



**Pupil Premium Funding Statement 2018-19 -  
Evaluation**

**Principles**

The Pupil Premium is additional money given to schools to support the raising of achievement for deprived children, a group recognised nationally as vulnerable to underperformance at school. It is available to schools to support pupils eligible for Free School Meals (FSM) and those who are Looked After or in Care (LAC).

We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

**Pupil Premium 2018 -2019**

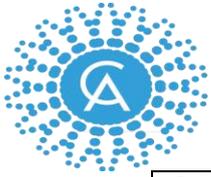
<b>Number of pupils and Pupil Premium Grant (PPG) received</b>	
Total number of pupils on roll	84
Total number of pupils eligible for PPG	18
Amount of PPG received per pupil	£1320
Total amount of PPG received	£22,440

<b>Barriers affecting disadvantaged children</b>
<ul style="list-style-type: none"> <li>• Limited English language and communication skills for children and parents</li> <li>• Poor attendance</li> <li>• Limited access to educational resources at home, such as books, laptops and internet access</li> <li>• Limited opportunities for enriching cultural experiences (such as trips, theatre, outdoor pursuits, museum visits)</li> <li>• Complex family situations, and poor parental engagement, that make it difficult for parents to give their children support with home learning</li> <li>• Poor nutrition</li> <li>• Social and emotional difficulties</li> </ul>

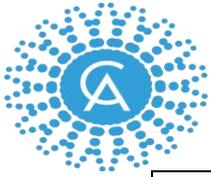
The following sums are not exact but a near estimate at the time of calculations. Proposed use of PPG funding for the new academic year is on the next page.



Use of funding	Total cost of intervention	Intended outcomes	Impact	Sustainability/ next steps
Daily teaching interventions to close gaps in phonics, speaking & listening, writing and maths	£12,000	<ul style="list-style-type: none"> <li>• Target disadvantaged pupils across the school to narrow the gap</li> <li>• Reinforce RWI phonics program through pre and post teaching</li> <li>• New starters catch up quickly and make accelerated progress</li> <li>• Reinforce and rehearse key skills in spelling, grammar and comprehension</li> <li>• To revise and rehearse basic key skills in numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of PP children in all year groups achieved at least good progress in R/W/M, including the significant number of new starters</li> <li>• 93% of children in Y1 achieved the pass mark in the Phonics Screening Check, with 6 out of 8 PP children achieving the pass mark</li> <li>• 97% of children in the Y2 cohort achieved the pass mark, with 100% of PP children achieving the pass mark</li> <li>• 5 out of 7 PP children in Y2 achieved the National Standard in Spelling, Grammar and Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure new staff are trained to deliver effective interventions</li> <li>• Track and support new starters into next year and ensure basic skills are embedded and built upon</li> </ul>
Basic educational resources for families in need	£300	<ul style="list-style-type: none"> <li>• All children are able to access home learning, including online MyMaths homework</li> </ul>	<ul style="list-style-type: none"> <li>• Two school Ipad were used by PP children for their home learning, ensuring they were able to complete set homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Family Support Officer to support any vulnerable families with accessing financial advice and services</li> </ul>
Setting up and running an onsite adult literacy course for parents	£4000	<ul style="list-style-type: none"> <li>• Parents of disadvantaged children are better able to support children at home with their learning</li> <li>• Children's speaking and listening in English shows accelerated progress</li> </ul>	<ul style="list-style-type: none"> <li>• On site adult literacy and Parent Gym (parenting) sessions supported in enabling parents to feel better supported, and in turn to support their children better at home.</li> <li>• Speaking and listening assessments across all year groups evidenced 100% good or better progress for PP children.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up Adult Literacy and Parent Gym sessions from Autumn 1 next academic year</li> </ul>



