

Academic Year 2018/19

Eligible Pupils	
Year 3	10
Year 4	13
Year 5	13
Year 6	16
Total number of pupils eligible:	52
Total Budget Allocation:	£68,640

Barriers to future attainment and progress:

1.	13% of pupils who are eligible for Pupil Premium have identified additional educational needs which impacts on their ability to attain the expected standard and meet the age appropriate objectives or make expected progress.
2.	Attendance rates of eligible pupils is lower than other pupils, which impacts on their ability to meet their age appropriate objectives and make expected progress.
3.	Some pupils eligible for Pupil Premium have not managed to meet their age appropriate objectives (29% in Reading, 48% writing and 33% in Maths).
4.	The revised National Curriculum and raised expectations that comes with this has also made it more difficult for pupils to reach the higher expected standards of attainment.

5.	Oracy –oral language skills for most PP children are lower as the children struggle with poor sentence structure and limited vocabulary. This limits reading comprehension, writing standards and understanding of complex maths problems
6.	SEMH – 28% of pupils eligible for pupil premium have difficulties with self-esteem, ability to regulate their own emotions, anxiety, attention and concentration and social skills. Consequently, this can inhibit their learning as they struggle to concentrate, interact appropriately both within small social groups and avoid taking greater risks with their learning.

Section 2: Pupil Premium Allocation:

Provision	Success Criteria
Specific TA intervention identified in provision map	Raise attainment of expected and above expected levels and progress in the core subjects. Develop specific skills to enable children to access the full curriculum.
Resources to support personalised interventions / timetables /Assessments	Raise attainment of expected and above expected levels and progress in the core subjects. Develop specific skills to enable children to access the full curriculum.
CPD for Staff ASD Sensory Difficulties	To enable staff to improve provision for pupils with ASD and Sensory difficulties leading to raised levels of attainment and progress. Children’s social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem.
Breathing Space Programme & Lunchtime Drop in sessions	Children’s social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem.

Meditation Cushions to support the Breathing Space Programme	Children's social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem.
Clicker 7 Software & Training for Staff	To enable staff to improve the provision of pupils with Literacy difficulties. Develop specific skills to enable children to access the full curriculum. Children's social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem within their learning.
Bought outside agency support	Children's social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem.
Elite Lunchtime Club	Children's social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem.
Speech and Language Resources	Children to have closed the gaps as indicated by Language Link and Speech link. Raise attainment of expected and above expected levels and progress in the core subjects. Develop specific skills to enable children to access the full curriculum.
Boxall profile annual subscription	Children's social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem.
Subsidy Board & Lodgings for Year 6 Residential 2019	To increase participation of Pupil Premium pupils in all school activities and reduce any burden on parents and carers with non-participation in school activities due to finance. Children's social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem.

Free School Milk	Children's health and well-being is supported leading to improved confidence and self-esteem.
Young Animators Project for selected Year 3 & 4 pupils	<p>Children feel more confident to express themselves.</p> <p>Children are more engaged and inspired with their writing, evidence of more creative vocabulary being applied within their own work.</p> <p>Ultimately greater progress is made and evidence of gaps being closed within in their books.</p>

Section 3: Measuring the impact of PPG:

Quality first teaching is the foundation of ensuring progress for all learners, therefore expenditure has been allocated to additional resources and adult support for in class learning, as well as further staff training and resources to enable effective intervention work.

The impact on both class learning and interventions is monitored in terms of; progress throughout the duration of an intervention programme, using both entry and exit data as a comparison; lesson observations carried out by SLT, furthermore evidence of pupils' progress against the key skills within the books, which are used to inform a pupil's mastery of the Key objectives for their year group.

Animation Project Pupil Voice:

The Year 3 pupils were asked about their experience following their participation in the Animation Project and this is what they had to say:

Child A: This project really helped me to become more creative with writing.

Child B: It has helped me with my writing because I am now trying to include more interesting vocab and adjectives – especially in my recent writing TAT.

Child C: It has helped me engaged more in class now because I feel more confident to put my hand up. Because when we were making the animation, we were taking lots of risks.

Child A: It has also really helped with my Reading because we had to imagine and create our own characters and settings from the words we read in order to make our own film clips, and I am now able to picture the characters and settings without having a picture to help me.

Child D: I am now trying to include more powerful words in my writing because of this project.

Child E: It has improved my English because I now don't struggle to include interesting words in my writing.

Child F: We got to use all of our Core Values when doing this project; Salmon because we didn't give up even when it was tricky to film some of the movements of use the equipment; Wolf because we got to work with children in Year 4 as well, who we haven't worked with before; Eagle because we were all striving high to complete the best film we could and finally Dolphin – because we al has such great fun!

The Overarching Impact of Pupil Premium Expenditure:

KS2 Outcomes 2018-19	Reading		Writing		Maths		EPGS		Combined	
	Attainment	Progress	Attainment	Progress	Attainment	Progress	Attainment	Progress	Attainment	Progress
18 Pupils (31%) (11% SEN 2/18)										
Expected	67%	78%	83%	94%	83%	89%	83%		61%	78%
Greater Depth/ better than expected progress	11%	11%	11%	28%	11%	17%	39%		6%	11%

Outcomes 2018--19	Reading		Writing		Maths		Combined	
	Attainment	Progress (In Year)	Attainment	Progress (In Year)	Attainment	Progress (In Year)	Attainment	Progress (In Year)
All Pupil Premium pupils (57 pupils) 9% SEN								
Expected	72%	77%	60%	74%	67%	77%	51%	65%
Greater Depth/ better than expected progress	21%	16%	12%	16%	5%	5%	5%	4%

Monitoring and Evaluation

The provision for each child in receipt of pupil premium is discussed and evaluated at the termly pupil progress review meetings. Provision is adapted accordingly in light of these meetings and budget allocation to particular strategies may be revised. The next full review of the Pupil Premium Strategy will take place in September 2018.