

## **PUPIL PREMIUM 2018-2019**

### **Barriers to learning**

Oral language skills on entry to school are low. Listening and attention skills are equally low which together hinder reading, writing and phonics attainment in Foundation Stage and KS1.

The ability to manage feelings and behaviour is less well established on entry to school for disadvantaged pupils, as is Understanding the World.

Parental engagement in home reading routines and supporting homework activities is often sporadic for disadvantaged pupils.

Expectations and aspirations are often low.

External agencies; children's social care and family support workers have historically supported a number of families.

### **Planned expenditure and resource allocation**

- Specific intervention programmes for reading and maths; Better Reading Partnership, Read Theory, Read Write Inc Spelling, Maths Big Ideas, Bar Modelling, Intervention in a Mastery context and resources to compliment the programmes to improve literacy and numeracy skills.
- Provision of human resources; intervention teaching assistant; learning mentor, reading intervention delivery to raise the standard of teaching and learning through the effective deployment of staff.
- Supporting access to school trips, extra-curricular clubs and music lessons to improve the experiences of pupils.
- Qualified teacher to deliver Forest Schools to extend children's experiences.
- Introduction of Mindfulness to improve children's well-being and enable targeted children to have a calm and focussed start to afternoon sessions.
- Staff for Year 6 booster classes and Easter School to raise attainment in reading, writing and maths at the end of Key Stage 2.
- Specialised music teacher to teach all classes and provide music tuition to KS2 children.

### **Measuring the impact**

- Individual Provision maps to measure progress to meet outcomes against individual targets.
- Evidence based interventions using before and after assessment data.
- Termly pupil progress meetings informing impact on progress and attainment.
- Ongoing teacher assessments and standardised tests.

Item/Initiative	Cost	Aims of Spending	Outcomes/Impact
Provision of milk for period Sept 18 – Aug 19	£1,200	To provide children with an extra nutritional boost.	Milk provides necessary calcium for a healthy diet.
Read, write inc intervention (PG)	£500	To ensure that targeted Y1 and Y2 children are given 1:1 support to pass their phonics or re-take.	Year 1 19/23 = 83% Year 2 2/2 = 100%
1 x full time TA	£18,000	To support Pupil Premium children with interventions for reading, writing and maths.	Y6 5/10 expected in RWM by July 2019, in line with national average.
1 x Learning Mentor	£8,200	Employ a Learning Mentor to work with targeted children to break down barriers to learning and support pupil progress.	Learning Mentor to support behaviour & emotional well-being of individual children.
Education Welfare	£400	To support families to improve attendance and punctuality.  Improve Attendance figure for % PP families to >%	Attendance has improved by 4.75% from 2017-2018 to 95.42% attendance in 2018-2019.
Education Psychologist	£500	To identify barriers to learning for individual children. (% of cost)	Support for 2 children; 1 EHC applied for.
Support Swimming	£1,500	To support children in achieving a vital life skill.	Children in Year 4 plus 2 Year 5 children and 1 Year 6.
1 to 1 intervention (LAC)	£3800	To raise attainment in academic and personal areas of interest. (2 children)	Half termly progress meetings show good progress in writing, reading and maths. Reading intervention (Y6), handwriting & spelling intervention (Y2) to continue. Music lessons for both children; Y6 completed 2nd exam.
Breakfast Club	£1,200	Food and activities designed to give pupils a good start to their day of learning.	Breakfast club for 6 children has contributed to improved attendance.
Support School Trips	£300	To ensure all pupils have access to school visit to enrich their curriculum and remove the potential cost barrier.	6 day trips for curriculum access and 2 residential visits supported.
Support After school clubs	£500	To ensure all pupils have access to after school clubs to enrich their curriculum and remove the potential cost barrier.	Autumn 14 children Spring 15 children Summer 18 children
1 X Teacher	£500	Provide Early Morning revision sessions for Year 6 children to raise attainment in SATs.	Early morning revision from January to May, 2 X a week, 16 weeks.
2 X Teachers/TAs 4 X 2 hours	£400	Easter School for Year 6 children during the holidays to provide 1 to 1 tuition and revision opportunities. (/ children targeted to attend)	9/10 children attended for 4 out of the 5 sessions offered.

Year 6 SATS Breakfasts	£100	Ensure that Y6 pupils have had breakfast during SATs week and are in school on time.	All children engaged in breakfast provided by LK & SH.
Mindfulness 2 X 30 mins per week	£580	To teach effective <i>relaxation techniques</i> that will prevent mental stress and anxiety.	12 children in KS2.
Forest Schools Teacher (JJ) 1 afternoon per week	£2,500	To offer children regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland.	All children once per half term
TA reading intervention	£5,500	To enable children working below age related expectations to catch up by improving reading speed and comprehension.	At the end of the year 23/33 children reading at ARE. (70%)
Instrumental lessons for all KS2 children	£5,000	To create opportunities, over time, for every KS2 pupil to receive a sustained period of <i>tuition</i> on a musical <i>instrument</i> .	All children in KS2 receive instrumental lessons.  Recorder, ukulele, T-bone, trumpet.
IXL licence	£174	To provide a learning website for children to practise and improve their basic maths skills.	All children have access to IXL at home and targeted intervention groups on a daily basis.
Assessment materials	£300	To gather accurate information about children's abilities to inform teaching and learning.	Used during end of term assessments and analysed by staff.
Cracking Comprehension resources	£975	To improve children's outcomes in reading through reading comprehension using targeted resources.	All children accessing resources and quality first teaching.
Staff training : Lego Therapy Inclusive practice Promoting well-being ADHD awareness	£360 £200 (S) £134 £100 (S)	To improve children's emotional well-being and self-esteem.	Quality first teaching, support for emotional well-being and improved self-esteem.
<b>Total Spending</b>	<b>£52,923</b>		

7/12<sup>th</sup> (Sept 18-Mar 19) of 2018-2019 allocation (£48,840) £28,490  
37 pupil premium children (21.5%)

5/12<sup>th</sup> (Apr 19-Aug 20) of 2019-2020 allocation (£58,040) £24,183 £52,673

## 2019 Key Stage 2 SATs results

### Attainment

	Expected or above			Above expected/Greater depth		
	All	Disadvantaged	Other	All	Disadvantaged	Other
Cohort	29	10	19			
<b>Reading, writing and maths combined</b>						
School %	76%	50%	84%	7%	0%	11%
National %	65%	51%	71%	10%	5%	13%
Difference %	11%	-1%	13%	-3%	-5%	-2%
<b>Reading</b>						
School %	86%	73%	90%	28%	20%	32%
National %	73%	62%	78%	27%	17%	31%
Difference %	13%	11%	12%	1%	3%	1%
<b>Writing</b>						
School %	83%	80%	84%	14%	1%	16%
National %	78%	68%	83%	20%	11%	24%
Difference %	5%	12%	1%	-6%	-1%	-8%
<b>Maths</b>						
School %	90%	90%	90%	38%	30%	42%
National %	79%	67%	84%	27%	16%	31%
Difference %	11%	23%	6%	11%	14%	11%

	Progress Score		
	All	Disadvantaged	Other
Cohort	29	10	19
<b>Reading</b>			
School %	+1.54	+0.63	+2.03
National %	0.02	-0.59	+0.24
Difference %	+1.52	+1.22	+1.79
<b>Writing</b>			
School %	+0.06	-1.21	+0.74
National %	0.05	-0.43	+0.22
Difference %	+0.01	-0.78	+0.52
<b>Maths</b>			
School %	+2.41	+2.39	+2.41
National %	0.03	-0.66	+0.28
Difference %	+2.38	+1.73	+2.13