

Use of the Pupil Premium 2018/2019

Pupils on Roll	Pupils Eligible for Pupil Premium Funding	Pupil Premium Funding Received
333	40	£37,400

During the 2018-2019 academic year, the amount of money that we received for each eligible pupil was set at:

- £1,320 for children of families who are in receipt of benefits that would qualify them for free school meals.
- £1,900 for children who are being or have been looked after by the Local Authority during the last five years.
- £300 for children who have parents in the armed services.
- £300 for children aged three or four who are eligible for Early Years Pupil Premium (EYPP).

We continue to closely monitor the gap between disadvantaged pupils and non-disadvantaged pupils. We do this through teachers having a good awareness of which children are potentially disadvantaged in their classes, by tracking the progress and attainment of pupils and groups of pupils using our system of assessment and through pupil progress meetings between teachers and the leadership team. We decided how the funding was going to be deployed this year based on these reports and based on the impact of these interventions as the year progressed. Increased efforts have been made to identify pupils who could potentially be eligible to receive pupil premium funding.

All staff are regularly reminded and encouraged to have consistently high expectations for the outcomes for all *disadvantaged Pupils* which is enshrined in a whole school ethos of 'Pupil Premium First,' which prioritises the creation of opportunities for *disadvantaged pupils* to excel in all areas of school life.

In addition, when considering how to best spend the premium, we have looked at research into the most effective uses of the money – including from the Education Endowment Foundation (EEF). Key areas that have been identified by the EEF as having a significant impact on pupil progress are effective feedback and the use of 'meta-cognition' strategies to help pupils take more responsibility for their own learning. These have been a focus for all pupils across the whole school. In addition, we have identified individual poor attendance and emotional well-being.

Intervention	Cost	Cohort of Pupils	Desired Outcome	Impact
Peripatetic music lessons from <i>Inspiring Music</i> .	£2,700	Years 2, 3 and 4	To provide experiences for <i>disadvantaged pupils</i> that they may not receive at home. To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015).	The academic impact of this intervention is difficult to attribute directly to the use of the pupil premium but research suggests that this type of spending is rewarded in the longer term. Teachers reported a positive attitude to the lessons and more widely at school.
Phonics Intervention with Specialist Teacher Autumn 17, Spring and Summer 18	£4112.99	Reception and Year 1	To prepare children to meet the expectations for Phonics in Year 1, including passing the End of Year 1 statutory Phonics Test.	Six of 8 (75%) <i>disadvantage pupils</i> passed the Year 1 Phonics Check. Those who did not pass, arrived late in the school year and therefore did not benefit fully from the intervention or from a full year of teaching (they were previously not attending school). 71% of Year 1 <i>disadvantaged pupils</i> achieved age-related expectation at the end of the year (against a target of 25%).
Phonics Training from Specialist Teacher	£265.00	Whole School	To improve the quality of phonics teaching and the engagement of pupils with reading, throughout the school.	This training was delivered in the summer term and is being used to inform a newly established programme for teaching phonics and spelling in the academic year 2019-20.
Speech and Language Therapy	£3180.00	Identified <i>disadvantaged pupils</i> across the school.	To provide specialist support to individual <i>disadvantaged pupils</i> who have been identified as having specific speech and language needs. To provide training to staff members to support individual children and deliver daily support.	A number of <i>disadvantaged pupils</i> were identified as having significant speech and language barriers to learning. Teachers have reported improved engagement and developing academic engagement from the pupils who have benefited from this specialist support and ongoing adult support.

Play Therapy	£4112.99	Years 1 to 4	To build pupil resilience to challenging family circumstances and to develop ability to communicate openly with adults and peers.	Discussions with teachers suggests improved communication with these pupils, better relationships with peers and growing engagement with the curriculum.
Target Tracker	£1,211	Whole school	To increase the link between attainment and planning, to improve the feedback given to <i>disadvantaged pupils</i> and to track progress of target groups.	It is much easier for teachers and the leadership team to track the progress of disadvantaged pupils and many programmes of intervention have been based on the objectives identified using this software.
Sports Club Involvement	£2,420	Years 1 to 4	To improve emotional security and engagement with school.	Teachers reported that attendance of sports clubs had a positive impact on the self-esteem of <i>disadvantaged pupils</i> who attended these opportunities. They looked forward to taking part, enjoyed the competitive aspects of the activity and appeared more settled in class.
Morning Snacks	£1228.06	Whole school, disadvantaged pupils.	To improve the concentration of <i>disadvantaged pupils</i> in school. (A Theory of Human Motivation: Abraham Maslow, 1943).	Attainment as a result of this intervention is difficult to demonstrate but soft data from teachers reflects research which shows that children are readier for learning when not hungry.
School Uniform Voucher Scheme	£53.68	Whole School, on application.	To provide assistance with the purchase of school uniform. This scheme was introduced to encourage parents to register for the <i>pupil premium grant</i> and to allow them some degree of determination over how it is spent.	The academic impact of this intervention is difficult to assess, but it has helped provide <i>disadvantaged pupils</i> with an experience of school similar to their peers, through the provision of 'official' school uniform, house-team sports shirts and suitable school shoes.
Lunchtime and afterschool Clubs: Art, Dance, Recorder, Choir, Gardening and Lego.	£2,325.00	Reception to Year 4	To improve emotional security and engagement with school.	Attainment as a result of this intervention is difficult to demonstrate, but pupils were provided with experiences that they may not receive outside school. To develop readiness to learn, confidence and ambition. To provide cultural capital.

