

## Pupil Premium Report 2017/2018

### What is Pupil Premium?

The **pupil premium (PP)** is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6').

### Identified barriers to learning for Pupil Premium pupils in 2017/18

- Low self-esteem and confidence is evident this results in pupils not actively participating in lessons and becoming over reliant upon adult support in lessons.
- Lack of access to learning experiences outside of school has an effect on children's ability to apply learning in new situations and to draw on life experiences when writing creatively.
- Children often need encouragement to challenge themselves further.
- Attendance of some Pupil Premium children is lower than the National Average of 96%.

Desired Outcomes	Success Criteria
To accelerate progress in core subjects through provision of quality first teaching and targeted interventions.	Pupils eligible for PP will make at least as much progress as other pupils. The majority of pupils eligible for PP (unless SEN) will be working at age related expectation. Measured by teacher assessments and successful moderation practices
To increase the range and access to a variety of educational experiences which will enhance learning across the curriculum.	Pupils will engage positively with peers and behave well.  Attendance and punctuality will increase.  Increased pupil attendance at school clubs.
To improve attendance of Pupil Premium children to at least 96%	Attendance data will show that Pupil Premium Children's attendance is at least 96%. Attainment and progress will be at least good due to regular attendance. Self –esteem and confidence will improve due to regular attendance.
To improve pupil confidence and self-esteem	Increased self-esteem and motivation for identified pupils, Improved standards in RWM- in school data

**Budget: 2017/18:** 24 pupil premium @ £1320 = £31,680

2 pupils adopted from care @ £1900 = £3,800

**Total : £35,480**

### Outcomes

**To accelerate progress in core subjects through provision of quality first teaching and targeted interventions.**

- 2 x HLTAs provided 6 hours weekly support for the teachers in class.

**Cost: £8892**

- 2 x HLTAs provided 6 hours intervention/booster sessions. Intervention sessions were either small groups or 1:1. The focus of the lesson would be based on the needs of the children after evaluation of their learning from high quality marking and questioning. Targeted support was provided to close the gaps by going over prior teaching and embedding current teaching. A variety of teaching strategies were used so making it assessable to all.  
**Cost: £8892**
- 1 HLTA and 4 Teachers conducted booster sessions, twice a week, for Year 6 during the 12 weeks prior to the statutory assessment tests (SATS)  
**Cost: £3,168**
- 1 HLTA and 1 Teacher conducted a block period of booster sessions (15 hours) during the Easter holiday.  
**Cost: £720**
- 1 TA provided 6 hours weekly intervention and booster support in Year 2 to support learning for Year 2 SATS  
**Cost: £1440**
- 1 TA provided 3 hours weekly intervention and booster support in Year 1 to support learning for Year 1 phonics test.  
**Cost: £570**
- Year 1 phonics work shop. 2 teachers provided support and understanding to the parents of Year 1 pupils to enable them to have a greater understanding of the phonics screening test that took place in June.  
**Cost: £56**
- Resources to support the teaching and learning of Reading, Writing and Maths (RWM). Purchase of Collins reading books for home reading; purchase of further counting resources (cubes, numicon) place value cards, CGP maths challenge resources.  
**Cost: £1200**

**To increase the range and access to a variety of educational experiences which will enhance learning across the curriculum.**

- Forest school – 1 teacher and resources  
**Cost: £1200**
- Financial support for external visits  
**Cost: £ 1500**
- After school clubs/music tuition  
**Cost: £350**
- Outside visits – pantomime  
**Cost: £300**
- SATS resources  
**Cost: £54**

**To improve attendance of Pupil Premium children to at least 96%**

- Attendance officer to monitor and visit pupil premium child who are below 95% attendance.  
**Cost: £600**
- Weekly attendance rewards  
**Cost: £150**

**PP average attendance is 95%**

**Range from 80% to 100%**

### **Breakdown of PP attendance**

**96% and above attendance: 55%**

**90 – 95% attendance: 21%**

**Below 90% attendance: 24%**

SM- 33 authorised absences; 1 unauthorised – Chicken Pox that then got infected.

LPM – 12 authorised – illness for week plus 1 extra day

EB – 12 authorised – illness for a week plus 1 extra day

ET – 6 authorised; 4 unauthorised – referred to welfare/attendance officer to send a letter. Attendance has improved.

AF – 10 authorised – letter sent to warn that any further absences will be reported to welfare/attendance officer. Attendance has improved.

PJ – 14 authorised – mainly due to home issues but Mom warned that further absences may be reported to welfare/attendance officer. Attendance has improved.

GM – 20 authorised – Chicken Pox

### **To improve pupil confidence and self-esteem**

- 1 x HLTA x 1 hour weekly – support for children with social and emotional needs. Children either supported 1:1 or in small groups.  
**Cost: £741**
- 1 x SENCO x 1 hour weekly – support for children with social and emotional needs. Children supported 1:1  
**Cost: £1248**
- 1x SEN TA for ½ hour weekly to support the social and emotional wellbeing of a Reception child plus resources.  
**Cost: £225**
- Lunchtime behaviour support for pupils who have difficulty with social relationships. Lunchtime Assistant to lead organised games  
**Cost: £1485**
- Lego therapy – 1 x SEN TA x 1 hour weekly plus resources.  
**Cost: £450**

### ***How do we measure/show impact?***

- Pupil premium profiles: Each teacher completed a profile for each pupil premium child, for each term. The profile highlighted the barriers to learning for each child, what additional support was made available to support these barriers for learning and what were the impact of the support.
- Learning walks conducted by the Senior Leadership team.
- Book trawls
- Termly pupil progress meetings
- Attendance – evaluation of attendance weekly and summary evaluations half termly.