

Pupil premium grant intended expenditure Stedham Primary School's report to parents

2018/19



Pupil Premium grant (PPG) received 2018/19	
Carry Forward from 2017-18	£4936
Initial allocation of PPG	£9241
Further allocation of PPG	£9240
Total amount of PPG to be allocated in 2018/19	£23,417

Objectives of PPG spending 2018/19 financial year
<ol style="list-style-type: none">1. To enable any eligible Reception pupils (joining the school in September 2018 onwards) to have the best possible chances of achieving a Good level of Development by June 2019.2. To ensure eligible KS1 and KS2 pupils (current FSM and Ever 6 children) make good or better progress in maths, reading and writing.3. For eligible pupils in Key Stages 1 and 2 to be given the best opportunities to enable them to be on track to meet age related expectations in reading, writing and maths at the assessment point in March 2019.4. To enable eligible pupils to take part in school visits and extra-curricular activities to enhance and develop their attainment and progress.

Summary of main barriers to educational achievement faced by eligible pupils
<p>There are three main barriers;</p> <ul style="list-style-type: none">• Financial barriers mean that some pupils are unable to access some extra-curricular activities which may benefit their learning, progress and attainment.• Variations in the levels of learning support given to children in the home context is a barrier for some of the eligible pupils.• Emotional barriers mean that some children are not ready to learn, either long term or on specific days.

Summary of Actual Spending Allocations

Funding for eligible pupils in Years 5 and 6 to attend a 3 day residential.	£480.00
Funding for all eligible pupils to attend a school trip to Marwell Zoo.	£165.15
Play Therapy sessions for targeted eligible pupils.	£825.00
Non class based teacher to academically support and extend all eligible pupils – 1 day per week.	£11,284.48
Additional Teaching Assistant hours to academically support and extend all eligible pupils.	£9348.59
Carry Forward to 2019/20 financial year	£1313.78
Total	£23,417.00

Reason for this approach

Many of these children, for varied reasons, have less home support than some of their peers; they may get less opportunities for support with homework to consolidate their school learning, they are not able to read regularly to an adult or get support to learn spellings and times tables. Having additional adult support in school means these children can have help to do these things. They can be supported with their learning, in or outside of class, 1:1 or in small groups, to try and help narrow the gap between them and their peers where this exists and to stretch and further challenge them where they are in line with their peers.

We have chosen to employ a teacher (who is a qualified SENDCO and will work alongside the existing SENDCO in a Co-SENDCO model) because action research by the Education Endowment Foundation shows that teachers in this role have more impact upon pupil progress than teaching assistants. We decided to employ a teacher with the SENDCO qualification and experience as many of the eligible pupils are also pupils with Special Educational Needs.

There are clear links between some extra-curricular activities and academic outcomes but for some families, due to financial constraints, access to these activities is not viable. For eligible pupils, providing opportunities for enrichment will hopefully also have impact on their academic outcomes.

How we plan to measure the impact and effect of our expenditure

In addition to our teacher assessments against the National Curriculum, each term the children are tested using a PUMA (maths) and PIRA (reading) test. Data from these tests can be used to show attainment and progress for the eligible pupils.

Review of the impact of PPG spending

A review of our pupil premium strategy will be undertaken at the end of the financial year after the March 2019 assessments but a final impact statement will be completed following the end of the academic year.

In **July 2019**, the end of year assessments undertaken by teachers in KS1 and 2 showed the following:

44% of eligible pupils (current FSM and Ever 6 pupils) met or exceeded end of year expectations in reading.

31% of eligible pupils (current FSM and Ever 6 pupils) met or exceeded end of year expectations in writing.

44% of eligible pupils (current FSM and Ever 6 pupils) met or exceeded end of year expectations in maths.

All eligible pupils have this year had many opportunities to access enrichment and extra-curricular activities and have had additional learning support and/or challenge within and outside of the classroom which has meant that all pupils have made progress within their own context.

For targeted pupils, the emotional barriers to learning were broken down through the therapeutic support of play therapy, and as a result, these pupils met end of year expectations in two of the three core curriculum areas.