

Pupil Premium Grant Report

2018/19 Year



Pupil Premium Grant Funding

Each school is allocated Pupil Premium Grant Funding based on the number of:

- Children in the care of the Local Authority (known as Looked After Children)
- Children adopted from care and children who have left care under a Special Guardianship or Residence Order
- Children whose family qualify for, or have qualified for in the past 6 years, free school meals
- Children of armed services personnel

Funding amounts

- £1,320 per pupil - deprivation
- £300 per pupil - service children
- £2,300 per pupil – adopted from care/ LAC

Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that children belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and provision is made to meet their needs.
- We do not assume that being entitled to free school meals means a child will be academically less able or be more likely to have special educational needs. It may mean that a child will have more restricted access to additional opportunities such as music tuition.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free schools meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils that the school deems to be socially disadvantaged.

The SENCO and inclusion manager work closely with teachers to draw up a plan on how to make the most effective use of the pupil premium grant. Decisions are based on pupil tracking data as well as conversations with staff and families as appropriate. This is targeted at the relevant group and aimed at '*closing the gaps*'.

In deciding which interventions to use we take into account:

- Views of relevant staff
- Views of parents
- Input from children
- Monitoring of effectiveness of previously tried approaches within school
- National research into the cost effectiveness of recognised programmes as published by The Sutton Trust (see: www.educationendowmentfoundation.org.uk/toolkit)

Academic Year 2018/19

Total number of pupils on roll: 414 (as at 3/10/18)

Total number of pupils eligible for PPG: 34 (as at 3/10/18)

Allocation for 2018/19: £52,340

	Looked After	Adopted from Care	Deprivation Pupil	Service Child	Total
EYFS	0	1	1		2
Year 1	0	1	5		6
Year 2	0		5		5
Year 3	0		3		3
Year 4	0	1	5		6
Year 5	0		4		4
Year 6	0	1	5	2	8
Total	0	4	28	2	34

**2 further FSM applications being processed*

Main barriers to education

- Basic skills in oracy, reading, writing and maths
- Social / emotional attitude to learning including arising from attachment issues

How pupil premium was spent in 2018/19

- Social and emotional support from our school counsellor both in term time and during the school holidays, with home visits. (Including, as part of transition into school).
- Circle time/ friendship groups to support with confidence and self-esteem.
- Development of oracy skills through a 'Time to Talk' programme.
- Small group interventions to support mastery learning in reading, writing and maths
- Teacher support for individualised learning.
- Individualised Instruction from within the SEN team.
- Phonics catch-up
- Targetted early intervention support in Year 1
- Small group tuition on basic literacy and numeracy skills from within the SEN team. Team
- Subsidising extra-curricular activities including music, sports and arts participation.

Strategies	People in Charge	Resources	Methods of evaluation
Provision map drawn up for PP children in September with ½ termly targets set in areas identified by baseline and other standardised testing and tracking.	Inclusion Manager	SEN team	Tracking of progress towards targets every half term with whole school excel tracking.
Use of whole school tracking excel spreadsheets which clearly identify PP children and calculates their attainment and progress to date.	Class Teachers	excel spreadsheets	
½ termly progress review meetings with class teachers identifying PP children not on track and providing action plan to get them back on track.	Class Teachers		Testing of children and sampling of work to ensure accuracy of tracking data.
Oversight and scrutiny of PP outcomes by Governor with responsibility as "Champion of Disadvantaged"	Governor with responsibility	regular meetings with Inclusion Manager	
PP children behind in reading to be heard read at least 3 times a week in class.	Class Teachers		½ termly progress report to Governors

Reviewing the impact of pupil premium in 2018/19

The impact of the pupil premium grant is measured using

- whole school tracking systems for basic number (+ - x /), phonic and writing skills
- overall progress in standardised termly tests in reading, grammar and maths
- teacher assessments in writing

The impact of pupil premium in 2018/19

The following comparisons need to be interpreted cautiously, given the small cohorts of pupil premium (pp) children in each year group at school.

EYFS: 1 of 3 pp children achieved a 'good level of development' compared to 73% of all pupils in the school and 66% nationally.

1 child (LAC) who did not achieve GLD had only joined the school in February.

1 other child is identified as having SEN.

Year 1: 83% pp children achieved the 'expected standard' in the phonics check.

Year 2: All pp children had already achieved the 'expected standard' in the phonics test in year 1 and did not require a re-test.

Year 2: 100% pp children working at standard in writing, maths and science.
75% pp children working at standard in reading.

Year 6: 78% pp children 'at standard' in reading compared to 64% nationally
11% pp children 'at greater depth' in reading, compared to 25% nationally.

89% pp children 'at standard' in maths compared to 71% nationally.

11% pp children 'at greater depth' in maths, compared to 25% nationally).

89% pp children 'at standard' in writing compared to 76% nationally.

0% pp children 'at greater depth' in writing, compared to 18% nationally.

100% pp children 'at standard' in grammar compared to 77% nationally.

44% pp children 'at greater depth' in grammar, compared to 31% nationally.

School Tracking for other year groups

PP pupils	Maths		Reading		Writing	
	At standard	Greater Depth	At standard	Greater Depth	At standard	Greater Depth
Year 3	67	0	67	0	67	0
Year 4	50	17	83	17	50	17
Year 5	100	0	100	50	100	0