARE Av Sc Sc** | **Combined****ARE** | **Progress R** | **Progress Wr** | **Progress M** |  |
| School PP children (13) |  |  |  |  |  |  |  |  |  |  |  |  |
| School  |  |  |  |  |  |  |  |  |  |  |  |  |
| National all others |  |  |  |  |  |  |  |  |  |  |  |  |

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| **3.Barriers to future attainment (PP pupils including high ability)** |
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| In school barriers |
| A. | Speech and language ?? |
| B. | Emotional needs/traumatic experiences that inhibit learning (including CLA/post adoption) |
| C. | Poor home learning environments, due to many different reasons, for some children |
| External Barriers |
| D. | Attendance and punctuality for some children |
| E. | Low income families struggling to pay for trips etc |

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| **4.Outcomes** |
| Provision/Intervention | Funding Allocated | Purpose | Impact Criteria |
| TA Hours | £ | To work with targeted children on a weekly basis | Intervention carried out according to specific need, 1-1 or small group. Improvement in attainment /progress |
| Outside Agencies | £1000 | Some children need play therapy or counselling if they have been through a bereavement, family split etc.  | Children’s barriers to learning are overcome especially those who are high risk emotionally and /or with stress: stress and risks are reduced, especially for those children in families at CP or CiN. |
| Educational Psychologist | £1000 | To assess any individual needs of targeted children. | Report made and strategies given, to be implemented by school staff – then used as part as EHC plan assessment |
| Specialist teacher  | £ | To assess and work on a 1-1 basis with specific children to improve basic skills | Children make improved progress, school staff given specific intervention tasks for individual children. |
| Educational visits | £4,000 | To help towards trips in school for families who are on FSM or just above the financial threshold | Children are motivated in their learning by stimulus of visits, events and visitors. Some visits are whole school subsidised.Residential visit for Y6 pupils subsidised. |
| After school clubs | £ | To provide a variety of activities that the children may not have access to | Free Before and after school club when need is there to improve learning and attendance.Various after school clubs subsidised/paid for, for PP children.Uniforms provided for Brownies, cubs etc, fees paid and trips paid for CLA childrenAny specialist equipment bought on a needs basis. |
| HLTA | £ | To deliver maths and English to a small group of children 2 mornings per week | Children will improve their basic skills in order to close the gap in gaining age related expectations. They will also gain in confidence and improve their speaking and listening skills by being part of a small group. |
| Total Cost | £ |  |  |

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| **5.Review of expenditure** |
| TA Hours |  |
| Outside agencies |  |
| Educational Psychologist |  |
| Specialist English teacher |  |
| Educational visits |  |
| After school clubs |  |

The table below shows the % children reaching age related expectations in July 2018.

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| July 2018 | School | Reading | Writing | Maths |
| Class | NonPP | PP | class | NPP | PP | class | NPP | PP | class | NPP | PP |
| FS |  |  |  |  |  |  |  |  |  |  |  |  |
| Y1 |  |  |  |  |  |  |  |  |  |  |  |  |
| Y2 |  |  |  |  |  |  |  |  |  |  |  |  |
| Y3 |  |  |  |  |  |  |  |  |  |  |  |  |
| Y4 |  |  |  |  |  |  |  |  |  |  |  |  |
| Y5 |  |  |  |  |  |  |  |  |  |  |  |  |
| Y6 |  |  |  |  |  |  |  |  |  |  |  |  |