

Pupil Premium Grant Spending 2018-2019

Overview of the school

Number of pupil and pupil premium grant (PPG) received	
Total number of pupils on roll	435
Total number of pupils eligible for PPG	54
Amount of PPG received per pupil	£61,700
CLA PPG received per pupil	£2,300
Amount of PPG for Early years	£302
Total amount of PPG received	£64,302

Performance of disadvantaged pupils (pupils eligible for free school meals at any time in the last six years or are in the care of the local authority for a day or more or who have been adopted from care)			
	2016	2017	2018
% of pupils reaching expected standard or above in SPAG at the end of KS2	33.3%	46.2%	66.7%
% of pupils reaching expected standard or above in Reading at the end of KS2	25.0%	38.5%	66.7%
% of pupils reaching expected standard or above in Writing at the end of KS2	50.0%	46.2%	55.6%
% of pupils reaching expected standard or above in Maths at the end of KS2	33.3%	30.8%	55.6%
% of pupils reaching expected standard or above in R/W/M combined at the end of KS2	16.7%	15.4%	33.3%

Summary of spending 2018/2019
Objectives in spending PPG: <ul style="list-style-type: none"> - Close the gap between pupil premium and national other - Ensure progress is accelerated for these children - Improve attendance of our disadvantaged children, in particular those who are persistent absentees. - Supporting these children with nurture and pastoral sessions

Main barriers to educational achievement faced by eligible pupils at the school

- Some children have poor attendance or sporadic attendance
- Some children have a lack of confidence and self-esteem
- Some children find it difficult to manage their social and emotional responses
- Some children find it difficult to focus and concentrate with a good attitude to learning

Progress to date

April 2018 - July 2018

Upward trend in KSI results across all 3 areas with a significant increase in writing and maths (R +1%, W +6%, M +5%)

Disadvantaged children at end of KS2 results:

Reading - 66.7% reached the expected standard or above. (Hertfordshire 64.8%)

Writing - 55.6% reached the expected standard or above. (Hertfordshire 63.6%)

Maths - 55.6% reached the expected standard or above. (Hertfordshire 59.5%)

SPAG - 66.7% reached the expected standard or above. (Hertfordshire 65.1%)

R/W/M - 33.3% reached the expected standard or above. (Hertfordshire 46.3%)

October 2018 - December 2018

Autumn 2018 teacher assessment data shows most PPG children are performing in line with non-PPG children in their year groups. This is the trend across reading, writing and maths across most year groups in the school (there are a few exceptions due to other vulnerable factors)

Year Group	Subject	Difference in progress between PPG and Non -PPG
1	Reading	-0.1
	Writing	-0.1
	Maths	-0.1
2	Reading	0
	Writing	+0.5
	Maths	0
3	Reading	+0.2
	Writing	-0.1

	Maths	+0.1
4	Reading	-0.9
	Writing	-0.2
	Maths	-0.2
5	Reading	+0.2
	Writing	+0.4
	Maths	0
6	Reading	-0.1
	Writing	-0.3
	Maths	-0.5

Notes: (difference of 1 is equivalent to 1 term of school)

0 means PPG progress is the same as non-PPG

- means PPG progress is behind non-PPG

+ means PPG progress is ahead of non-progress

January 2019 - April 2019

Spring 2019 teacher assessment data shows most PPG children are performing in line or better than non

PPG children in their year groups. This is the trend across reading, writing and maths across most year

groups in the school (there are a few exceptions due to other vulnerable factors)

Year Group	Subject	Difference in progress between PPG and Non -PPG
1	Reading	0
	Writing	+0.1
	Maths	0
2	Reading	0
	Writing	+0.5
	Maths	+0.1
3	Reading	+0.1
	Writing	0
	Maths	+0.1
4	Reading	-1.2

		Writing	-1.3
		Maths	-0.5
	5	Reading	+0.6
		Writing	+0.5
		Maths	-0.2
	6	Reading	-0.3
		Writing	-0.3
		Maths	-0.8

Notes: (difference of 1 is equivalent to 1 term of school)

0 means PPG progress is the same as non-PPG

- means PPG progress is behind non-PPG

+ means PPG progress is ahead of non-progress

This data shows that PPG children have continued to progress well in the spring term and in some year groups they have made better progress than the non-PPG in the same cohort.

