

Pupil Premium

In the academic year 2017-2018 the school received a total of £52900.00 pupil premium funding.

The main barriers to educational achievement at Alverthorpe St Pauls CE(VA) School are

- Poor basic skills, particularly difficulties with reading
- Attendance including holidays
- Family issues – divorce, bereavement
- Low aspirations

For these reasons, we use our pupil premium funding money to pay for a Learning Mentor. Our Learning Mentor is the main link between home and school for some families, with a supportive and practical approach to parents which, while non-threatening, is none the less firm about the need for children to be in school. She has worked with bereaved families to ensure that the children's education does not suffer.

An increasing number of children are in need of emotional support and a teaching assistant has been trained as an ELSA to work with these children. We may need to look to increasing this provision to meet the needs of children as they are identified.

We spend money on teaching assistants to support children's learning alongside the class teacher. We are fortunate to have a number of highly skilled and experienced teaching assistants who are able to reinforce the teaching provided by the class teacher and to support learning through the scaffolding of small steps, allowing each step to be mastered leading to a completed challenge.

The money allows school to encourage pupil premium children to take up a musical instrument, paying for instruments and lessons for children, thus giving children access to a broader range of opportunities than they would otherwise be able to afford. This allows children to fit in with their peer group and expands their skills and mental processes.

The impact of Pupil Premium spending will be measured by attendance, particularly that of children with ongoing attendance issues, the reduction of the number of incidents that disrupt learning for individuals or classes due to emotional behavioural issues and by academic attainment and progress. The involvement of pupil premium children in after school activities, day and residential visits and uptake of musical instrument playing will also be monitored.

The next review of the school's pupil premium strategy will be at the Pupil Pastoral committee of the Governing Body in March 2018.

Alverthorpe St Paul's CE(VA) School, 3-11yrs

Identified pupil need	Number of children	School focus and actions	Actual Funding received 52900	Evidence/Impact
Links between school and home. Support for family circumstances.	25 families (21%)	<p>Time to talk with the Learning Mentor about difficulties and concerns for parents and for children.</p> <p>Overview of children and families for whom we are concerned.</p> <p>Monitoring of attendance and punctuality, including liaising with outside agencies.</p>	23360.52	Throughout the year, persistent absence halved from 8% in March to 4% by July. This was due to relentless work from our LM on getting children into school.
Learning support	36	<p>Teaching assistant support for those children who need it at their point of need. This provides remedial and catch-up work in Basic Skills in English and Maths to keep pupils in line with national expectations.</p> <p>Teacher-led booster groups Y2/Y6</p> <p>Reading Recovery teacher April to September</p> <p>Overcoming emotional barriers to learning</p>	<p>7244.00</p> <p>5851.14</p> <p>13465.90</p>	<p>Out of 34 children Y1-Y6:</p> <p>In Year 1 and Year 2 100% children (7 pupils) were assessed to be on track for the ARE in their year group by the end of the year</p> <p>Year 3 (8 pupils) 75% were on track compared with 100% of non-pupil premium children. The two pupil premium children who were below ARE are both SEND.</p> <p>Year 4 (5 pupils) 100% ARE</p> <p>Year 5 (10 pupils):</p> <p>90% ARE for reading (1 child SEND/EAL)</p> <p>60% for writing (92.6% nonpupilpremium)</p> <p>80% maths (2 children – 1 SEND/EAL; 1</p>

				<p>Year 6 (4 pupils) 100% ARE reading 75% writing (100% nonpupilpremium) 75% mathematics (96.9% nonpupilpremium)</p> <p>In addition to data outcomes, children with EBD were supported a great deal by the LM, the ELSA and the TAs working in UKS2 which kept them in school and working alongside their peers.</p>
Being able to take part in the wider range of school activities, including clubs, visits and playing musical instruments. Items of uniform and milk.	36	Access to music lessons and trips is not limited by a family's ability to pay. Children can follow talents and interests. Children fit in to school and are equal with their peers. They are well-nourished and able to learn.	179.25 Residential for 2 children 205.50 Music tuition 678.35 Uniform jumpers 581.28 Milk 108.00 Music club	Children reported being happy at school and enjoying the opportunities that they have been given. Children demonstrated courage and resilience by taking part in concerts, plays and sporting competitions. Money for contributions to these was not an issue for these children and PP children represented the school at many levels.
Attendance/emotional barriers to learning	6	Nurture group	1206.41	Nurture group played an important role with helping children with anxiety and stress come into school in a calm and measured manner, having a chance to talk about their day and be reassured so that they can start to learn with the rest of their class at 8:55.
Support with basic maths and English skills	28	Use of Lexia and Mathletics to enable learning and practice of basic skills	Lexia 735.00 Mathletics 1411.20 (IT budget)	The use of online skills practice has benefited children throughout school and given an opportunity for children who missed areas of learning at an earlier stage to privately catch up and practice the skills they need to have.
Total spend			52880.36	

Impact of PP spending

Key Stage 2

	% of Y6 at ARE and above school	% ARE and above national	% PP/PP+ at age related expectation by the end of Y6 (4 children)	Average scaled score all Y6 school	national	Average scaled score PP/PP+	Points score Non-PP	Progress all pupils	Progress PP/PP+	Progress NonPP
Reading	81	75	50	107.0	105.0	102.3	107.6	2.2	0.8	2.4
Writing	75	78	50							
Maths	81	76	50	106.5	104.0	103.8	106.8	2.3	2.9	2.2

The data clearly shows that 2 out of the 4 children were not able to achieve the Y6 expected standards but that the PP/PP+ children made greater progress than the nonPP children in Maths. The two children did really struggle with reading at the pace and length required to access the Y6 tests but their daily reading intervention brought improvements in their reading ability and confidence, giving them a good start for their next level of education.

Key Stage 1

In Key Stage One, at the end of 2017, there were 4 children in receipt of a Pupil Premium grant. These children received 2 hours per week teacher support time working on reading comprehension and writing composition. The boys ended the year close to or at the expected standard in reading and mathematics but did not achieve the standard in time for the results to be submitted.

	% of Y2 at ARE and above school	% ARE and above national	% PP/PP+ at age related expectation by the end of Y2 (4 children)	Average scaled score all Y2 school	Average scaled score PP/PP+
Reading	64	76	0	99.97	91.5
Writing	56	70	0		
Maths	69	76	25	100.22	92.5

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Y1 phonics attainment:

A total of 3 children out of 37 did not achieve the Y1 Phonics pass mark. Of these, 0 were Pupil Premium. This 100% pass rate compares with 70% of Pupil Premium children nationally in 2017.