



New Hartley First School Development Plan 2018-19



Subject / Curriculum Area: Pupil Premium

	Reception	Year 1	Year 2	Year 3	Year 4
Total number of pupils	20	26	29	25	21
Eligible for pupil premium funding	2	3	6	3	2
On SEND register	1	5	2	5	3
Eligible for pupil premium funding and on SEND register	1	1	2	0	0
Number of pupils eligible for pupil premium funding	16/121 (13.2% of pupils on roll)				
Number of pupils eligible for pupil premium funding on SEND register	4/16 (25% of pupils on SEND register)				
Total pupil premium funding	£27,040				
	FSM = £22,400 LAC = £4600				

Planned Expenditure	
Area for spending	Cost
Staff training – Read, write, inc, Lego therapy, SMSC, mental health and well being	£1000
School trips/enrichment activities	£1000
Uniform	£520
Resources to support learning	£1000
Attendance	£1,500
Nurture group/Intervention groups	£800
Teacher assistants	£5,225
HLTA	£13,475
Contingency	£2520

Identified barriers to educational achievement

NHFS has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- High absence rates of some pupil premium children

- Parental support for some pupil premium families
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour – pupils with specific social and emotional needs which affect their learning
- Reduction in staffing levels

Objective	Action to improve provision and raise standards	Success / Evaluation Criteria	Monitoring and Review
To improve the attendance of pupil premium children	<ul style="list-style-type: none"> • Monthly meeting with EWO to monitor attendance and address any concerns • Promote the importance of good attendance and raise the profile of attendance across school with the use of certificates, rewards and display • Meetings with parents to address needs and concerns as they arise • Regular communication with school and PP families 	<ul style="list-style-type: none"> • Narrow the attendance gap between PP and non PP in line with school target (96.3%) 	<p>Regular meetings with EWO to discuss concerns and ways to support families.</p> <p>Reduction in 10%PA of PP children by end of summer term.</p> <p>Next steps:</p> <p>To focus on 15%PA in 2019-20</p> <p>Continue to meet with parents to address needs and further support strategies.</p>
Early Years focus – To increase the number of PP children achieving GLD	<ul style="list-style-type: none"> • QFT to address the needs of individual children • Continuous provision to target key areas • Introduction of EY RWI • To effectively use Tapestry to share learning and skill development between PP families and school 	<ul style="list-style-type: none"> • Higher proportion of PP children achieving GLD 	<p>The number of PP children achieving GLD at end of EYFS increased to 66%.</p>

<p>KS1 focus -To improve behaviour in order for children to make maximum progress from their starting points</p>	<ul style="list-style-type: none"> ● Implementation of nurture groups with a focus on KS1. ● Use of lego therapy training to deliver target sessions ● Communication with parents to encourage and support behaviour strategies ● Individual behaviour resources as necessary ● Consistent approach across key stage and whole school 	<ul style="list-style-type: none"> ● Improved focus and concentration during lessons ● Improved relationships with peers ● Observable behaviour demonstrating that they are ready to learn ● Negated need for individual behaviour charts ● Maintain consistency of strategies as they develop and change 	<p>All children made progress from their starting points, with the vast majority making good or better progress.</p> <p>Lego therapy engaged the vast majority of children and had a positive impact and more ready to learn.</p>
<p>KS2 focus – To increase the amount of PP children working at expected+ in core subjects</p>	<ul style="list-style-type: none"> ● QFT to address the needs of individual children ● Designated intervention time to provide additional challenge ● Use of computer software to support pupils learning both at school and home ● Homework challenges to promote self-challenge 	<ul style="list-style-type: none"> ● Increased proportion of PP children achieving expected+ at end of year data collection 	<p>90% PP children achieved expected+ across reading, writing and maths which is greater than the % of non-disadvantaged children.</p>
<p>To monitor interventions to ensure appropriate support and challenge for pupils.</p>	<ul style="list-style-type: none"> ● Monitoring of interventions and their impact on learning ● Examine the value for money of particular interventions ● Half termly meetings to discuss any individual pupils who are causing concern 	<ul style="list-style-type: none"> ● Intervention grids filled in and discussed regularly to review and identify next steps ● Pupil progress meeting proformas completed and target children identified 	<p>Pupil progress meetings were used effectively to identify target children.</p> <p>PP money was reviewed mid-year to address the more immediate needs of specific PP children.</p>

To provide support for PP parents	<ul style="list-style-type: none"> • To meet with PP parents on a termly basis to review their child's welfare and progress • To equip parents with strategies which enable them to better support their child at home 	<ul style="list-style-type: none"> • Effective communication between parents and school 	Parental feedback following the dedicated trip was very positive in enabling parents to have a greater understanding of how to support their child's learning both in and out of school.
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