

## What has been the impact of the 2018-19 Pupil Premium?

Amount of Pupil Premium funding received 2018-19  
This is £10,000 less than received as a school last year.

### Key expenditure

Number of pupils eligible	79
TOTAL PP received	£ 90000

### Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
Dedicated music teacher for 2x days a week	English and Maths	£ 6,162
Additional TA support in classes and for focused interventions (to include funding for ELSA and FEIPS)	English and Maths	£ 43,650
Cover for weekly booster sessions (run by DHT)	English and Maths	£ 9,858
FSP	Personal and social	£ 21,996
Funding for extra-curricular music lessons/clubs	Personal and social	£ 100
Additional learning resources (uniform, ICT equipment, glasses, books, maths equipment, software)	English and Maths	£ 800
Funding for school trips and residential trips	Personal and social	£ 300
Funding for breakfast club [subsidised]	Personal and social	£ 1,862
[activity breakfast with Premier Sport]		£ 5,175

### Rationale for expenditure

The school has identified that accelerated progress is required for PP pupils in all areas: reading, writing and maths. PPG children were lacking in confidence, emotional intelligence, language acquisition and resilience. They had limited life experiences to draw on when writing creatively or from experience.

A specialist music teacher was bought in to release teachers in KS2 so that they can work with a particular focus on pupils not on target to achieve ARE. There is also a focus on Year 6 maths where additional staffing has been provided to ensure smaller groups and a focus on those children not achieving ARE. Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget. Many of the PP pupils' parents are unable to afford to pay for school trips, residential trips, extra curricular clubs, breakfast club and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

Area of spend	Intended outcomes – success criteria	Impact
Dedicated mentoring by teachers released through music time.	<ul style="list-style-type: none"> <li>• • Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives)</li> <li>• • Improved confidence for pupils in specified areas</li> <li>• • Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>• • Consolidation of learning completed in classes – time for practice and apply understanding</li> <li>• • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</li> </ul>	<ul style="list-style-type: none"> <li>• See grid below</li> <li>• Non-SEND Pupil Premium children achieved well in SPAG with all but one child achieving expected standard</li> <li>• Non-SEND Pupil Premium children achieved well in Reading with two children scoring 99 and then all but 1 achieving expected standard</li> </ul>
TA support in classes [am for English and Maths] and for focused interventions [pm across school]	<ul style="list-style-type: none"> <li>• • small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) supported by SENCO</li> <li>• • Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>• • Consolidation of learning completed in classes</li> <li>• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning.</li> <li>• • Priority reading with TAs if pupils are unable to read at home</li> <li>• • Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress [SENCO and lead for PP]</li> </ul>	<ul style="list-style-type: none"> <li>• See grid below</li> </ul>
Cover for weekly booster sessions [Y6 initially then Y5 - run by DHT]	<ul style="list-style-type: none"> <li>• • Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs)</li> <li>• • Pupils gain in confidence with key concepts</li> <li>• • Pupils feel equipped to tackle higher-level work</li> </ul>	<ul style="list-style-type: none"> <li>• Writing and reading Boosters held and had impact</li> <li>• No Maths boosters but separated children by ability and some of the PPG children were taught with Y5 ability to close gaps in learning. These children scored 99, 98, 94 and 94 therefore</li> </ul>

		improving their knowledge to be closer to the expected standard.
Funding for dedicated FSP support, play therapy and art therapy for vulnerable pupils	<ul style="list-style-type: none"> <li>• To provide dedicated time and support (1:1 and group) to help build pupils emotional development</li> <li>• To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</li> </ul>	Improvement in the well being of individual children - measured through incident occurrence on CPOMS – less incidents of well-being, vulnerability and emotional or behavioural difficulties recorded.
Funding for extra-curricular clubs, breakfast clubs and music lessons	<ul style="list-style-type: none"> <li>• Children get to school on time so late marks are reduced and attendance is improved</li> <li>• Children have breakfast before school starts</li> <li>• Social skills are developed through participation in a range of clubs provided by the school or external providers</li> <li>• Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities</li> <li>• Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</li> </ul>	<p>Uptake for after school clubs including the external care club has increased to 5 children</p> <p>Uptake for breakfast club has increased – 10 children</p> <p>Uptake for music lessons – from 1 PPG child to 3</p>

## Attainment: School against National Y6 SATs (July 2019)

READING	Average scale score		% expected +		% greater depth	
	School	NATIONAL	School	NATIONAL	School	NATIONAL
All pupils (40)	103	104	78%	73%	18%	%
Disadvantaged (13)	98		69%	%	0%	%
Non disadvantaged (27)	106		88%	%	0%	%
School gap	-8		-19%	%	-18%	%

SPAG	Average scale score		% expected +		% greater depth	
	School	NATIONAL	School	NATIONAL	School	NATIONAL
All pupils (40)	106	106	75%	78%	15%	%
Disadvantaged (13)	101		69%	%	0%	%
Non disadvantaged (27)	105		78%	%	%	%
School gap	-4		-9%	%	%	%
WRITING			78%			

MATHS	Average scale score		% expected +		% greater depth	
	School	NATIONAL	School	NATIONAL	School	NATIONAL
All pupils (40)	104	105	78%	79%	13%	
Disadvantaged (13)	100		54%		0%	
Non disadvantaged (27)	102		88%		19%	
School gap	-4		-34%		-13%	

READING, WRITING & MATHS COMBINED	% expected +		% greater depth	
	School	NATIONAL	School	NATIONAL
All pupils (40)	60%	65%	8%	
Disadvantaged (13)	46%		0%	

Non disadvantaged (27)	70%		8%	
School gap	-24%		-8%	