

REVIEW OF PUPIL PREMIUM GRANT EXPENDITURE – 2018-19



Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on roll	121
Total number of pupils <i>currently</i> eligible for PPG	10
Looked After Children / Children In Care	5
Armed Forces Children	0
Total amount received April 2018-19:	£22, 270

Used for	Purpose	Impact	Cost	%	Total %															
Additional teacher support to provide academic support to reduce the gap in attainment and progress across the school	<ul style="list-style-type: none"> Provide frequent, timely support and challenge which is carefully planned to meet the needs of the children and complements quality classroom teaching. Remove identified barriers to learning through appropriate support and challenge in class or within groups. Sometimes this works better as part of a small group. Pupil premium children drive the focus of any groups. Other children join them if it is to the benefit of the PP child. Plan afternoon intervention sessions to ensure Quality First Teaching isn't missed. Reinforce recent learning and encourages confidence. Focus identified by class teacher and reviewed regularly for impact. Tutoring to help close the gap. Gives support to pupils with less parental support. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4F81BD; color: white;">Attainment Y1-Y6</th> <th style="background-color: #4F81BD; color: white;">PP (20 pupils)</th> <th style="background-color: #4F81BD; color: white;">All (101 pupils)</th> </tr> </thead> <tbody> <tr> <td>% at expected or above RWM</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">65%</td> </tr> <tr> <td>% at expected or above Reading</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">72%</td> </tr> <tr> <td>% at expected or above Writing</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">70%</td> </tr> <tr> <td>% at expected or above Maths</td> <td style="text-align: center;">52%</td> <td style="text-align: center;">75%</td> </tr> </tbody> </table>	Attainment Y1-Y6	PP (20 pupils)	All (101 pupils)	% at expected or above RWM	43%	65%	% at expected or above Reading	57%	72%	% at expected or above Writing	43%	70%	% at expected or above Maths	52%	75%	£4000	18%	46%
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Interventions led by HLTA/LSAs	£5000	22%																		
Booster groups before school run by HT, class teacher and LSA	£1300	6%																		
		<ul style="list-style-type: none"> Pre / post teach sessions have a positive impact on pupil confidence within lessons and sequences of lessons, particularly in mathematics. Additional teacher enabled increased focus on individual needs of specific pupils in year 5 and 6 cohorts. HLTA/LSA more skilled at identifying underachievement with lessons and then supporting the delivery of focussed interventions. 																		

	<ul style="list-style-type: none"> Smaller groups allows for more focused support and encourages confidence in learners. Allows greater focus on targets. 				
Arts Therapy	<ul style="list-style-type: none"> Use the creative process of art making to improve and enhance the physical, mental and emotional well-being of looked after pupils. Manage behaviours, process feelings, reduce stress and anxiety, and increase self-esteem. 	<ul style="list-style-type: none"> Increase in ability to self-regulate and recognise a range of emotions within themselves. Pupils attending Arts Therapy sessions are much better prepared for the demands of life in the classroom and are therefore better able to meet their academic potential. 	£9500	43%	89%
Resources	<ul style="list-style-type: none"> Remove barriers to learning, e.g. provide revision guides, provide high quality reading material to raise reading attainment. Provide opportunities for home learning, e.g. subscription to online phonics/reading resources. 	<ul style="list-style-type: none"> Increased number of reading books in the school library and the overall reading scheme. Children have the opportunity to extend and reinforce their learning re specific skills, particularly in maths. Children access learning out of school using programmes such as 'Nessy' and this helps to reinforce school-based learning. 	£1000	4%	93%
Trips and enrichment	<ul style="list-style-type: none"> Residential trips, e.g. Whitemoor Lakes for Y5/6. Participation in workshops to raise aspirations and build learning power. 	<ul style="list-style-type: none"> Children are given the opportunity to experience time away from home. For some children, this is the first time. These opportunities enriched their lives giving life experiences and providing significant impact on well-being, independence, confidence, team building and social skills. Children confidently joined in and tried new things. 	£500	2%	95%
Family support	<ul style="list-style-type: none"> Cool Milk scheme for KS1 Pupils. Support with costs of school uniform. Provide adequate nutrition when needed. 	<ul style="list-style-type: none"> Uniform funding ensures that the school uniform policy and expectations are complied with. Appropriate PE clothing is evident in PE lessons as well. 	£350	1.5%	96.5%

		<ul style="list-style-type: none"> Funding for milk provides a nutritional boost and keeps pupils hydrated between breakfast and lunch, helping them to concentrate and learn. 			
					£21650.00
					96.5%

We spend the pupil premium grant in various ways to improve outcomes for eligible pupils and to close the attainment gap between pupils who receive the pupil premium and those who do not.

Our aim is to ensure that:

- Eligible pupils achieve age-related expectations in reading, writing and maths;
- Eligible pupils have the same opportunities for enrichment activities as other pupils;
- We increase the cultural capital of children in receipt of pupil premium and reduce the impact of economic disadvantage so that attainment is improved. Often this is through academic support (both individual tuition and in-class support) as well as providing development for teachers and support staff to maintain high quality teaching.

An individual Pupil Provision Plan is drawn up for each child. This ensures school identifies each child's individual needs and provides a plan to help remove any barriers to learning through support and intervention programmes, or providing challenge and enrichment opportunities. This strategy is based on best practice and current research and is reviewed annually by staff and governors

School evaluates progress and attainment for each child every term through individual tracking and assessment procedures. At these points, gaps in learning are identified, this directly influences future support and interventions. Pupils participating in focussed support groups are assessed in terms of academic progress as well as confidence, engagement, social and emotional development.