

PUPIL PREMIUM STRATEGY – Priors Hall – A Learning Community 2018 - 2019



Priors Hall
a learning community

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I. Summary information					
School	Priors Hall – A Learning Community				
Academic Year	2018/2019	Total PP budget	£19,800	Date of most recent PP Review	September 18
Total number of pupils (September 2018)	200	Number of pupils eligible for PP (September 2018)	20 = 10%	Date for next internal review of this strategy	Dec 2018

Eligibility for Pupil Premium	2017 - 2018	2018 – 2019 *January 2017 Census	2019 – 2020 *January 2018 Census Predicted
Number of FSM Pupils	9 @ £1320 = £11,880	15 @ £19,800	24 @ £1320 = £31,680
Number of looked after Children	0 @ £1900 = £0	0 @ £1900 = £0	3 @ £2300 = £6,900
Number of Service Children	0 @ £300 = £0	0 @ £300 = £0	3 @ £300 = £900
Total	£11,880	£19,800	£39,480



2. Current attainment (End of KS1 2018 – 58 children: 11 children = 19% of cohort)

	Pupils eligible for PP 11/58			Pupils not eligible for PP 47/58		
	Priors Hall ALC	GAP	National Aver*	Priors Hall ALC	GAP	National Aver*
% achieving in reading, writing and maths (24/58 children - 42%)	(1) 5%			(23) 48%		
% making progress in reading (33/58 children – 55%)	(5) 45%	-15	60%	(28) 48%	-27	75%
% making progress in writing (26/58 children – 44%)	(1) 9%	-44	53%	(25) 43%	-27	70%
% making progress in maths (36/58 Children– 61%)	(5) 45%	-16	61%	(31) 53%	-23	76%

Current attainment (Year 1 Phonics Screening Check 2018)

	Pupils eligible for PP			All Pupils		
	Priors Hall ALC	GAP	National	Priors Hall ALC	GAP	National Aver*
% children achieving pass mark (32/40)	83%	+13	70%	86%	+4	82%

★ National Statistics taken from National curriculum assessments at key stage 1 and phonics screening checks in England, 2018 produced by Department for education, 27th September 2018

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Behaviour. Some pupils have complex behavioural needs that allow small step and sometimes-inconsistent progress. Some pupils need therapeutic input in order for them to increase their physical ability to access learning.
B.	The gap between attainment of PP and Non-PP at the end of KS1 is significant.
C.	Some children have poor emotional well-being, which is impacting on learning.
D.	Poor oral language on entry & Lack of expanded vocabulary affecting writing.
E.	Poor home learning environment for some individuals

External barriers (issues which also require action outside school, such as low attendance rates)

A.	Home environment and/or lack of routine means that PP children arrive less prepared for learning e.g. incomplete home learning, missing uniform, disrupted evening / morning routine, emotional difficulties
B.	Pupil attendance, although generally good is weaker for PP eligible pupils compared to non Pupil Premium children.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase attendance rates for pupils eligible for PP	Measured by: Weekly Attendance Figures Achieved by: <ul style="list-style-type: none"> ★ Reduce the number of persistent absentees among pupils eligible for PP or below by targeting through attendance officer, learning mentor and regular monitoring. ★ Overall PP attendance improves to be in line with non-PP children.
B.	Social and emotional issues addressed through targeted support.	Measured by: Emotional needs attended through quality intervention Achieved by: <ul style="list-style-type: none"> ★ Weekly group sessions with learning mentor (KK)
C.	Increase phonic reading skills in FS and KS1 for children in receipt of PP Funding.	Measured by: 100% of children who are eligible for PP funding pass the Phonic Screening Check at the end of Y1. Achieved by: <ul style="list-style-type: none"> ★ Daily phonics lessons in all FS and Y1 classes. ★ Regular assessment of sounds. ★ 1:1 support with a qualified teacher to address gaps in learning. ★ Parental support, possible information evening for guidance on support at home.
D.	Increase reading skills in KS2 for children in receipt of PP funding.	Measured by: 100% of children who are eligible for PP funding make at least expected progress at KS2 based on KS1 performance. Achieved by: <ul style="list-style-type: none"> ★ Regular assessment of reading skills. ★ Parental support through guidance from teachers. ★ 1:1 or small group intervention group.

E.	Increase writing and maths achievement for children in receipt of PP funding.	<p>Measured by: 100% of children who are eligible for PP funding make at least expected progress.</p> <p>Achieved by:</p> <ul style="list-style-type: none"> ★ Regular and ongoing assessment of children's skills to identify gaps. ★ Parental support through guidance from teachers. ★ 1:1 or small group intervention group.
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5. Planned expenditure

Academic year	September 2018 – July 2019
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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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
Increase attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP or below by targeting through attendance officer, learning mentor and regular monitoring.	Regular attendance and punctuality is an important factor in raising the achievements of pupils. Even short absences can have a detrimental effect on children's learning and late arrivals can be disruptive and affect the learning of the other children in class.	<ul style="list-style-type: none"> • Regular monitoring of PP attendance. • Challenge parents to persistent absences and lates. • Attendance certificates and 100% attendances. 	10% = £348.18		<ul style="list-style-type: none"> • Weekly reviews and monitoring from Attendance officer.
Social and emotional issues addressed through targeted support.	Learning Mentor to work with children who may have an underlying social emotional need.	Learning mentor will provide support and guidance to those children who are having trouble in learning due to social, emotional or behavioural problems or other issues.	<ul style="list-style-type: none"> • Sunshine Circles • Personalised 1:1 programs • Lego Therapy • Baselines completed and measured during each session. 	15% = £1906.44		

<p>Increase phonic reading skills in FS and KS1 for children in receipt of PP Funding.</p>	<p>Ensure thorough and systematic approach to teaching phonics is embedded across EYFS and KS1. Focussed and timely intervention to support children in achieving standard</p>	<p>Phonics reading will help children to recognise and associate sounds of the letters of the alphabet in the word they read. This will help them to improve in their reading skills and efficiency. Priors Hall has 43% of children with EAL and struggle with the English language.</p>	<ul style="list-style-type: none"> Enhanced phonics provision and monitoring of pupils Termly Phonics screening checks to inform planning, teaching and interventions Phonic intervention groups established for those children who need extra support 	<p>September 18 – March 2019 £4925</p>		<ul style="list-style-type: none"> Regular monitoring through AFL. Regular Phonics Screening Checks.
<p>Increase reading skills in KS2 for children in receipt of PP funding.</p>	<p>Intervention teacher to provide extra 1:1 session to develop fluency and comprehension.</p>	<p>Number of children in receipt of PP & the number of children not in receipt of PP are both below the national average. PP - 45% vs 60%, Non PP - 48% vs 75%</p>	<ul style="list-style-type: none"> Regular monitoring of interventions. Salford reading assessments. Quality planned and taught sessions. 			<ul style="list-style-type: none"> Salford reading assessments. Regular monitoring of interventions.
<p>Increase writing and maths achievement for children in receipt of PP funding.</p>	<p>Intervention teacher to provide extra 1:1 session to develop fluency and comprehension.</p>	<p>Number of children in receipt of PP & the number of children not in receipt of PP are both below the national average. M: PP 45% vs 61%, Non PP 53% vs 76% W: PP 9% vs 53%, Non PP 43% vs 70%</p>	<ul style="list-style-type: none"> Regular monitoring of interventions. Quality planned sessions specific to children's gaps in learning. Active Maths lessons through Pacesetters 			<ul style="list-style-type: none"> Regular monitoring of interventions. Pupil Progress Meetings.
Total budgeted cost					£7,179.62	