

Impact of Pupil Premium – 2017/18

In 2017/18, we received £25,600 of Pupil Premium, which was mainly used to pay for additional Teaching Assistant time so that we could support children who were eligible for Pupil Premium, particularly those who had been identified as being at risk of not making at least expected progress in Maths, Reading or Writing. This included children who were entitled to FSM (Ever 6) or had been adopted and had previously been in the “Looked After System.” We also provided access to Outside Agencies where necessary and, where appropriate, access to specialist resources such as Sit Cushions and specialist software such as Clicker, Rapid Maths, Rapid Reading, etc. We also continued with the School Massage programme to help a group of targeted children to gain a better understanding of personal space and appropriate physical contact. Some pupils, who needed less support in the classroom to make the progress we would expect of them, received funding towards additional music and swimming lessons and funding to pay for their attendance at after school clubs and residential educational visits.

We also used the funding to pay for a small number of hours to help two specialist Teaching Assistants, who take responsibility for ensuring that children who are eligible for Pupil Premium receive their entitlement, either in the form of support or additional resources. They also provided advice and support to the Teaching Assistants who are delivering the support and interventions and helped our Senco to collate and analyse the assessment information in order to monitor the progress of the eligible children on a termly basis and the impact that each intervention / element of support has had on progress.

We also found that other children have benefitted from the support groups that we have provided.

13 pupils were eligible for Pupil Premium:
1 in Year 1, 2 in Year 2, 3 in Year 3 and 7 in Year 4.

Examples of Support / Interventions provided

Movement group	Social skills group	Behaviour chart
Lunchtime structured games	Maths group	Listening Group
Additional TA support	Handwriting group	Writing Group
Speech group	Individual reading	Fine motor activities
Phonics group	Movement group	Memory group
Precision Teaching	Support in class	Sentence work
Speech and Language Group	1:1 or small group support	Rapid Reading
Rapid Maths	Rapid Writing	School Massage Programme

The impact that each support / intervention group has had on pupil progress is also measured separately (See SEN / Groups Assessment folder).

Impact of Pupil Premium Funding

Reading Progress

<u>Year</u>	<u>At least Expected</u>	<u>Better than Expected</u>	
R			
1	1/1	0/0	GD x 1
2	2/2	0/0	GD x 2
3	3/3	0/1	GD x 2
4	6/7	0/5	GD x 2
Total	12/13 = 92.3%	0/6 = 0%	

Reading Attainment

<u>Year</u>	<u>At least at ARE</u>	<u>Greater Depth</u>
R		
1	1/1	1/1
2	2/2	2/2
3	3/3	2/3
4	5/7	2/7
Total	11/13 = 84.6%	7/13 = 53.8%

Writing Progress

<u>Year</u>	<u>At least Expected</u>	<u>Better than Expected</u>	
R			
1	1/1	1/1	
2	1/2	0/2	
3	3/3	0/2	GD x 1
4	5/7	0/6	GD x 1
Total	10/13 = 76.9%	1/11 = 9.1%	

Writing Attainment

<u>Year</u>	<u>At least at ARE</u>	<u>Greater Depth</u>
R		
1	1/1	1/1
2	2/2	0/2
3	3/3	1/3
4	4/7	1/7
Total	10/13 = 76.9	3/13 = 23.1%

Maths Progress

<u>Year</u>	<u>At least Expected</u>	<u>Better than Expected</u>	
R			
1	1/1	1/1	
2	2/2	0/0	GD x 2
3	3/3	0/2	GD x 1
4	5/7	0/7	
Total	11/13 = 84.6%	1/10 = 10%	

Maths Attainment

<u>Year</u>	<u>At least at ARE</u>	<u>Greater Depth</u>
R		
1	1/1	1/1
2	2/2	2/2
3	3/3	1/3
4	5/7	0/7
Total	11/13 = 84.6%	4/13 = 30.8%

Attainment

Of the 13 pupils who were eligible for Pupil Premium, almost all are working at ARE in Reading (All but two pupils who both have SEN), Writing (All but three – two of whom have SEN and one whose progress was hindered by medical issues) and Maths (All but two pupils who both have SEN). In addition, reasonably high percentages are working at Greater Depth (Reading – 53.8%; Writing – 23.1%; Maths – 30.8%).

Attainment of PP children in Reading, Writing and Maths is at least close to that of other pupils in the School and, in some year cohorts, is often better.

Progress

Of the 13 pupils who were eligible for Pupil Premium, almost all have progressed at a rate that is in line with their peers - Reading (All but one pupil, who has SEN), Writing (All but three - one of whom has SEN and two others whose progress was hindered by other external factors) and Maths (All but two whose progress was hindered by other external factors).

Progress of PP children in Reading, Writing and Maths is at least close to that of other pupils in the School.

Strengths

Almost all PP children are working at least at ARE in Reading, Writing and Maths.

Very high % of PP are working at Greater Depth in Reading and a high % are working at GD in Writing and Maths.

Progress of PP children in Reading, Writing and Maths is close to that of other pupils in the School.

Areas for Development

Whilst maintaining the high % of PP children who make progress that is in line with their peers, we aim to increase the % who make rapid progress.

In monitoring exercises, to pay particularly close attention to the attainment and progress of children in Year 4, who are eligible for PP.

Pupil Premium - 2018/19

In 2018/19, we expect to receive £25,000 in Pupil Premium. We propose to use the Pupil Premium funding to pay for additional Teaching Assistant time so that we can continue to run the support and intervention groups, including those listed above, that have been so effective in 2017/18. This support will be used to try to accelerate the progress of pupils who are eligible for Pupil Premium funding, to maximise the % that make at least expected progress and better than expected progress.

We will also continue to use the funding to pay for our Specialist Teaching Assistants. They will be responsible for ensuring that children who are eligible for Pupil Premium are receiving their entitlement, either in the form of support or additional resources. They will also continue to provide advice and support to other Teaching Assistants who are delivering the support and interventions and they will help to collate and analyse the assessment information in order to monitor the progress of the eligible children and the impact that each intervention / element of support has had on progress.

We will also provide access to Outside Agencies, where necessary, and, where appropriate, access to specialist resources such as Sit Cushions and specialist software such as Clicker, Rapid Maths, Rapid Reading, etc. We will also use the funding to pay for additional extra-curricular activities for pupils who are eligible but who require less support in the classroom to help them to achieve the targets we set for them.