Subsidised places in Breakfast Club	£700	<ul style="list-style-type: none"> <li>Disadvantaged children have access to a nutritious breakfast every day to set them up for the school day and for their learning</li> <li>Disadvantaged children who may be frequently late arrive in school early, so they do not miss learning time</li> </ul>	<ul style="list-style-type: none"> <li>A Magic Breakfast has been subsidised for several PP children this year, ensuring children are ready to access learning at the start of the day</li> <li>An After School Club place has been subsidised for one PP child, raising his attendance at school by 8% from Spring 1 to Summer 2</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer some subsidised Breakfast Club and After School Club places to support families in need</li> </ul>
Use of interpreters for parent meetings and workshops to support engagement and attendance of all parents	£200	<ul style="list-style-type: none"> <li>All parents have regular and meaningful communication with the school about their child's welfare and learning</li> <li>Home learning priorities are communicated effectively to all parents, resulting in better outcomes for the disadvantaged children</li> </ul>	<ul style="list-style-type: none"> <li>97% of PP parents have regularly attended parent meetings and workshops and meaningfully engaged with the school</li> <li>100% of PP parents stated that they felt supported by the school in the summer term questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Continue to fund the use of interpreters for non-English speakers</li> </ul>
Specialist Speech and Language therapy	£1000	<ul style="list-style-type: none"> <li>Specialist support results in good progress for disadvantaged children</li> <li>Communication and Language is prioritised across the school, resulting in articulate learners</li> </ul>	<ul style="list-style-type: none"> <li>80% of PP children in Reception achieved a Good Level of Development</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use the LA services for assessing vulnerable child, and then setting up specialist interventions for these same children</li> </ul>
Use of Attendance Officer from LA to work with families whose children are in receipt of the PPG and whose attendance is a concern	£1500	<ul style="list-style-type: none"> <li>Attendance for children causing concern is in line with attendance for all children</li> <li>Disadvantaged children make better progress in R/W/M as a result of their regular attendance at school</li> </ul>	<ul style="list-style-type: none"> <li>Persistent absenteeism for PP children has been reduced, resulting in very good progress and attainment in R/W/M</li> <li>One new starter who is PP, has shown a 21% attendance improvement from his previous school</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and support children whose attendance is a concern, and support these families through Family Support, Social Services and the LA Attendance Officer</li> </ul>



Subsidising school journey costs for PPG children	£250	<ul style="list-style-type: none"> <li>All pupils are able to experience unique opportunities beyond the school which are related to the school curriculum</li> <li>Provide disadvantaged children with equal opportunities to experience enriching cultural experiences</li> </ul>	<ul style="list-style-type: none"> <li>All PP children accessed school trips this academic year, widening their understanding and giving them aspirational opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to identify and support vulnerable children in accessing educational opportunities, and provide parents/carers with information about local events and activities which would benefit their children</li> </ul>
Counsellor to provide therapeutic support to pupils	£800	<ul style="list-style-type: none"> <li>To provide specific 1:1 counselling services to children where certain issues may be providing barriers to learning, e.g. domestic violence, divorce, anger management issues, drug and alcohol dependency at home, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Counselling sessions for a PP child have resulted in good progress for that child in all areas, including social and emotional development.</li> </ul>	<ul style="list-style-type: none"> <li>Family Support Worker to set up an online therapeutic intervention in 2019-20 as a follow-up, and continue to work with families accessing MASH and Early Help.</li> </ul>
Social skills groups and nurture groups	£1000	<ul style="list-style-type: none"> <li>To raise self-esteem in pupils and increase strategies for resilience</li> <li>To increase confidence of pupils, thus impacting upon their attainment</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff reported increased confidence and use of strategies by children involved in these interventions. Progress for all of these children was excellent in R/W/M.</li> </ul>	<ul style="list-style-type: none"> <li>SEN TA to continue working with these children in 2019-20. Consider use of PE specialist to lead social skills activities with a focus on developing team skills.</li> </ul>
Healthy eating/diet workshops for all parents. Healthy eating/cookery workshops for children.	£745	<ul style="list-style-type: none"> <li>Children make healthy eating choices on a regular basis, leading to better health</li> <li>Children's knowledge of food improves, resulting in a better understanding of nutrition</li> <li>Children's packed lunches are balanced and nutritious</li> </ul>	<ul style="list-style-type: none"> <li>Children had regular access to fruit and salad/vegetables throughout the year, resulting in children regularly eating healthy foods.</li> <li>Science assessments show children developing a sound knowledge of healthy eating, and a balanced diet.</li> </ul>	<ul style="list-style-type: none"> <li>Further workshops for parents</li> <li>Healthy Eating Week in Spring</li> <li>Ensure curriculum incorporates regular teaching/learning of healthy eating and exercise</li> </ul>
<b>Total expenditure</b>	£22,495			
<b>Total income</b>	£22,440			
<b>Difference</b>	£55			