				(Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)
MyMaths online maths intervention programme.	£339.00	Years 1 to 4	To increase parental involvement and children's attainment in maths. Pupils previously had access to Mathletics, which was becoming increasingly expensive (circa £2,000), without showing commiserate benefits. <i>MyMaths</i> was chosen as a potentially equally effective, yet lower cost alternative.	This intervention was only available towards the end of the academic year and the impact will be seen in the academic year 2019-20.
TT Rockstars	£159.50	Years 3 and 4	To improve pupils mathematics attainment and engagement, by giving access to an engaging platform for securing key age-related number facts. This online resource was identified as a low-cost method for <i>disadvantaged pupils</i> to practise times tables facts.	Teachers noted a greater level of engagement from pupils when learning and applying their multiplication and division facts. 78% of <i>disadvantaged</i> Year three pupils achieved aged-related expectation (ARE), 1% lower than their FFT50 target. 57.1% of Year 4 <i>disadvantaged pupils</i> achieved aged-related expectation, 0.9% lower than their FFT50 target.
Nessy Phonics Intervention	£720.00	Years 1 to 4	To provide a reading and spelling online programme to give additional opportunities for <i>disadvantaged pupils</i> to access additional dyslexia friendly reading and spelling opportunities.	Seventy-one percent (FFT50 target 25%) of Year 1 <i>disadvantaged</i> pupils achieved ARE, 60% (FFT50 target 58%) of Year 2 <i>disadvantaged</i> pupils achieved ARE, 78% (FFT20 target 68%) of Year 3 <i>disadvantaged</i> pupils and 71.4% (FFT50 target 72%) of Year 4 <i>disadvantaged</i> pupils achieved ARE in reading. Fifty-seven percent (FFT50 target 25%) of Year 1 <i>disadvantaged</i> pupils, 60% (FFT20 target 60%) of Year 2 <i>disadvantaged</i> pupils, 56% (FFT50 56%) of Year 3 <i>disadvantaged</i> pupils and 71.4% (FFT50 59%) of Year 4 pupils achieved ARE in writing (including spelling targets).

Additional Chromebooks	£7200.00	Years 1 to 4	To provide additional Chromebooks to allow <i>disadvantaged pupils</i> to access the online intervention programmes available.	See the impact of these programmes (above).
Supporting Families	£11,000	Whole school	A range of resources have been put in place, including the provision of a <i>Family Support Worker</i> , to improve the support we offer to families, to improve response to <i>Safeguarding</i> concerns, to improve attendance and provide emotional support for pupils.	Teachers have consistently identified home-life challenges, attendance and emotional well-being as significant anecdotal barriers to academic progress for <i>disadvantaged pupils</i> in their classes. The support put in place this year has addressed these issues by engaging parents and providing or signposting emotional support for pupils.
CPOMS – online software application for monitoring child protection, safeguarding, pastoral and welfare issues.	£600	Whole School	CPOMS was introduced to improve tracking of behaviour, safeguarding and welfare issues. These are areas that had been identified as disproportionately affecting <i>disadvantaged pupils</i> .	This resource has enabled the <i>Safeguarding Leads</i> , including the <i>Family Support Worker</i> , to track incidents, identify antecedents, support pupils and families and seek support from outside agencies.
Homework Club (Small group tuition before school for homework)	£1230	Reception, Years 1, 2, 3 and 4	To enable pupils to access a range of IT resources and receive teacher support to help with homework that would otherwise not be completed.	Pupils who attended were supported in completing the homework that they had been set. Increased self-esteem and engagement with learning.
Funding to allow <i>disadvantaged</i> pupils to access PGL visit.	£1499.12	Year 4	To provide experiences for disadvantaged pupils that they may not receive at home. To develop readiness to learn, confidence and ambition.	Attainment as a result of this intervention is difficult to demonstrate, but pupils were provided with experiences that they may not receive outside school. To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)

KS2 Maths Intervention	£3100.00	Year 4	Provision of additional <i>Learning Support Staff</i> to help to 'close the gap' and move pupils closer to ARE for mathematics through targeted, structured intervention or by releasing teachers to support <i>disadvantaged pupils</i> .	57.1% of Year 4 <i>disadvantaged pupils</i> achieved aged-related expectation, 0.9% lower than their FFT50 target.
KS1 Maths Intervention	£4500.00	Year 1 and 2	Provision of additional <i>Learning Support Staff</i> to help to 'close the gap' and move pupils closer to ARE for mathematics through targeted, structured intervention or by releasing teachers to support <i>disadvantaged pupils</i> .	Fifty-seven percent of Year 1 <i>disadvantaged pupils</i> (FFT50 target 50%) achieved ARE and 60% of Year 2 <i>disadvantaged pupils</i> (FFT50 target 57%) achieved ARE in mathematics. Year 1 <i>disadvantaged pupils</i> made an average of 5 steps progress from starting to the end Year 1 compared to an average of 4.6 steps for <i>non-disadvantaged</i> .
Adult delivery of 'Five Minute Phonics' Intervention Programme.	£2,200.00	Years 3 to 4	To improve phonological awareness of pupils who are not achieving age-expected outcomes for reading and/or spelling.	Seventy-eight percent (FFT20 target 68%) of Year 3 <i>disadvantaged pupils</i> and 71.4% (FFT50 target 72%) of Year 4 <i>disadvantaged pupils</i> achieved ARE in reading.
KS1 and KS2 Writing Interventions	£2,600.00	Years 1 to 4	Additional staff employed to deliver writing interventions, or release teachers, to support the development of grammar and spelling skills.	Fifty-seven percent (FFT50 target 25%) of Year 1 <i>disadvantaged pupils</i> , 60% (FFT50 target 54%) of Year 2 <i>disadvantaged pupils</i> , 56% (FFT50 56%) of Year 3 <i>disadvantaged pupils</i> and 57.1% (FFT 50 58%) of Year 4 <i>disadvantaged pupils</i> achieved ARE in writing.
Total	£56,756.34			