

Pupil Premium Expenditure September 2016 – August 2017 Impact Statement

Item / Project	Objective	Cost	Impact
SENCO Learning Mentors/ Behaviour/Inclusion/Admin	Ensuring a high level of staffing to support individual children and class interventions as a means of raising achievement. (51% of total cost)	73,658	Enabled vulnerable pupils with emotional difficulties to access mainstream education within their classroom without impacting on the education of others. Improvements in Year 1 phonics test and also number of PP Pupils at GLD in EYFS (63%). This was higher than the national average in 2016 of 55%.
Teaching Assistants – Classroom support Maths, Phonics, SDI Reading Support, Vulnerable Pupils, Interventions, EAL support, Transition events, Speech and Language interventions	To deliver a range of interventions to support pupils with basic skills for Maths, Reading, writing, phonics and supporting language development for EAL pupils. Supporting transition of children to next phases of education. Half day interventions charged at 51% of total	58,541	Narrowing the gap – Improvement in 3% of pupil premium pupils passing Year 1 phonics test. (2017 – 68%) In Y2, 49% of the children in the 2017 cohort were disadvantaged. Results for disadvantaged pupils in writing showed a 25% improvement on the previous year, reading 13% improvement and maths 17% improvement. In writing, disadvantaged pupils achieved better than ‘all’ pupils by 10%. In maths, the performance of disadvantaged pupils was identical to that of ‘all’ pupils. Reading for disadvantaged pupils compared with ‘all’ was 2% lower but the gap had narrowed on last year by 8%. In Reception, 47% of children in the 2017 were disadvantaged pupils. GLD showed 9% improvement on the previous years’ GLD. This was 3% higher than the increase achieved by ‘all’ pupils in the cohort.
Additional TA supporting inclusion small group and individual work	To raise attainment in lower ability children and children with specific needs.	16,041	All pupils achieved objectives outlined at the beginning of intervention period. Pupils identified dual existing SEN and PP, small steps programmes were devised and delivered on a daily basis.
Year 6 support teacher	To improve outcomes for year 6 pupils. (69% of Y6 pupils are PP)	15,048 (69%)	By the end of the year, 30 of the 46 children in the cohort (65%) were deemed disadvantaged. Combined results for disadvantaged pupils showed a 22% improvement on the previous year. This was still significantly below the national average of 60%. In reading, writing and maths, disadvantaged children’s results had improved on the previous year (+19%, +24%, +32%). Although these were still significantly below the national averages the gaps between DV and other children is narrowing. In additional 3% more DV children were working at greater depth in maths in 2017 than 2016.

