

Old Palace Pupil Premium Strategy

1. Summary information								
Financial Year	2018-19	Total PP budget	£215,160	Date for next internal review of this strategy	July 2019			
Total number of pupils	420	Number of pupils eligible for PP	116					
2. Current attainment (July 2018)								
			Pupils eligible for PP (Old Palace school)	All Pupils (national average)				
% achieving the expected standard in reading, writing & maths			94%	70%				
Progress score in reading			1.07					
Progress score in writing			2.03					
Progress score in maths			3.24					
3. Barriers to future attainment (for pupils eligible for PP)								
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)								
A	Poor oral skills/ language delay							
B	Minimal resources in the home to stimulate the mind and support learning							
C	Minimal experiences beyond the home, such as days out beyond the immediate locality and limited access to the Arts.							
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)								
D	Some parents have low levels of fluency in English, making it difficult for them to support learning at home.							

E	Overcrowded and temporary housing, which means pupils do not have a quiet space in which to learn or may have their sleep disturbed by other family member									
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)					Success criteria					
A	Diminish any gaps in attainment between disadvantaged and non-disadvantaged pupils where these exist. There will be a specific focus on providing additional support in EYFS and KS1 to boost attainment early in the child's schooling.									
5. Planned expenditure										
Academic year	2018-19									
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?	Staff lead	When will you review implementation?					
In areas where the attainment of disadvantaged pupils is lower, disadvantaged pupils will be targeted to accelerating their progress. This will diminish gaps in attainment.	Release of Intervention Leader and four AHTs to teach sets	Comparison of internal data has shown that pupils at the school make more rapid progress when they are taught in smaller classes, which reduces the pupil to teacher ratio and allows work to be tailored more precisely to meet the children's needs.	Through progress meetings, book scrutinies and the termly analysis of summative data the AHTs will ensure that smaller groupings are having a positive impact on progress.	Headteacher to deploy resources in collaboration with governors. Assistant Headteachers to monitor impact.	July 2019					

		Total budgeted cost	137,000
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ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
In areas where the attainment of disadvantaged pupils is lower, disadvantaged pupils will be targeted to accelerating their progress. This will diminish gaps in attainment.	Use of support staff to deliver 1to1 and small group targeted interventions, co-ordinated by the Intervention Leader	Data analysis shows that high quality small group and 1to1 tutoring is an effective way to improve attainment. This allows specific gaps in knowledge/skills to be addressed, alongside quality first teaching in the classroom.	Intervention Leader and AHTs will meet to select the target children. Intervention Leader will plan tailored intervention sessions and train support staff to deliver these. Progress of these pupils will be closely monitored and shared at progress meetings In light of the progress being made the intervention will revised to ensure maximum impact.	Intervention Leader	At the end of each term following assessment.
Disadvantaged pupils with language delay/ speech and language	Purchase a second day of professional Speech & Language support.	Use of qualified Speech & Language Therapist is shown to	Speech & Language Therapist provides completes termly assessments, which	Assistant Head with Responsibility for Inclusion (SENCo)	At the end of each term following assessment.

needs will have access to specialist provision			allows the SENCo to monitor that appropriate levels of progress are being made		
			Total budgeted cost	71,000	

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents in KS1 will have the skills and understanding to support and extend their children's learning at home	Weekly small group or 1to1 support sessions will be held to enable parent/s to understand and take the steps at home leading to their children's overall progress	Data has shown that engagement with parents goes a long way in developing their children. As these sessions will devote sufficient time to share key teaching and learning strategies with parents on a regular basis, it is expected to result in enhanced attainment and progress for those children. This will be evaluated through their feedback and termly analysis of progress data.	Liaison between Interventions leader and Parent Support Workers will ensure that even the hard-to-reach parents attend the weekly sessions.	Parents in KS1 will have the skills and understanding to support and extend their children's learning at home	Weekly individual support sessions will be held to enable parent/s to understand and take the steps at home leading to their children's overall progress

<p>Parents of disadvantaged pupils in KS1 will have the skills and understanding to support and extend their children's learning at home</p> <p>Disadvantaged pupils will have access to additional Saturday educational visits</p>	<p>Fortnightly family learning sessions will be provided for disadvantaged pupils in Reception & KS1. These will link to a termly Saturday trip</p>	<p>This is based on the 'Time to Engage' model which has provided success in raising attainment by supporting parental engagement.</p>	<p>Attendance and completion of homework will be monitored. Impact on attainment will be monitored through the school's termly assessment cycle.</p>	<p>Interventions Leader, supported by AHT leading Reception.</p>	<p>At the end of each block of termly workshops.</p>
<p>Parents of disadvantaged pupils will have the skills and understanding to support their child's development and to greater access employability</p>	<p>A variety of workshops including:</p> <ul style="list-style-type: none"> • Triple P Encouraging positive Behaviour • Learning Through Play-FS • Keep Talking- Communication-KS2 <p>Alongside a range of curriculum workshops delivered by subject leaders.</p>	<p>The Bromley by Bow Centre and Parental Engagement Team are able to offer a range of tried and tested programmes to support parents. Increasing the parents understanding of the strategies used in school and the expectations for different age groups, allows them to provide more effective learning support at home. Targeting individual families or groups (such as a specific ethnic group) allows tailored support to be</p>	<p>Data analysis and feedback from parents is used to identify the subject areas in which support is required. When offering workshop places, priority is given to the parents of disadvantaged pupils</p> <p>Through progress meetings, teachers highlight families which may benefit from 1 to 1 support from one of the Parent Support Workers</p>	<p>Parent Support Workers</p>	<p>Following each workshop/ programme attendance sheets and evaluation forms will be used to judge impact.</p>

		provided to overcome the barriers they face Helping parents to return to work by providing volunteering opportunities and employability courses helps to improve the families overall financial situation.			
Disadvantage Pupils will have access to high quality reading resources at home.	School subscribes to Bug Club in KS1 and Egg Express in Y3/4 to allow pupils to access 100s of books online.	Access to a wide range of quality texts allow pupils to practice their reading skills, as well as broadening the children's knowledge and vocabulary	Systems are in place to monitor the books disadvantaged pupils are accessing. If they fail to do, strategies are put into place to address this	English Leader	Ongoing Monitoring
Disadvantaged pupils will be able to access a range of after school clubs which will broaden their life skills and experiences	Cost of after school clubs subsidised to support Parents of disadvantaged pupils	Financial constraints may prevent some families from accessing these extra-curricular activities. By partly subsidising the cost, it is hoped to that all pupils will have equal access to these opportunities and the learning that they provide and foster.	All club applications are recorded on a spreadsheet allowing the proportion of PP children attending clubs to be tracked. The School Business Manager will highlight any disadvantaged pupils who have not attended a club to the Parent Support workers at the end of each term, so they can then approach parents	School Business Manager	July 2019
			Total budgeted cost	8000	

