

*Pupil Premium Impact 2018/19*

The School received a total grant amount of £114,380. Please see the details of how we spent the funds.

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| **Barriers to future attainment (in school)** |
| Issues relating to parental engagement in school and learning, which can have a negative effect on the progress PP make. |
| Limited life experiences beyond the local area |
| Poor Language skills impacting on both verbal and reading abilities  |

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| **Barriers to future attainment (outside of school)** |
| Housing issues risk of eviction etc.  |
| Attendance issues  |

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| **Desired outcomes – These will be measured by data and pupil/parent questionnaires**  |
| All pupils to achieve higher than National Averages in all subject areas and at all four comparable points |
| Pupils to have similar opportunities/experiences during their time at primary school as those from more supported background areas |
| Pupils to leave our school as confident and determined learners ready to succeed in their various secondary schools |
| Families to feel suitability supported by the school so they are then able to focus on supporting their children’s learning |

**Planned expenditure for 18/19**

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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff Lead/Review** | **Impact** |
| Confident and articulate leaders £5800 | Beanstalk volunteer readers reading to help improve attainment in reading for more able and lower attaining pupils  | This helps pupils engage in reading helping them develop a breadth and depth of vocabulary | Literacy Coordinator will monitor Beanstalk readers. Data and assessment of pupils | AP/JP | The readers are specifically trained to accelerate the reading ages of reluctant readers and readers lacking fluency and confidence. The evidence for this can be seen in the pupil’s results.  |
| Ensuring physical and mental well-being£19,701 | Pastoral support providing a Learning Mentor and a TAMHS Teaching Assistant for one to one mentoring  | This provision has always been crucial to the structure at our school as it enables Teachers to devote their full time and attention to their class whilst the pupils who have pastoral issues get the support they need by this team. Families who have been supported comment on their gratefulness  | Sociograms evidence collected by the Learning Mentor. Headteacher meeting regularly with pastoral team | AP/JP/PO/GCL | Pupil’s results and attendance improve as can be seen in the data after receiving one to one support from a member of the pastoral team. |
| Greater opportunities and support with learning outside of the school day. Also pupils receive a cooked meal each night, to help support learning£15,731 | After school club which runs to 5.30pm Monday-Friday lead by a Higher Level Teaching Assistant and supported by a Teaching Assistant  | In order to ensure that any academic differences between PP and non PP pupils remain negligible we provide extra support with academic work with After school club as well as giving them opportunities to take part in extracurricular activities such as cookery and crafts. Pupils enjoy taking part in these clubs evidence can be seen in questionnaires | Monitor the pupils through data. Regular review of the club with SBM and club lead | HC/LN | Can be seen in Data andQuestionnaires-Pupils and Parents/Carers |
| Targeted support for Year six pupils in preparation for SATS six weeks prior to SATS£120 | After school booster sessions for Year 6 PP eligible  | Closing the gap between PP and non PP pupils is effective in small targeted groups | Regular discussions between Year six class teacher and TA delivering sessions | HW/GCL | Impact in data and confidence in pupils sitting Year 6 SATS |
| Targeted support for small group of pupils eligible in Years One and Two improving academic outcomes£16,765 | Work will be carried out by a Higher Level Teaching Assistant to accelerate learning for pupils who have gaps in knowledge, or who have moved in from other schools having experienced a different curriculum offer, to maintain impetus built up over the last few years to close the gap in Key Stage One | Closing the gap for PP pupils who are transfers in | Tracking of these pupils and regular discussions between the class teacher and HLTA leading these groups | KR/KA/TD/CK | Transfers in feel supported this is valued by parents and helps their transition into a new class and school. |
| Targeted interventions across the school specifically for small groups/individual PP children to improve academic outcomes £4642 | TAs working with small groups of pupils or one support to close the gap between PP and non PP. Provide extra support with reading etc. that is not provided at home. | These will be to ensure that there are no gaps between the achievements and progress of these groups of pupils | These will be monitored by class teachers and SLT | SLT | Pupils enjoy focusing on specific areas on a one to one basis or in a small group this is indicated in pupil feedback. |
| Teaching Assistants in the afternoon in Years Two and Six to provide additional targeted work with PP pupils to maximise their progress £8217 | Teaching Assistants delivering booster groups within these year groups or carrying out targeted work within the classroom to support teaching | Closing the gap between PP and non PP within this year groups  | Monitored by Class Teachers and SLT. | SLT | Confidence in pupils when approaching SATs |
| Attendance and behaviour celebrations and subsidising the cost of residential visits in Years 5 & 6 to allow PP pupils to access all areas of the extended curriculum £5000 | Prizes given out in the weekly assembly to reward pupils individually for attendance and classes. Funding PP children on residential visits to ensure they do not miss out on these valuable out of school residential visits  | Pupils learn valuable life skills outside on the classroom and it helps them improve their confidence doing things outside of their comfort zones.Prizes help encourage attendance | Improved attendance rates tracked by the EWO and admin staff. Ensuring all pupils are offered to attend residential visits | AP/HJ | Pupils enjoy winning prizes and want to ensure they are entered into prize draws and understand the importance of good attendance through school promotion and explaining the importance to the children. |
| Breakfast club spaces for PP pupils to ensure they have a good breakfast in the morning to aid their classroom learning£8642 | Allowing all PP to attend breakfast club for free | Studies show pupils learn better when they have had a good breakfast children coming to school without breakfast will not engage as well in the classroom compared to those who have had breakfast | Admin staff to ensure PP children are taking up the free places and to chase any not attending on a half termly basis  | HJ/All staff | Pupils enjoy attending breakfast club parents find the free places extremely useful and results of individuals improve as seen in the data. |
| School funding PP trip places (not including residentials) to support learning outside the classroom £1088 | Ensuring the school can offer valuable learning experiences to pupils outside of the classroom | Pupils gain wider experiences offered to them on outside visits  | All classes will attend minimum of termly trips | Class Teachers | Pupils enjoy days out of the classroom. Parents of PP children do not have the pressure of paying for these visits  |
| In order to best enable a continued focus on quality first teaching and to maximise teacher input and to meet the individual learning needs of PP children and close the gap, additional Teacher to maintain single age classes in Key Stage Two to enable as small as possible class sizes £28,783 | No mixed classes in Key Stage Two | Single aged classes and more effective and maximise teacher input | Key Stage Two data | AP | Pupils and parents prefer single aged classes.Data. |

**Total-£114,489**