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Curriculum Subscriptions	To improve outcomes for maths and reading. To increase pupils' motivation to consolidate basic skills. To improve science skills Mathletics 1 year – 1,551 Bug Club – 930 annual Spag.com – KS1 and KS2 – 277 Purple Mash – 633 Phonics play – 100 Snap Science – 480	3,971	Children were enabled to do some of the work at home and in intervention sessions in school. Access to these packages enabled teachers to assess where children were with their learning and to move them on. Year 2 DV – Maths +17% on 2016 Year 2 DV – Reading +13% on 2016 Year 6 DV – Reading +19% on 2016 Year 6 DV – Maths +32% on 2016
Library Development	To create a suitable, engaging environment to encourage readers. To narrow the gaps between disadvantaged and non-disadvantaged children through providing additional suitable materials and staffing of lunchtime and evening library clubs.	5,000	Reading attainment has improved by 13% in Year 2 and 19% in year 6. Children are leading their own learning and making use of the library run by their peers as librarians. Magazine subscriptions are encouraging free reading and children are able to access bug club during time in the library. Confidence and enthusiasm to read is increasing with access and improved resources, which is impacting on ability in class. Parents are engaged and children are taking library books home.
Ed Psychologist support	Establishing a suitable baseline and measure to support children with the appropriate interventions and agencies.	6,600	Facilitated EHCPs being put in place to ensure needs of children are met. Supported access to alternative provision. Strategy identification to ensure pupils can best access learning. Able to bring about pupil-centred meetings improving outcomes for the pupil with due consideration of parent and pupil view.
Therapeutic Play	To support children with emotional well-being to talk about their feelings through play.	1,319	Pupils were supported with their emotional well-being which enabled them to be ready to learn.
Act Fast	To aid children in trauma with support, family advice and strategies	1,710	Support for a child and family in trauma. The intervention was provided but the child did ultimately move schools due to a house move. The support continued to be put in place as transition during the school move also.
Resources for Nurture Room	Promote a caring ethos and provide social and emotional support for vulnerable pupils.	1,000	Provision of a space where therapeutic interventions can take place. 1:1 nurture work for EHCP pupils. Pupils can access this space before reaching crisis points, supporting emotional well-being enabling them to better access learning within the classroom. There are reduced interruptions to learning around school.
Subsidising Educational Visits and in school events	To ensure all children have the opportunity to experience a variety of learning activities beyond the classroom and to support the creative curriculum. (51% of the 2,000 subsidy allowed)	5,000	1:1 experiences for children with significant needs. Subsidising trips has enabled children to access the curriculum in relation to writing about topics after educational visits. Ensures that all children have the same opportunities and are not limited by the ability to pay a contribution.
Rewards for good progress and behaviour	To support the behaviour for learning policy and encourage good learning behaviours as part of the new merit card system.	2,134	Children work towards 'good to be green' treats and this has meant that learning time for children has been improved. Parents are fully supportive of the rewards system and how the behaviour system works.

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Breakfast Club-Food	To ensure that all pupils have access to breakfast to order that they are ready to learn.	2,433	All pupils access a free breakfast. Pupils' basic needs are met enabling pupils to be ready to learn. Overall recorded lateness has improved from 1.24% in 2016 to 1.12% in 2017.
Lunch Payments – FSM transfer	One pupil	28	Child in localities provision payment for lunches.
Access to agency provision	To support specific learning needs through specialist provision centre	357	Specialist service provision for autistic pupil prior to transfer to secondary school.
1:1 Support Vulnerable Pupils	To support children with additional needs in class in order to access education	20,053	Children were supported with their learning. There were less disruptions within classes and learning for all was maintained.
CPD & Networking	To support quality first teaching in order to improve the experience of pupils, improve attainment and narrow gaps for disadvantaged students through observing others and developing practice	4,688	Teachers were able to develop their practice and support children with their learning. Results have shown that DV children's results have improved on last year. The gap is narrowing in most areas although there is still a way to go with meeting the national average.
Localities Provision	To support specific learning needs in relation to emotional and behavioural support	3,915	Children requiring specific emotional and behavioural support were able to access appropriate learning off site with a view to avoiding exclusion.
Online Learning	To improve Maths outcomes for Year 5 and Year 6 children at risk of falling below floor targets	4,654	Children in Year 5 and Year 6 have taken part in this programme. Maths results in Year 6 showed a 32% improvement for DV children in 2017 compared with 2016. 3% more DV children than in 2016 were working at greater depth in Maths.
Lunchtime Sports Provision	To engage pupils in appropriate activities to occupy, engage pupils and promote good behaviour to ensure all learners are ready for class in the afternoons	1,900	Male role models encourage children to act appropriately during lunchtime games resulting in improved behaviour and social skills which in turn impacts in the classroom in an afternoon.
Uniforms	Disadvantaged Incentive – children who apply for FSM are offered a sweatshirt by way of incentive to apply (particularly targeted at UIFSM qualifying pupils)	518	Pupil premium funding has been maintained particularly for UIFSM children meaning that school can continue to provide the same level of support to narrow the gap for disadvantaged pupils.

Total	228,568
Total PPG Received	228,360
PPG Remaining	-208

- DV = disadvantaged pupils