Pupil Premium Spend 2018-2019

Year Group	Item/Project	Cost	Objective/Description Of Activity	Outcome
Whole school	Supporting the School Improvement Plan linking to increasing the good or better quality of teaching and raising achievement. (This includes sustaining training for Wave 1 quality teaching in maths and literacy.)	£2,000	Training and resources to support SIP (1) - Maths as Performance Management target (2) for teachers. Focus to improve the progress children make in mathematics. (This will include a refresher on numicon training)	<ul style="list-style-type: none"> 7th Jan - Chris Frith - behaviour for learning teacher training day Supporting member of staff to get SENCo Award to support disadvantaged children who also have a SEN- expertise to support children in year 5 and across the school. Project to support children who are both SEN and Pupil premium.
		£1,000	Assessment and Inclusion budget to support SIP priorities and suitable resources	<ul style="list-style-type: none"> Purchases made to support handwriting across some KS2 classes (writing slopes, pencil grippers)
Year 5 and 6	Year 5 and 6 Wave 1 provision	£18,000	Graduate TA: Ensuring a teaching assistant in each class to allow continuous wave 1 support in all lessons focused on quality dialogues and feedback at point of learning for both year 5 and	<ul style="list-style-type: none"> Now every class in UKS2 has their own TA supporting interventions to close the gap. Responsive interventions having good impact at the point of learning.

			year 6 classes where we have our highest percentage of disadvantaged children within the school.	
Year 5	Year 5 Wave 1 provision	£3,000	Deputy head teaching part-time in one of the year 5 classes	<ul style="list-style-type: none"> Additional experience of deputy is positively impacting on planning and assessment to raise attainment for key children.
Whole school	More Inclusion lead time	£7,300	Inclusion lead will increase from 3 days a week to 5 days a week over the Summer term 2018. This extra time to be focused on supporting the most vulnerable children and monitoring their interventions to ensure they are having a positive impact and to ensure these children are making better than expected progress. Inco's to work with teachers and TAs to ensure they have the right level of training to support the most vulnerable children.	<ul style="list-style-type: none"> Monitoring of these interventions to be carried out by INCO. Staff meeting training on quality first teaching. Monitoring time with governor (book looks, pupil voice) One new initiative - TAs in KS1 and KS2 to deliver high quality interventions (at least 3 times a week) to our most vulnerable children. Key transitions to secondary school for our more vulnerable children (3 boys) with social and emotional needs.
Whole school	Parental Involvement/ Digital Technology	£500	Purchasing Marvellous Me software to strengthen home/school links	<ul style="list-style-type: none"> Better communication links with families of our disadvantaged children Building their self-esteem with positive messages and praise
Year 6	Extra booster sessions	£900	February Learning Sessions: Small group tuition outside school hours (3 days in half	To run 2019- focus on maths and literacy through reading. Children reported increased understanding and improved

			<i>term) sessions focussing on maths and reading in year 6.</i>	<i>confidence- evidenced by LOL pupil conferencing March 2019</i>
		<i>£300</i>	<i>Lunchtime maths sessions for year 6 children. Led by 3 experienced teaching members of staff for 10 sessions</i>	<ul style="list-style-type: none"> <i>Sessions started Jan 2019. 3 experienced teachers running the sessions.</i> <i>Deputy head runs maths booster sessions daily.</i>
<i>Whole school</i>	<i>Behaviour interventions, 1:1 and small group support; allowing the school to maintain good quality Social, Emotional and Mental Health support</i>	<i>£17,000</i>	<i>Nurture teaching assistant to support the school's behaviour policy and encourage children to develop strong social and moral skills and be able to reflect and restore relationships or cope when things go wrong</i>	<ul style="list-style-type: none"> <i>A large number of PPG children access nurture and pastoral sessions weekly. Boxall profiles completed for all children who participate in sessions. Feedback from children and parents show positive impact of sessions.</i>
		<i>£8,600</i>	<i>Teaching assistant to give identified specific support to individuals and groups who have social and emotional needs.</i>	<ul style="list-style-type: none"> <i>Full time support given to children from April 2018 to end of July 2018. Children attended school every day and were able to access a range of indoor and outdoor learning.</i> <i>Children got the opportunities to develop fine and motor skills, both in class and at break and lunchtimes.</i>
<i>Particular children/ Families across the school</i>	<i>Extended School Time</i>	<i>£3,400</i>	<i>Funding towards school trips/journeys to minimise costs ensuring more children can participate in these opportunities used in all year group trips.</i>	<ul style="list-style-type: none"> <i>Year 6 residential - 5 children</i> <i>Year 5 residential - 11 children</i> <i>Year 3 British museum - 8 children</i> <i>Year 1 Kidzania - 6 children</i>

Particular children/ Families across the school	Broadening horizons	£2,000	Funding towards extra-curricular experiences for children.	<ul style="list-style-type: none"> • Trip to the Emirates stadium using the tube • Forest schools • Cooking/making/creating opportunities
Early years (Nursery)	Early Years Intervention	£302	Outdoor resources to support gross motor skills of some of our vulnerable children	<ul style="list-style-type: none"> • Small world play equipment which the children love playing on. Equipment used daily.
Total:		£64,000 plus £302 for the Early Years		