

## Pupil Premium Grant Spending 2017-2018

### Context

Schools receive a payment, or Pupil Premium, for each child who is registered for free school meals, services children and those who have been in care for six months or more. From April 2012 the Pupil Premium was extended to include children who have been eligible for free school meals at any point in the last six years.

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

- Some children have more than one particular need and may also have a particular special educational need
- Some children find it difficult to manage their social and emotional responses
- Some children have vulnerabilities due to a change in their home situation
- Some children find it difficult to focus and concentrate with a good attitude to learning
- Some children have poor attendance or sporadic attendance
- Some children have a lack of confidence and self-esteem

### How do we measure the impact of the Pupil Premium Grant?

Our Inclusion leader analyses a range of information including;

- In school data on attainment and progress
- National data on attainment and progress
- Observing lessons and relevant interventions gauging levels of participation and challenge
- Meeting with teachers termly to discuss individuals and whether any strategies implemented have resulted in good progress being made
- Monitoring progress towards any other targets that may be set i.e. curricular targets, targets on provision maps etc...
- Triangulating information from progress data with evidence of pupils learning in books

### What does our analysis of 2016-2017 data show? ?

Continued analysis of the pupil premium group data shows that children are progressing nearly as well as other groups of children in some areas and less in others. There is no distinguishable pattern across the school and there are variations across cohorts. There are pockets of strengths across the school especially in Key Stage 1, with two year groups identified for intensive further support in reading, writing and/or maths for the academic year 2016-2017.

Our aim is that pupils in this group make progress as good as, if not better than, pupils who are non PPG, therefore diminishing the difference in attainment.

In July we will be able to up-date the impact using 2016-2017 data.

### How will we spend the Pupil Premium Grant to address the above barriers and the reasons for that approach?

Strategies used to support a range of activities and interventions that the Pupil Premium has funded are planned using information from a range of sources:

- Strategies as identified by the Education Endowment Trust,
- Actions that link to the school's improvement plan priorities,
- Other strategies that the school has developed or is developing as they show a positive impact.
- Identifying cohort and individual need and addressing trends arising.

Allocation April 2017- March 2018

For 2017-18 the school has a total funding allocation of £76,560 plus £906 for the Early Years

The Pupil Premium Review takes place yearly in July and informs our plans for the following academic and financial school year. Up-dates are given termly to our Governing Body.

Year Group	Item/Project	Cost	Objective/Description Of Activity	Impact
Whole school	Supporting the School Improvement Plan linking to increasing the good or better quality of teaching and raising achievement	£2,000	Continued financial support for whole school improvement plan main priorities. This includes sustaining training for Wave 1 quality teaching with a focus on diminishing the difference and metacognition specific consultancy provided by HfL focusing on diminishing the difference project	Disadvantaged children who took part in the diminishing the difference project had on average an increase of 2.5 years in their comprehension age.
		£3,000	Teaching and learning advisor support improving teacher subject knowledge	Impact report form HfL maths and literacy advisors. Maths (Deborah Malrone) Literacy (Michelle Nicholson)

		£1,000	Assessment and Inclusion budget to support SIP priorities and suitable resources	Extra books purchased for disadvantaged children in year 2 so they could be taken home.
Whole school	Supporting School Improvement Plan linking to Accelerate Progress in Writing and Maths linking to our SIP September 2017	£5,000	Purchasing high quality resources to improve the progress children make in mathematics and in Literacy.	Extra books purchased for disadvantaged children in year 3-6 so they could be taken home. Maths boxes in each classroom with a large variety of resources.
		£6,000	Tuition during school hours in maths/writing/reading through paired/individual support (dependent on need) by experienced qualified teachers for those children at risk of making less than expected progress and to increase numbers of children making	Deputy head led maths booster sessions for some of our year 6 disadvantaged children. 60% of disadvantaged children achieved the expected standard at

			<i>better than expected levels of progress.</i>	<i>the end of KS2 2018.</i>
<i>Whole school</i>	<i>Parental Involvement/ Digital Technology</i>	<i>£500</i>	<i>Purchasing Marvellous Me software to strengthen home/school links</i>	<i>Parents continue to get messages about their children's learning and messages from school.</i>
<i>Year 5 and 6</i>	<i>Year 5 and 6 Wave 1 provision</i>	<i>£18,000</i>	<i>Ensuring a teaching assistant in each class to allow continuous Wave 1 support in all lessons focused on quality dialogues and feedback at the point of learning for both year 5 and 6 classes where we have our highest percentage of PPG children within the school</i>	<i>Having TAs in all year 5 and 6 classes has ensured all disadvantaged children get small group support and small group ad hoc interventions. Some disadvantaged children who have social and emotional needs have built strong relationships with their class TAs. *progress data of current year 5 and 6*</i>

Whole school	Behaviour interventions, 1:1 and small group support; allowing the school to maintain good quality Social, Emotional and Mental Health support	£12,000	Nurture teaching assistant x 2	Some of our disadvantaged children (in particular KS2) have really benefitted from having a nurture lead. It has supported them to spend more of their time in class and to have someone to go to when they are finding their day difficult. In some cases we have seen these children make accelerated progress since they have started nurture.
		£5,000	Small group tuition outside school hours 20 x 1 hour sessions focussing on maths and reading in year 6.	60% of disadvantaged children achieved expected standard in maths and reading.

		£12,000	Addition of a Pastoral 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	More disadvantaged children able to access pastoral and nurture sessions. They have time to discuss anything that may be troubling them.
		£8,600	Individual art therapy sessions with trained external counsellor	4 children have benefitted from art therapy. Children have learnt strategies to use when they are finding their day difficult and they have used these in class.
Particular children/ Families across the school	Extended School Time	£2,000	Funding towards school trips/journeys to minimise costs ensuring more children can participate in these opportunities used in all year group trips.	Majority of disadvantaged children in year 5 and 6 had the opportunity to attend residential trip if they wanted too.

		£1,460	Providing places in our before and after school club for families in difficult circumstances.	Children get the opportunity to socialise with children of various ages. All children get fed and have the opportunity to take part in games and ensures children are in class on time.
Early years (Nursery)	Early Years Intervention	£906	Contribution towards ensuring Welcomm screening for all EYFS PPG children to support language development	All disadvantaged children screened and interventions put in place to support any gaps. There were no referrals made for speech and language support.
<b>Total:</b>		£76,560 and £906 for the Early Years		

