



*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.

<b>Barriers to future attainment (in school)</b>
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

<b>Barriers to future attainment (outside of school)</b>
Housing issues risk of eviction, Domestic Violence, Debt, Drug use, Parenting challenges etc.
Attendance issues

<b>Desired outcomes – These will be measured by data and pupil/parent questionnaires</b>
All Pupil Premium pupils to achieve at the same level as other National Pupils
Pupils to access similar opportunities/experiences during their time at primary school as those from more supported background areas e.g. Music tuition, sporting opportunities, cultural opportunities
Pupils to leave our school as confident and resilient learners, with the academic skills and determination to succeed in their various secondary schools and later life

Families to feel and be suitably supported by the school, through Early Help and school pastoral support so they are then able to better focus on supporting their children's learning

### Planned expenditure for 18/19

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 learners/readers £5800	Beanstalk volunteer readers reading to help improve attainment in reading for more able and lower attaining pupils and to encourage through conversation	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 reader's specific training and support has accelerated their reading ages increased their fluency and confidence and made them more resilient. 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. Learning Mentor also worked with pupils in class on a one to one and small group basis to address emotional issues and to assist new starters and	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 and delivering quality first teaching whilst the pupils who have pastoral issues get the support they need to	Sociograms evidence analysed and collected by the Learning Mentor. Headteacher/Class Teacher meetings regularly with the pastoral team to discuss individual pupils	AP/JP/PO/GCL	Pupil's achievement and attendance improved as can be seen in the data after receiving one to one support from a member of the pastoral team.

	transfer in pupils. Also working with families who have attendance issues	access learning from this team. Families who have been supported comment on their gratefulness			
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. Children are also enabled to access IT and the internet. 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 pupil achievement and positive responses in the pupil and parent questionnaires.
Targeted support for disadvantaged Year six pupils in preparation for SATS six weeks prior to SATS £120	After school booster sessions for Year 6 PP eligible to ensure that equal support is given as that received by pupils from more economically	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 is evidenced in SATs data and confidence in pupils sitting Year 6 SATS

	advantaged home backgrounds				
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/barriers to learning, or who have moved in from other schools having experienced a different curriculum offer this intervention practice is to maintain the impetus built up over the last few years to close the gaps in Key Stage One	Closing the gap for PP pupils who are transfers in and to enable pupil premium pupils to access the full curriculum offer for the maximum amount of time in the classroom environment enabling them to be confident and successful learners	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 one to one support to close the gap between PP and non PP. Provide extra support with reading, tables and spellings 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 compared with others	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. The achievement of these pupils is comparable with other pupils in these areas
Teaching Assistants in the afternoon in Years	Teaching Assistants delivering intervention	Closing the gap between PP and non	Monitored by Class Teachers and SLT.	SLT	Confidence and resilience instilled in

<p>Two and Six to provide additional targeted work with PP pupils to maximise their progress £8217</p>	<p>groups within these year groups or carrying out targeted work within the classroom to support teaching and remove barriers to achievement</p>	<p>PP within this year groups</p>			<p>pupils. Maximising their achievement in SATS and reflected in their results</p>
<p>Attendance and behaviour celebrations and subsidising the cost of residential visits in Years 5 &amp; 6 to allow PP pupils to access all areas of the extended curriculum £5000</p>	<p>Prizes given out in the weekly assembly to reward pupils individually for attendance and classes alongside fortnightly incentives and a termly celebration assembly to recognise 100% attendees. Funding PP children to enable attendance on residential visits to ensure they do not miss out on these valuable, educational and social learning experience</p>	<p>Pupils learn valuable life skills outside on the classroom and it helps them improve their confidence and resilience; achieving goals outside of their comfort zones. Prizes have helped children improve their attendance and persuade parents of the importance of being in school</p>	<p>Improved attendance rates tracked by the EWO and admin staff. Ensuring all pupils are offered the opportunity to attend residential visits</p>	<p>AP/HJ</p>	<p>Pupils appreciate being eligible to receive prizes and they are keen to ensure they are entered into prize draws and now understand the importance of good attendance. The culture regarding attendance has shifted in a positive way through school promotion and explaining the importance to the children. Attendance at residential visits give further opportunities not available in school for pupils to succeed and reinforce their self-confidence and belief</p>

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 benefit socially, academically and health wise attending breakfast club parents find the free places extremely useful and results of individuals improve as seen in the data and aid the establishment of appropriate routines for pupils to arrive at school appropriately prepared on time.
School funding PP trip places (not including residential visits) 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 benefit from learning in a different environment giving them opportunities that their parents could not necessarily afford thus ensuring they have equal and positive experiences to draw upon with other pupils
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	No mixed classes in Key Stage Two	Single aged classes and more effective and maximise teacher input	Key Stage Two data	AP	Single aged classes are much easier to provide appropriate differentiated learning opportunities to and to deliver quality first teaching. Having single aged classes the size of

<p>gap, additional Teacher to maintain single age classes in Key Stage Two to enable as small as possible class sizes £28,783</p>					<p>classes remains manageable being no larger than thirty whereas, with one less teacher the amount of time per pupil is reduced and the number of pupils per class is increased. Evidence and research shows smaller class sizes enable better pupil achievement with quality first teaching</p>
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**Total-£114,489**