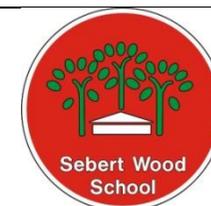


**PUPIL PREMIUM GRANT 2018 REVIEW**



**INTRODUCTION**

Pupil Premium is an additional sum of money provided to schools directly from the government, to help children who may be disadvantaged for a variety of reasons. Schools are accountable for their PPG spending and the impact this has on pupil progress and ‘diminishing the difference’ for expected progress between Pupil Premium pupils (Disadvantaged) and pupils who are not Pupil Premium.

**NUMBER OF PUPILS AND FUNDING RECEIVED 2018**

Total number of pupils (Reception to Year 6): 417		Number of pupils in receipt of PP: 29 (approx. 9%)	
Children Looked After (CLA & Ex-CLA)	FSM or Ever 6	Service / Armed Forces	
<b>8</b>	<b>21</b>	<b>32</b>	
£1900 per pupil	£1320 per pupil	£300 per pupil	

**TEACHERS, TUTORS & OTHER PROFESSIONALS** - Approximately 35% of the Pupil Premium funding was spent on this

Use of Funding	Evidence	Review of Impact
Key Stage 2 teachers/AH works with identified pupils in small groups to target areas for improvement in a range of subjects, but primarily Maths and English.	Pupil outcomes - work scrutiny, observations, teacher assessments, pupil perception interviews, evidence trail/case studies for specific pupils. Data analysis of progress and attainment	<b>The vast majority of pupils attending these support groups made at least expected progress and closed the gap.</b>
KS2 booster groups with teachers and HLTAs – identified pupils	Booster group planning	
‘Transform Writing’ bespoke intervention with teacher	Books and work scrutiny – pupil and parent feedback. Writing assessments/data - teacher and test.	<b>Pupils attitudes to writing were more positive</b>
Pupils in need of social/emotional support work with teachers from the Benjamin Foundation	Parent and pupil feedback, SENDCO report	<b>Project incomplete due to therapist absence / long term sickness. Concrete outcomes hard to measure. We have extended this provision with the training of an ELSA, Mental Health Champion and Mentally Healthy School Leaders. Impact of ELSA has been seen in well-being of pupils in her case load.</b>
Employ trained speech and language therapists	Weekly S&L intervention plan and phonics screening. TA appraisal reviews.	<b>ELKLAN trained TA employed to take work with individual programmes</b>

**HLTAS & TEACHING ASSISTANTS** - Approximately 41% of the Pupil Premium funding was spent on this

Use of Funding	Evidence	Review of Impact
Intervention groups during the school day, include identified Pupil Premium. (Dancing Bears, Toe by Toe, Time to talk, Success at Arithmetic etc.)	Pupil outcomes, intervention planning. SEND impact analysis with costing and progress. These groups are to be co-planned with the Class Teachers and SLT. Individual targets set with teachers, and progress towards these regularly checked and communicated. Learning tailored for specific pupils and fully personalised. 1:1 support in key areas of curriculum and timetabled with HLTA, some sessions with teacher whilst HLTA supports the class.	<b>Good progress in key skills made by pupils undertaking structured interventions e.g. Dancing Bears and outcomes of Phonics Check, Toe-by-Toe and outcomes in spelling test scores.</b>
It has been identified that some of our pupils in receipt of PPG are more able or talented in specific areas. The school will provide additional staff support to extend the learning of these pupils by enhanced adult	Teacher planning, enrichment activities, links with secondary schools BSP.	<b>Limited opportunities to liaise with secondary schools. Staff made aware and we ensure classroom practice extends most able by effective differentiation and alternative tasks/experiences</b>

ratios in the classroom - specific sessions.		
Teaching Assistant support for Accelerated Reader	Accelerated Reader participation and assessment data	See AR data below
Additional timetabled planning and feedback time for LA's and Teachers to meet (identified need through the MITA project)	LAs and Teachers report that the additional time is effective in targeting support and interventions for specific pupils.	Planning and feedback time takes place in every year group ensuring effective communication to provide targeted support.
<b>RESOURCES &amp; TRAINING</b> - Approximately 13% of the Pupil Premium funding was spent on this		
<i>Use of Funding</i>	<i>Evidence</i>	<i>Review of Impact</i>
'Accelerated Reader' intervention programme – training, software updates and reading books	Attainment/progress for all children identified as being at risk of under achieving. Impact analysis completed termly.	The average reading age progress of disadvantaged pupils in the 8 month period was an increase of 11 months, compared to the average for the whole of KS2 of 9 months
Training current LA in ELSA (Emotional Literacy Support Assistant) and Pastoral Support TA – additional hours. Support most vulnerable	Weekly plans, impact analysis completed termly.	Hugely successful. ELSA's caseload is over subscribed (see plan 2018- 2019 plan)
A subscription to a phonics website and resource pack purchased.	Observations of phonics – pupil engagement - resources used to extend pupils phonics learning	Phonics Check results strong - all but one disadvantaged pupil was assessed as Working At the Expected Standard.
NACE membership materials	Planning and observations - resources used to extend and challenge pupils. Data analysis of progress and attainment	Cost/benefit reviewed as less successful
Dyslexia screening software to personalise learning	Teachers know the child's strengths and weaknesses and how to support them within the classroom	COPs undertaken with relevant pupils to screen / identify issues. HAST purchased and used with specific children to identify those children in need of interventions Work scrutiny shows good progress in development in writing
<b>EXTENDED PROVISION</b> - Approximately 4% of the Pupil Premium funding was spent on this		
<i>Use of Funding</i>	<i>Evidence</i>	<i>Review of Impact</i>
Breakfast Club access to wrap around care, meals and out of school clubs funded by PPG for specific pupils	Attainment / progress for pupil premium children. Impact analysis completed termly.	Not required in this academic year
Additional high school transition for most vulnerable	Transition files with secondary school	Liaison meetings with receiving schools for vulnerable children to ensure continuous pastoral support.
Learning Assistant additional hours to support transition of PPG pupils from main school to After School Club	Feedback from staff	Transition from school to ASC is noticeably smoother, with improved behaviour at ASC
<b>PERSONAL BUDGETS</b> - Approximately 8% of the Pupil Premium funding was spent on this		
<i>Use of Funding</i>	<i>Evidence</i>	<i>Review of Impact</i>
Parents are given back a small personal budget to spend on school uniform, extended childcare provision etc. A record form is completed in the school office for this.	Parents report that the additional funding and resources benefit their child.	Most of the allocated person budget has been used for uniform or extended school provision.