

Pupil Premium Strategy

Allocation for the Financial Year 2018/19: £41,840

Main barriers for our students include:	How I plan to spend the funding to overcome those barriers and my reasons	How I will measure the impact
<ul style="list-style-type: none"> -non-attendance at school -inconsistent homework pattern -inconsistent reading at home -non-attendance at parent meetings -pastoral, social and emotional needs not being met 	<ul style="list-style-type: none"> -staff wages: additional teaching assistants, family support worker, play therapist, school counsellor so that a child's SEMH needs are met and any missed reading/homework is caught up -school uniform to enable all children to feel equal -school trips so that all children have the same opportunities -KLASH to enable children to socialise with children 'out of year group' -extended hours in Nursery to further develop a child's learning 	<ul style="list-style-type: none"> -attainment and progress of identified pupils -pupil voice

	<p>Additional measures that do not involve spend</p> <ul style="list-style-type: none">-Fixed Penalty Notices to be issued for non-attendance-School Planners to be used for Homework & Reading reminders-Missed Parent Consultation Forms and Pupil Passports to be sent home to parents	
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This strategy will be reviewed in light of 2018 data.

Review of the 2017/18 spending

How the pupil premium allocation was spent	The effect of the expenditure
-staff wages	-all Homework was completed by every child -any missed Home Reading was <i>made up</i> at school -KS2 results show that the ASS of the 2017 cohort was 98 for Reading -KS2 results show that the ASS of the 2017 cohort was 99.7 for Maths
-participation in school trips for identified pupils	-all children felt equally valued and included in school life
-attendance at KLASH for identified pupils	-helped with the emotional and social needs of identified pupils
-attendance at Holiday Clubs for identified pupils	-helped with the emotional and social needs of identified pupils
-school uniform for identified pupils	-every child felt equally valued and an equal part of the school
-play therapy for identified pupils	-helped with the emotional and social needs of identified pupils
-participation in the LA's Diminishing the Difference project	-identified pupils were given intervention targets