



## Use of the Pupil Premium in 2017/18 and plans for the next academic year

The following have been identified as possible barriers to be addressed using the funding:

In school barriers	
1.	Special Educational Needs in learning - 31% of pupils in receipt of PPG are SEN
2.	Children's resilience and self-esteem
3.	Attitudes to Learning
External barriers	
1.	Domestic Circumstances
2.	Emotional Needs or mental health concerns with parents
3.	Support with Learning
4.	Children arriving at school unprepared or late
Desired outcomes	
1.	Children will be enthusiastic learners and make progress in the subjects taught.
2.	Children will demonstrate a keenness to read at home more regularly. Children will be able to discuss the material they have read and express opinions.
3.	Children will be enthusiastic learners and make progress in writing. Children will be able to articulate targets and achievements.
4.	Children will be enthusiastic learners and make progress in maths. Children will be able to articulate targets and achievements.
5.	Children's self-esteem, emotional well-being and resilience will be developed; this may be achieved through the development of fitness and sporting skills and additional clubs

### Action Plan to Address Areas for Development

Focus	Barriers To Learning	Desired Outcomes	Success Criteria	Strategies	Impact
Improving levels in Reading	31% of pupils in receipt of PPG are SEN  Children may come into school unprepared for the day's learning.	Children will be enthusiastic learners and make progress in the subjects taught.  Children will demonstrate a keenness to read at home more regularly. Children will be able to discuss the material they have read and express opinions.	Children will achieve expected progress or better, aiming for Age Related Expectations (ARE).	Individual support with reading; reading comprehension work; regular guided support Additional phonics support through ReadWrite Inc.  Ensure children have access to food and water.  Key worker meetings to discuss support and needs.	July 2018 <i>National gap over the previous three years has ranged from 21%-31%</i>  <b>READING</b>  <u>Achieved Expected</u> Disadvantaged: 47% Non-disadvantaged: 82%  <u>Expected steps of progress</u> Disadvantaged: 62% Non-disadvantaged: 72%
Improving levels in Writing		Children will be enthusiastic learners and make progress in writing.  Children will be able to articulate targets and achievements.		Booster sessions after school; Small group support in class; Individual target work; RWInc. staff training and pupil teaching.  Key worker meetings to discuss support and needs.	<b>WRITING</b>  <u>Achieved Expected</u> Disadvantaged: 31% Non-disadvantaged: 68%  <u>Expected steps of progress</u> Disadvantaged: 44% Non-disadvantaged: 71%
Improving levels in Maths		Children will be enthusiastic learners and make progress in maths.  Children will be able to articulate targets and achievements.		Booster after school; staff training in mastery math; 1-1 support; small maths teaching sets. Observations and learning walks to monitor engagement and provide support;	<b>MATHS</b>  <u>Achieved Expected</u> Disadvantaged: 47% Non-disadvantaged: 80%  <u>Expected steps of progress</u> Disadvantaged: 63% Non-disadvantaged: 75%

				development of Growth Mindset across whole school.	
Focus	Barriers To Learning	Desired Outcomes	Success Criteria	Strategies	Impact
To improve children's self-esteem, emotional well-being and resilience; fitness and sporting skills	Disadvantaged or disrupted domestic situations	Children are confident to talk through concerns and have a key worker to support and meet needs.	Children are making progress emotionally and educationally; achieving ARE.	Lunchtime Play club; Talk Session; Social development through group interaction; Use of home/school link officer; Activators and Sports clubs Use of Forest Schools	Children positively responded to nurturing Children well included amongst peers in lessons and playground Children developed good relationships with key workers

### Planned Expenditure 2017/18

We were allocated £30,716 for DA students. (Research shows that investment in staffing has the biggest impact upon Pupil Premium students so it is for this reason that we have continued to recruit new staff or fund existing staff with a large proportion of this funding. Each intervention undertaken is impact assessed so that we can streamline our position in the most effective way.)

