

Pegswood Primary School Pupil Premium Outcomes for Expenditure 2017-18



Pupil premium is additional to main school funding and is allocated to schools for children who have been registered for free school meals at any time in the last 6 years, who have been looked after continuously for more than 6 months or whose parents are currently serving in the armed forces. After April 2014 in addition, it will be allocated for children who have been looked after for one day or more, are adopted or leave care under a Special Guardianship or Residence Order. The aim of the funding is to help address the current inequalities which exist between these children and their peers by raising achievement and improving outcomes.

Since September 2012 we have been required to publish online information about how we have used the funding and the impact it has had on the attainment of our disadvantaged children.

Pupil Premium Expenditure 2017-18

The total amount we will receive in respect of our disadvantaged pupils (FSM, ever6, CLA and forces pupils) in 2017 – 2018 will be **£79 200 (60 children)**.

We targeted the attainment and progress of this group in the following ways and spent our allocation as described. Some of the interventions were pastoral, some academic and some were intended to have an impact on aspirations and experiences.

Amount spent	What we spent the money on	Why we used the money in this way	The impact on our disadvantaged pupils	Column Ref No.
£31000	We used teaching assistants in Reception, KS1 and in KS2 to provide targeted additional support, consolidation and challenge to specific groups of identified children.	The teaching assistants played an essential role in supporting vulnerable pupils who, for a variety of reasons, found it difficult to access the curriculum, and/or experiences and opportunities provided at school and/or needed further challenges to support or extend learning.	Our disadvantaged pupils are now better prepared for school and are more likely to attend and build good relationships. This readiness for learning and for life's challenges is essential and has to be the first priority in closing gaps for disadvantaged pupils.	1

£7000	Additional TA support for children with emotional and social needs following Nurture provision and Rainbows support.	29 children needed extra support at vulnerable times in their lives; some short-term, others more long-term.	These interventions provided stability to children when they most needed it and gave them strategies to cope at difficult times, thus enabling them to benefit from and enjoy their learning whilst at school. 8 children received 12 sessions of 30 minutes of rainbows. 2 children received on going 30 minute sessions per week over the year. Others received nurture sessions.	2
£5000	Additional TA support for disadvantaged children with speech & language needs.	10 children needed extra support with their speech and language skills following speech plans created by both speech and language therapists and staff.	This intervention enabled children to develop their speech & language skills which has subsequently helped them to communicate with their peers and adults more effectively. This was ongoing over the year.	3
£15000	Release time for our SENDCo and family support worker to work with the families of disadvantaged children through Early Help Assessments.	58% of children in receipt of pupil premium also have additional educational needs and family needs.	The pupil premium children and those who also have additional needs have benefited from the regular EHA multi-agency meetings where support for the children and their families has been identified and implemented. Regularly observations, analysis of progress and subsequent timely interventions has ensured that PP children have had the best chance possible of reaching their end of year targets, whether they were social, emotional or academic.	4
£2000	Breakfast and after school club was offered to children and families who needed it where they were part of an EHA.	7 children who were part of an EHA have an issue within the family that mean care before and after school is a difficulty.	The vulnerable children and families were offered financial support before or after school. This enabled children to begin or end the school day more positively and on time.	5
£4066	Sustaining and embedding Forest School provision in the use of the outdoor	We provided a trained Forest school teacher to work with each class teacher to plan and	The Forest school provision has enriched children's learning and provided them with	6

