

Use of the Pupil Premium 2017/2018

Pupils on Roll	Pupils Eligible for Pupil Premium Funding	Pupil Premium Funding Received
336	29	£44,160

During the 2017-2018 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).

This academic year, we have closely monitored the gap between disadvantaged pupils and non-disadvantaged pupils. We have done 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 on a termly basis. We decided how the funding was going to be deployed this year based on these termly reports and based on the impact of these interventions as the year progressed. 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 comparatively poor attendance and emotional well-being.

Intervention	Cost	Cohort of Pupils	Desired Outcome	Impact
Peripatetic music lessons from <i>Inspiring Music</i> .	£1441.39	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	£3112.50	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.	60% of <i>disadvantaged</i> Year 1 pupils passed the End of Year Phonics Screening Assessment. Those who did not pass have significant barriers to learning that continue to be addressed by use of SEND Support Plans (SSPs) and Speech and Language Therapy (SALT).
Sports Club Involvement	£2,279	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. The looked forward to taking part, enjoyed the competitive aspects of the activity and appeared more settled in class.
Morning Snacks	£592.03	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	£197.64	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, Gardening, Lego and Cheerleading	£1,229	Year 3 and 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)
Pupil Premium Cookery Club	£401.93	Year 4	Two teachers planned and ran a <i>disadvantaged pupil</i> cookery club. The aim was provide an additional extra-curricular opportunity, develop cookery and maths schools and cooperate as a small group.	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). The pupils who attended this club clearly enjoyed it and were very proud of the food items they produced.
Hotshots Basketball Club	£144.00	Year 3 and 4	To provide an additional sporting opportunity for <i>disadvantaged pupils</i> .	Teachers reported that attendance of sports clubs had a positive impact on the self-esteem of <i>disadvantaged pupils</i> who attended these opportunities. The looked forward to taking part, enjoyed the competitive aspects of the activity and appeared more settled in class.
Mathletics Subscription	£1900	Years 3 and 4	To increase parental involvement and children's attainment in maths.	In Year 4, <i>disadvantaged pupils</i> , on average made greater progress in mathematics than their non-disadvantaged peers (6.3 steps as opposed to 5.9 steps). In Year 3 progress from different points was broadly the same (6.0 steps as opposed to 6.1). Although the provision of access to <i>Mathletics</i> provided the opportunity for pupils to practise and master skills in school, there is no clear evidence that these opportunities were taken up at home.
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	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

			the support we offer to families, to improve response to <i>Safeguarding</i> concerns, to improve attendance and provide emotional support for pupils.	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.
Play Therapy	£4021	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.
Funding to allow <i>disadvantaged</i> pupils to access PGL visit.	£1400	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	£6292.80	Years 3 and 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,	In Year 4 <i>disadvantaged pupils</i> made an average of 6.3 steps progress in mathematics (5.9 for <i>non-disadvantaged</i>). In Year 3 <i>disadvantaged pupils</i> made an average of 6.0 steps in mathematics (6.1 for <i>non-disadvantaged</i>).

			structured intervention or by releasing teachers to support <i>disadvantaged pupils</i> .	
KS1 Maths Intervention	£3933.00	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> .	In Year 1, <i>disadvantaged pupils</i> made an average of 6.3 steps progress in mathematics (4.6 for non- <i>disadvantaged</i>). In Year 2, <i>disadvantaged pupils</i> made an average of 6.0 steps, broadly the same as non- <i>disadvantaged</i> .
KS2 Spelling Intervention	£2471.81	Years 3 and 4	To provide an HLTA to fill gaps in spelling statements to move pupils closer to ARE in writing or make accelerated progress towards individual targets.	For the 13 pupils who accessed this additional twice weekly support, the Year 4s made an average of 6.3 steps progress and the Year 3s made an average 6.5 steps progress in writing, as opposed to 5.6 and 6.2 steps for non- <i>disadvantaged pupils</i> .
Daily reading support and phonics interventions	£3606.20	Years 1 to 4	Additional staff employed to deliver additional reads, phonics interventions and support to develop comprehension skills.	In Year 1, <i>disadvantaged pupils</i> made an average of 6.2 steps in reading as opposed to 4.3 steps for non- <i>disadvantaged pupils</i> . In Year 2, <i>disadvantaged pupils</i> made an average of 5.3 steps in reading as opposed to 5.5 steps for non- <i>disadvantaged pupils</i> . In Year 3, <i>disadvantaged pupils</i> made an average of 6.0 steps in reading, the same as non- <i>disadvantaged pupils</i> . In Year 4, <i>disadvantaged pupils</i> made an average of 6.1 steps in reading as opposed to 5.6 steps for non- <i>disadvantaged pupils</i> .
Adult delivery of 'Five Minute Phonics' Intervention Programme.	£1803	Years 3 to 4	To improve phonological awareness of pupils who are not achieving age-expected outcomes for reading and/or spelling.	100% of <i>disadvantaged pupils</i> in Year 3 and 75% of <i>disadvantaged pupils</i> in Year 4 achieved ARE in Reading. Those who did not achieve ARE, achieved accelerated progress in reading ages.
KS1 and KS2 Writing Interventions	£3,800	Years 1 to 4	Additional staff employed to deliver writing interventions, or release	Pupils demonstrated a greater increase in the average percentage of spelling and grammar statements achieved

			teachers, to support the development of grammar and spelling skills.	than in the 2017-18 academic year. In Year 1, <i>disadvantaged pupils</i> made an average of 4.7 points progress (4.6 for <i>non-disadvantaged</i>). In Year 3, <i>disadvantaged pupils</i> made an average of 6.5 points progress (6.2 for <i>non-disadvantaged</i>). In Year 4, <i>disadvantaged pupils</i> made an average of 6.3 points progress (5.6 for <i>non-disadvantaged</i>).
Total	£51,455.30			