The money is currently being spent in the following way:

Activity	Amount
Additional support through intervention programmes	£ 4,400.00
Teaching Assistant Booster/interventions and Year 1 three-way year group Split for teaching groups	£ 5,500.00
Nurture Programme (includes Educational Psychologist time, CPD, nurture coaches)	£ 1,799.40
Nurture coach TAs	£1875.64
Home/school link support	£ 6,355.59
Year 6 maths teaching through reduce group sizes	£ 5,050.00
Non-contact time to for children in receipt PPG to meet with key workers	£ 606.00
Residential Visits financial support	£ 1,322.25
Music Lessons	£ 300.00
Breakfast Club, After-school and Homework Clubs	£ 615.00
	£ 1,727.00
Resources for the teaching of Phonics, Spelling, Reading and Writing	
Resources for Mastery Maths and interventions	£ 564.00

Forest Schools	£ 1,000.00
<b>Total:</b>	<b>£ 30,114.88</b>
<b>Carry forward to 2018/19</b>	<b>£ 601.46</b>

### Planned Expenditure 2018/19

We have estimated that we will receive approximately £34,000 for the academic year 2018/19. This has currently been allocated in the following way but is possibly subject to change:

Activity	Amount
Additional support through intervention programmes	£ 5,200.00
Teaching Assistant Booster/interventions and Year 1 three-way year group Split for teaching groups	£ 7,400.00
Nurture Programme (includes Educational Psychologist time, CPD, nurture coaches)	£ 5,000.00
Home/school link support	£ 4,000.00
Year 6 maths teaching through reduce group sizes	£ 6,150.00
Non-contact time to for children in receipt PPG to meet with key workers	£ 700.00
Residential Visits financial support	£ 4,000.00
Educational Visitors	£ 420.00
Music Lessons	£ 500.00
Breakfast Club, After-school and Homework Clubs	£ 750.00
Forest Schools	£ 1,200.00

### How will we evaluate impact?

Monitoring strategies for student achievement include:

- Attainment measures
- Levels of progress made by students in English and Maths
- Detailed value added data
- Qualitative data on overall learning experiences

## Current levels of achievement

### Outcomes from Academic Year 2017-18

For the academic year 2017-18, when assessing the National Curriculum, 4 points progress equates to good progress in Years 2-6 and 3 points in Year 1.

Average Points Progress Comparison between Pupil Premium Children and Whole School

Subject	Whole School	PPG Children	Subject	Whole School	PPG Children	Subject	Whole School	PPG Children
Reading	3.77	3.71	Writing	3.77	3.11	Maths	3.82	3.74

### Previous Performance of Disadvantaged Pupils in Phonics Screening End of Academic Year 2017-18

Year 1	In July 2018, 25% of disadvantaged pupils passed the phonics screening test.
Year 2	In July 2018, 100% of disadvantaged pupils passed the phonics screening test.
<b>The above Year 1 assessments involved 4 pupils and Year 2 involved 2 pupils</b>	

### Previous Performance of Disadvantaged Pupils in KS1 End of Academic Year 2017-18

Reading	In July 2018, 40% of disadvantaged pupils attained the expected level at KS2 in reading assessment.
Writing	In July 2018, 0% of disadvantaged pupils attained the expected level at KS2 in writing assessment.
Maths	In July 2018, 60% of disadvantaged pupils attained the expected level at KS2 in maths assessment.
<b>The above assessments involved 5 pupils.</b>	

## Previous Performance of Disadvantaged Pupils in KS2 End of Academic Year 2017-18

Reading	In July 2018, 75% of disadvantaged pupils attained the expected level at KS2 in reading assessment.
Writing	In July 2018, 50% of disadvantaged pupils attained the expected level at KS2 in writing assessment.
Maths	In July 2018, 50% of disadvantaged pupils attained the expected level at KS2 in maths assessment.

**The above assessments involved 8 pupils. 3 of these pupils have identified SEND.**