	environment for educational purposes. Resources are required for us to achieve this.	deliver Forest School activities to the whole school over the Year. The activities were linked to what the children were currently learning in curriculum areas. Children had the opportunity to learn in an outdoor environment. They learnt how to handle risks and most importantly to use their own initiative to solve problems and co-operate with each other.	the opportunity to learn in a different way. The link between Class Teacher and Forest School Teacher has enabled children to experience what they are currently learning in the classroom to embedding and developing this in the outside environment through Forest School. An increase in children's aspirations and self-belief / esteem has been observed.	
£5065	To employ a PE and sport apprentice to work across the school supporting and delivering physical activities in lessons, at playtimes, lunchtimes and after school clubs.	This has provided children with the opportunity to access physical games and activities throughout their school day. This has encourage children to be active whilst working as a team to succeed.	Our PE and Sport Apprentice has encouraged children to take part in physical activities during breaktimes and lunchtimes. They have supported and encouraged children to be active and healthy. It has provided children with the opportunity to cooperate and work together as a team in order to succeed. It has also provided leadership opportunities.	7
£3485	The purchase of additional ICT resources for children to use in school as ICT facilities and broadband may not be readily available outside of school.	This provided a rich and stimulating addition to the curriculum. Licences for Wordsmith, Abacus and Education city were renewed and Times Table Rock Stars was purchased to use as a resource to motivate, enrich and engage children in their learning both at school and home. Tapestry online package enabled parents of Reception children to be involved in their child's learning. ICT hardware was updated to ensure all children had access to reliable and up to date technology.	All children had the opportunity to use up-to-date, technology and resources to motivate, enrich and engage children across the curriculum.	8
£750	Music Tuition – brass (cornets) for Y3 & mini band opportunities for Years 3,4 & 5	This provided children with the opportunity to take part in structured instrument tuition.	Children built confidence and increased capacity of memory. It also encouraged co-operation and teamwork in addition to developing perseverance, determination	9

			and resilience.	
£1423	To subsidise music tuition for our children to encourage the learning of a musical instrument.	14 children took up the opportunity to learn to play a musical instrument.	Children have benefited from learning to play an instrument. Many have played their instruments in front of an audience which has then subsequently helped to develop self-confidence.	10
£3510	To subsidise some transportation and the partial cost of trips and events.	Children have accessed enrichment opportunities outside of the school environment.	All children have had the opportunity to access enriching activities that are outside the school environment. Children have been motivated and been provided with first hand experiences.	11
£1028	To increase attendance of our disadvantaged children using a reward scheme that has been identified and agreed on by Reception, KS1 and KS2 children.	Data shows that PP children's attendance increased by 1.2% from the same time period the year before (94.3%-95.5%).	The incentives from the reward system was seen to be working.	12
£583	Renewed Twinkl subscription	To support the delivery of an enriched curriculum, allowing access to a wide range of resources including IWB resources.	Children were enthused and inspired on their learning journey through the resources used in the classrooms.	13

Total Expenditure £ 79 910

In Year 1 there were 8 children in this group (26% of the class). 75% of children made expected or better progress in reading and writing and 87.5% in maths.

62.5% of this group achieved their phonics test in Year 1.

In Year 2 there were 10 children in this group (36% of the class). 70% made expected or better progress in reading, writing and maths.

100% of this group achieved their phonics re-test in Year 2.

In Year 3 there were 10 children in this group (36% of the class). 100% of this group made expected or better progress in reading, 80% in writing and maths.

In Year 4 there were 10 children in this group (36% of the class). 90% of these children made expected or better progress in reading and writing and 60% in maths.

In Year 5 there were 10 children in this group (42% of the class). 80% of these children made expected or better progress in reading, 90% in writing and 100% in maths.

In Year 6 there were 10 children in this group (50% of the class). 80% of these children made expected or better progress in reading, 90% in writing and 80% in maths.

Attainment

Year 1	Reading	Phonics	Writing	Maths
All (31) (expected+)	84%	87%	71%	84%
PP (8) (expected+)	62.5%	62.5%	37.5%	62.5%
FSM(6) (expected+)	50%	50%	50%	50%

Year 2	Reading	Writing	Maths
All (28) (expected+)	75%	75%	75%
PP (10) (expected+)	70%	70%	60%
FSM (7) (expected+)	71%	71%	57%

Year 3	Reading	Writing	Maths
All (28) (expected+)	82%	82%	68%
PP (10) (secure +)	80%	80%	60%
FSM (7) (secure +)	86%	86%	71%

Year 4	Reading	Writing	Maths
All (27) (expected+)	68%	64%	58%
PP (10) (expected+)	70%	60%	40%
FSM (7) (expected+)	57%	43%	29%

Year 5	Reading	Writing	Maths
All (24) (expected+)	50%	62.5%	83%
PP (10) (expected+)	40%	60%	90%
FSM (3) (expected+)	33%	0%	67%

Year 6	Reading	Writing	Maths
All (20) (expected+)	65%	70%	70%
PP (9) (expected+)	44%	56%	56%
FSM (6) (expected+)	50%	50%	50%