

## Pupil Premium

### What is Pupil Premium?

Pupil Premium is additional funding which is allocated to schools for pupils who have registered for free school meals (FSM) at any point in the last six years, those who are looked after by the local authority continuously for more than six months and children of service personnel. The purpose of this additional funding is to narrow the attainment gaps between them and their peers.

### Overview of school 2018-2019

<b>Total number of pupils on roll September 2018:</b>	293
<b>Number of pupils benefiting from PPG:</b>	29
<b>Number of pupils benefiting from PPG with SEND:</b>	7
<b>Total amount of PPG to be received:</b>	£35,940

### Objectives in spending PPG

- To narrow the gap in attainment between those receiving the PP grant and those not in mathematics, reading and writing
- To accelerate progress of those receiving the PP grant in mathematics, reading and writing
- To enhance life experience of those receiving the PP grant and the wider school
- To raise self-esteem and self-confidence of those receiving the PP grant and the wider school
- To raise attendance of those receiving the PP grant and the wider school

<u>How the Pupil Premium Grant is proposed to be spent</u>	<u>Proposed Cost</u>
Additional Teacher Teacher working with small groups to accelerate progress in Y1, 3-6 in reading, writing and maths.	£23,000

Teaching Assistants Interventions throughout the school to accelerate progress and attainment.	£5,000
Curriculum Resources Resources for the classroom to enable pupil premium children to access and engage with the curriculum.	£2,500
Enrichment activities to help develop the whole child and encourage confidence and emotional wellbeing.	£2,500
Breakfast Homework club A club run for pupil premium children to consolidate their learning and boost attendance levels.	£3,000

### 2017-2018 Expenditure Report

<u>How the Pupil Premium Grant has been spent</u>	<u>Cost</u>	<u>Impact and Outcome</u>												
Additional Teacher  Raise the achievement of groups of children identified by school data and pupil progress meetings  Use of gap analysis tools to ensure rapid progress	£17,856	<table border="1"> <thead> <tr> <th><u>Year 6 Cohort</u></th> <th>Average step progress* (PP)</th> <th>Above Average step progress (PP)*</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>3.3%</td> <td>3.3%</td> </tr> <tr> <td>W</td> <td>3.3%</td> <td>3.3%</td> </tr> <tr> <td>M</td> <td>3.3%</td> <td>3.3%</td> </tr> </tbody> </table>	<u>Year 6 Cohort</u>	Average step progress* (PP)	Above Average step progress (PP)*	R	3.3%	3.3%	W	3.3%	3.3%	M	3.3%	3.3%
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<p>Support for learning (Teaching assistants)</p> <p>Teaching assistants provide small group interventions across the school.</p> <p>Interventions run to accelerate progress in phonics, reading, writing and maths.</p>	£9,178	<p>As a school we have a significant cross over between the number of PP children and children with SEND. A number of these children are working below NC levels. However, these children have made progress academically and their well-being and involvement has developed due to the variety of interventions they have participated in that meet their individual needs (e.g. sensory circuits, time to talk, bikeability, etc) in addition to the classroom support from teachers and TAs.</p>											
<p>Classroom 1-1 support</p> <p>Targeted children to receive 1-1 support in some lessons across the school</p>	£7,545												
<p>Training, Parental Workshops and support visits</p>	£0												
<p>Extended school activities- After School Club, Breakfast Club</p> <p>Improve wellbeing, social skills and attendance</p>	£5,217	<p>Average PP attendance was 92.47% for the academic year of 2017-18. This is lower than that of non-PP children with a rate of 95.26%. Attendance will continue to be monitored and studied on an individual child level for PP children.</p> <p>The wellbeing of certain PP children in our school has been monitored, and being able to attend</p>											

		breakfast and afterschool club contributes to a smooth transition to the school day.
School Trips, swimming and milk	£1,085	The money spent on school trips and swimming had a direct impact on children's wellbeing. Children were able to participate in all school activities and boost their self-esteem.
Curriculum resources Improve and update school resources making use of new technologies and opportunities with a range of software which will support FSM pupils and the wider school.	£760	Interventions run throughout the school have had huge impact on children's progress and attainment.

### Attainment and Progress of Pupil Premium Pupils compared to ALL Pupils:

#### Year 2 Attainment

Subject	Achieving ARE (Non PP)	Achieving ARE (PP)
Reading	80%	50%
Writing	70%	50%
Maths	73.3%	25%
Combined	28%	0%

#### Year 2 Progress

Subject	Average step progress (non PP)	Average step progress (PP)	Achieving above average step progress (non PP)	Achieving above average step progress (PP)
Reading	72%	40%	4%	20%
Writing	72%	40%	4%	20%
Maths	80%	40%	28%	0%
Combined	64%	20%	32%	20%

#### Year 6 Attainment

Subject	Achieving ARE (Non PP)	Achieving ARE (PP)
Reading	66.7%	0%
Writing	66.7%	0%

Maths	70.2%	0%
Combined	59.6%	0%

### Year 6 Progress

Subject	Achieving average step progress (non PP) 57 ch	Achieving average step progress (PP) 3 ch	Achieving above average step progress (non PP) 57ch	Achieving above average step progress (PP) 3 ch
Reading	75%	66.6%	18%	0%
Writing	81%	33.3%	28%	33.3%
Maths	67%	33.3%	19%	33.3%
<b>Combined</b>	61%	<b>33.3%</b>	32%	<b>33.3%</b>

### Year 1

Subject	Achieving pass mark (Non PP)	Achieving pass mark (PP)
Phonics	97%	No PP in Y1

### Analysis of end of year data

Overall attainment of PP children has been low but progress accelerated for 3.33% of PP.

The crossover between children with SEND is a high percentage. The NC data does not show the positive social and academic progress the PP children with SEN have made but the money that has been spent on supporting these children has been extremely beneficial.

Attendance will continue to be monitored and strategies reviewed and put in place to improve the level of attendance.