1. Summary Information				
School	Ongar Primary		**July 2018**	
Academic Year	2018-2019	**Total PP budget**	£ 63,360.00	
Total Number of pupils	143	**Number of pupils eligible for PP**	Funded for 49 children (34.2%)	**Date of PP review** January 2019

Attainment 2017-2018									
	Reading %			Writing %			Maths %		
Year group	all	NPP	PP (no of cn)	all	NPP	PP (no of cn)	all	NPP	PP (no of cn)
R (12) 3	75%	89%	33% 1	75%	89%	33% 1	67%	77%	33% 1
1 (18) 5	61%	69%	40% 2	61%	69%	40% 2	61%	69%	40% 2
2 (25) 6	64%	66%	67% 4	64%	72%	50% 3	72%	78%	67% 3
3 (15) 6	53%	60%	33% 2	13%	10%	17% 1	60%	80%	33% 1
4 (20) 5	85%	92%	60% 3	40%	53%	0 0	75%	88%	40% 0
5 (24) 10	79%	86%	70% 7	50%	57%	40% 4	71%	71%	70% 4
6 (18) 9	94%	100%	89% 7	83%	89%	77% 7	89%	100%	89% 7

2. Barriers to future attainment	
In School Barriers	
A	Gaps in prior learning
B	Emotional and social needs impact on 'readiness to learn'
C	Poor learning skills; eg independence, resilience, organisation etc self-regulation difficulties
D	Limited oracy skills (limited vocab, weak grammar etc)
E	Limited exposure to mastery tasks
F	Reading has too much focus on decoding skills and therefore comprehension skills are significantly weaker
External Barriers *(issues which also include action outside school, including attendance)*	
G	Consistent punctuality and regular attendance
H	Lack of regular routines, boundaries, expectations
I	Access to resources
J	Parental engagement with school/ shared expectations

	ACTION	INTENDED OUTCOMES	MONITORING	COST
Addressing In School Factors/ Outcomes				£49,396.00
For PP pupils to make good or better progress and meet ARE (A) (D) (C)	For PP children in all year groups to benefit from smaller class groups Match interventions to identified needs Leadership time Embed use of Wellcomm in EY and Y1 Further speech and language training from S&L therapists to ensure class teaching supports language acquisition and development. Talk boost intervention for lower KS2 to improve vocabulary and comprehension skills	Termly targets met Learning gaps narrowed between PP and NPP to 5% or less Interventions identified and have impact on learning – evidenced though tracking grids (85% good or better progress 75%+ On track for ARE) Support for children identified as SEND. CPD support for LSAs Leaders can monitor how much progress the Pupil Premium Children are making in their subject area and ensure that interventions are having an impact. This will mean that Pupil Premium Children will be working at age related expectation or above at the end of the key stage. Pupil Premium children will meet individual targets Tracking of WELLCOMM shows accelerated progress in language acquisition and comprehension (80%+ at ARE by end of academic year) Identified child(ren) remain engaged in school and in class – Correlate behaviour incidents and attendance Positive behaviours for learning can be identified and accessed by children		
(F) (I)	Invest in phonics based reading books for beginner readers. Supplement books for mid stage readers	Access to quality reading books Raise attainment and progress in reading so attainment range is above 0 on ASP		

	(LKS2) with range of genres and content	Raise profile of reading and promote reading for enjoyment across a range of genre.		
Opportunities for those working at or above ARE or with a specific talent to access support and development experiences (E)	Engagement Ongar Academy and Ongar hub G&T sessions OPS to host G&T sessions Staff CPD on GD	Number of children working at Greater depth at the end of each key stage is in line with, or above national average for Reading, Writing, Maths		
Addressing External Factors				£13,998.00
Well being and pastoral services (B)	Uniform subsidies Breakfast club Class outing subsidies Subsidised clubs/ sporting opportunities Counselling/ mentoring sessions Emergency transport to/ from school Involvement in EP trial on self-regulation strategies Whole school focus on tools to self-regulate. School to become an attachment awareness accredited school	All children have equality of opportunity to access the breadth of experiences offered at Ongar Primary. Childrens' physical needs are met Use of counselling and support services Training/ CPD for MDAs to improve children's experience during less structured periods of the day Children can not only express moods and emotions but can identify tools and strategies to redress this. Children are able to maintain a consistent, balanced emotional state. The safe and supportive learning environment is embedded and enhanced with a whole school ethos that keeps the individual child in mind.		
Attendance & Punctuality support (G)	Use of EWO	Embed improved levels of attendance and punctuality to reach min 95% No of persistent absentees decreases to 5% or lower (7.1% for PPG)		
Continue to promote parental engagement via 'low risk' activities (J)	Purchase Marvellous Me software	Implement use of app 'Marvellous Me' to engage parents in their child's learning and successes in school.		

	Plan opportunities for parental engagement throughout the year.	Planned opportunities for parents to engage in craft, sports and celebratory events. Termly learning drop ins. Regular HT coffee sessions		
TOTAL COST				£63,394.00