



# Pupil Premium Impact Statement

Type	Impact
Residential visits	<p>Monies spent on residential visits have:</p> <ul style="list-style-type: none"> <li>Enabled 100% of Pupil Premium children to take part in residential camps that enrich the curriculum and help develop independence and self-esteem.</li> </ul> <p>Pupil Comments:  <i>"In London we will see things we don't have here".</i>  <i>"It's fun and exciting".</i>  <i>"They help us with our fears".</i>  <i>"They help our teamwork".</i></p>
Educational Visits	<p>Monies spent on Educational visits have:</p> <ul style="list-style-type: none"> <li>Allowed teachers to enrich the curriculum for all children and provide more memorable learning experiences with visits to local museums and places of interest.</li> <li>Every topic has been enriched with an external visit.</li> <li>Literacy coordinator has noticed an improvement in the standard of cross curricular writing as a result of visits.</li> </ul> <p>Pupil Comments:  <i>"The Barbara Hepworth museum was amazing".</i>  <i>"I love outdoor school especially in the woods at Crenver Grove".</i>  <i>"The museum visit in Truro was cool because you could see proper things from World War II".</i></p>
Individual Support	<p>Monies spent on individual cases have:</p> <ul style="list-style-type: none"> <li>Enabled a family to improve attendance and continue to send children to the school due to subsidising travel.</li> <li>Allowed three children to access sports activities by purchasing necessary kit.</li> </ul>
PSHE Thrive Support	<p>Monies spent on PSHE Thrive support have:</p> <ul style="list-style-type: none"> <li>Allowed the school to retain a learning mentor to work with pupil premium children and others with barriers to learning.</li> <li>There has been a noticeable impact on the learning behaviours of the children involved.</li> <li>Three children in particular have grown in confidence and now elicit opinions far more than they used to.</li> </ul> <p>Pupil Comments:  <i>"We do things we wouldn't usually do with Mr Lester".</i>  <i>"I like it because I like gardening".</i>  <i>"It helps us be responsible".</i>  <i>"It teaches us about good human qualities"</i>  <i>"It helps us work together"</i></p>



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<p>1:1 teacher intervention</p>	<p>Monies spent on 1:1 intervention have:</p> <ul style="list-style-type: none"> <li>provided a qualified teacher to focus on pupil premium children in 1:1 literacy and maths sessions. All the children receiving this intervention for maths made above expected progress in the Autumn term and are likely to demonstrate above expected progress in the end of year NfER summative assessments</li> </ul> <p>Pupil Comments:  <i>"On the reading test it's easier now"</i>  <i>"I like it 1:1 because you don't have to worry what other people think."</i>  <i>"Mrs McKenzie is really nice".</i>  <i>"I used to find maths really hard but I am better now"</i>  <i>"She makes it fun we do games as well as lessons"</i></p>
<p>Group Intervention</p>	<p>Monies spent on group intervention have:</p> <ul style="list-style-type: none"> <li>Enabled the development of a TA to be able to deliver Code X reading intervention and Overcoming barriers and Numicon intervention for targeted Year 4 and 5 children.</li> <li>This will become even more effective next year as the TA has developed an understanding of how to use the materials effectively.</li> </ul> <p>Pupil Comments:  <i>"Numicon helps you see the numbers".</i>  <i>"I can take away with the slider".</i>  <i>"Maths with Mrs Nicholls is wicked"</i>  <i>"Number lines really help me".</i>  <i>"Code x books are really good because they are adventurous and exciting".</i>  <i>"It's fun cracking the codes".</i>  <i>"We are reading more – you can see in our reading records".</i></p>
<p>Breakfast Club</p>	<p>Monies spent on breakfast club have:</p> <ul style="list-style-type: none"> <li>Enabled all children to have access to a healthy breakfast at the start of the day with over a 100% uptake of the club since breakfast was funded.</li> <li>50% of the PP children use the club, 18% on a daily basis.</li> </ul> <p>Pupil Comments:  <i>"I like the different things we can have".</i>  <i>"We can eat as much as we want".</i>  <i>"I like talking with my friends".</i></p>



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## Academic Progress

It is early to be evaluating the effectiveness of the combination of the above on academic progress as many initiatives have only been started this year and there is only half a year's worth of data to use. However, the table below gives an indication with figures based on progress over the Autumn term:

	Reading	Writing	Maths
% Making expected progress	67%	74%	89%
% Making above expected progress	18%	7%	37%