

Analysis of the Use and Impact of Pupil Premium Funding 2017-18

Number of children eligible for funding: 2

Total grant received: £2640

Objectives (taken from desired outcomes in PP Strategy Statement 2017-18)	Actions	Monitoring	Impact and Evaluation
<p>To improve the reading skills of all those eligible for PP so that they reach national expectations the 'expected' standard in Reading.</p>	<ul style="list-style-type: none"> • Develop individual targets for reading progress • Small group and/or 1:1 intervention to address areas of difficulty in reading • ERT intervention training for staff and trial of the programme with one PP pupil (along with other non-PP pupils) • Regular communication with families about progress and areas for development 	<ul style="list-style-type: none"> • Progress and attainment discussed at pupil progress meetings. • Data analysed on a half termly basis to track progress of PP children. • Lesson visits and observations. 	<p>Research and our own observations tell us that vulnerable children's outcomes improve when they are kept within the classroom and provided with quality first teaching from the class teacher, supported by skilled teaching assistants. Interventions can be seen at work within the class unit and take a variety of forms, including pre-teaching, discrete lessons and/or extra resources. Clearly differentiated activities and resources are used effectively to support PP children.</p> <p>Additional teacher and HLTA-led <i>targeted</i> intervention. ERT intervention programme training has taken place for support staff and this programme was successfully implemented this year. Precise teaching of phonics, reading skills and writing sessions (UKS2) has been carried out by qualified teachers to address gaps in understanding or difficulties for individual children. Class teachers report that this approach has contributed to a raised self-esteem and enabled vulnerable children to make the next steps in their learning.</p>
<p>To improve and develop the writing skills of those eligible for PP, so they can attain the 'expected' standard.</p>	<ul style="list-style-type: none"> • Identify all children to be targeted for support and/or intervention. • Extra support TA and teacher support in class • Track data showing progress of pupils. • Provision mapping of extra support given. 	<ul style="list-style-type: none"> • Progress and attainment discussed at pupil progress meetings. • Data analysed on a half termly basis to track progress of PP children. • Lesson visits and observations. 	<p>For all PP children, good or better progress was made against individual start points in all three curriculum areas outlined in objectives.</p> <p>Feedback from teachers suggest that the use of the school's new Pupil Asset assessment and tracking tool is enabling them to more accurately assess and track progress of all children, addressing gaps through targeted intervention as necessary. Teachers are also able to 'provision map' any work they undertake with groups of children,</p>
<p>To improve and develop the maths skills of those eligible</p>	<ul style="list-style-type: none"> • Identify all children to be targeted for support and/or intervention. 	<ul style="list-style-type: none"> • Progress and attainment discussed at pupil progress meetings. 	<p></p>

<p>for PP so they can attain the 'expected' standard.</p>	<ul style="list-style-type: none"> • Extra support TA and teacher support in class • Maths intervention (small group) provided by qualified teacher • Track data showing progress of pupils. • Provision mapping of extra support given. 	<ul style="list-style-type: none"> • Data analysed on a half termly basis to track progress of PP children. • Lesson visits and observations. 	<p>including vulnerable groups. The HT and governors are subsequently able to monitor the impact of these assessments and provisions.</p> <p>Staff and governors are now all more able to accurately track progress of all groups through the new Pupil Asset system.</p> <p><i>*Data analysis and outcomes for pupil premium children shows a positive impact. Data are not shared here due to small pupil numbers, making individual children identifiable.</i></p>
			<p>Total spend: £1600</p>
<p>To help improve personal circumstances affecting progress (including safeguarding) by working with those parents/carers.</p> <p>To provide financial support so PP children have the same opportunities and access as other children.</p>	<ul style="list-style-type: none"> • Early identification of vulnerable families to ensure targeted support. • Communication with families qualifying for PP funding to offer support with uniform should this be required. • Funded provision of PE and paid clubs each half term. • Funded access to after school club for out of hours care. • Funding allocated to every PP child to access trips and visits across the academic year. • Funding allocated to any UKS2 PP children in order that they can attend annual residential trip. 	<ul style="list-style-type: none"> • HT and office staff to track engagement with EC activities of vulnerable group children. • Discussions with pupils and families. 	<p>100% of PP children have benefitted from allocated school trip funding and have attended all trips as a result, including residential and whole school trips. Staff have reported positive impact of PP children attending these trips, including significantly raised independence skills and self-esteem.</p> <p>100% of PP have benefitted from funded extra-curricular activities throughout the school year.</p> <p>Funded after school club places have been taken up by PP families to assist with out of hours care for their children. Autumn term 100% of families, Spring term 100% of families, Summer term 50% of families.</p> <p>Where before-school clubs have been attended, staff have reported greater 'readiness to learn' among relevant pupils. Morning club provision has also supported with attendance and punctuality (see below).</p>
			<p>Total spend: £910</p>
<p>Increased attendance rates for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • Meeting with families where attendance is a concern. 	<ul style="list-style-type: none"> • Minutes of meetings with school, EWO and/or FSW as relevant 	<p>Attendance for PP children in 2017-18 averaged at 91.39% (whole school average was 96.28% and national minimum expectation is 96%).</p>

	<ul style="list-style-type: none"> • Developing whole-school approaches to rewarding/praising good attendance. • Reworking the school's attendance policy to reflect heightened attendance expectations for all. • Early identification of vulnerable families to ensure targeted support. • Promote attendance through whole-school parent communications including 'how much has your child missed?' note in reports, letters and posters. 	<ul style="list-style-type: none"> • Regular monitoring of attendance records (at least half termly) by HT with support from office team • Records of TAF meetings as relevant • Feedback from parent questionnaires 	<p>HT, SENCo and FSW have worked with families affected by low attendance and/or persistent lateness. Average attendance and punctuality has improved across the school year.</p> <p>Communication with parents on attendance has increased – parents now more aware of their child's attendance and how this relates to national.</p> <p>HT and governors have reviewed attendance policy and school's approach to authorised absence.</p> <p>Improving attendance for PP children (and the whole school) will continue to be a school development focus for 2018-19.</p>
			£130 (+ a % of the above)