

Use and Impact of Pupil Premium in the 2017-2018 Academic Year

For the academic year 2017-2018 school received:

- Pupil premium of £11,880 for 2017-2018 financial year
- Pupil premium of £15.840 For 2018-2019 financial year and £4,600 Post LAC pupil premium

In 2017-2018 (academic year) we used the pupil premium money and additional money from the school's budget for a 1:1 teacher tutor

Activity	What this does	Targeted pupils	Cost
One to one tuition with a teacher	Our pupil premium children are taken out individually or in pairs for a 20 minute session each with our 1:1 pupil premium teacher to work on specific phonics, maths, reading and writing objectives. Depending on the need some children have more than one session with our tutor.	FSM children	£4,535
Working with a Teaching Assistant or Learning Support Assistant either in or out of class	<p>FSM children in addition will work one to one or in a small group on a set objective (from the class teacher) with a TA, such as speaking and listening, understanding, phonics, extra reading practise or number work.</p> <p>Children are also taken out for emotional, social and behaviour sessions with our ELSA.</p> <p>Our LSA works with children with additional phonics, maths, speech and language needs.</p>	<p>All our TAs, ESLA and LSAs receive regular high quality training, they thoroughly understand the children they work with and liaise very closely with the teacher and with the planning.</p> <p>Hence children working in class with a TA or on a specific intervention with an LSA make secure progress.</p>	£8,261
Consistently high	All the class teachers are aware of the	Precise CPD,	

quality teaching	needs of the disadvantaged children in their class.	use of appraisal objectives, the SDP objectives are a few ways in which teachers know the needs of their children ensuring that the children make progress.	
Total	Please note, that other funding was also used to support these activities		£12,796

Closing the Gap for Disadvantaged Children, July 2018:

Year group	Reading	Writing	Maths	Is the gap closed?
Year 4	EXS	EXS	EXS	Her average point score is higher than the year group's average. No gap. She is leaving to go to a school nearer to where she lives.
	EXS	EXS	EXS	His average point score is higher than the year group's average. No gap.
	WTS	WTS	WTS	He has made progress in all areas but gap is still present. He has moved from PKF in reading and writing to WTS. He still has up to 5 points in the year 3 curriculum to achieve. He has received extensive support this year and an EHCP application has been successful. The EP saw him on 18 th July and we will hear in September how many hours of support he will be given.
Year 3	EXS	EXS	EXS	His average point score is higher than the year group's average. No gap.
	WTS	EXS	EXS	Her average point score is higher than the class' average in writing and maths. No gap She has received extensive additional support throughout the year and her APS was 34/37 and she will continue to need support in year 4 to improve fluency. We will target her to get EXS at end of year 4, so the gap is closed.
	EXS	EXS	EXS	His average point score is higher than the year group's average. He has shown accelerated progress in

				maths and writing. No gap.
	EXS	EXS	EXS	His average point score is higher than the year group's average. No gap.
Year 3	EXS	EXS	EXS	Working in line with peers. No gap.
Year 1	EXS	EXS	EXS	Her APS matches her peers in reading and writing and exceeding the class average in maths. No gap.
	EXS	EXS	EXS	Her APS matches her peers in reading and writing and exceeding the class average in maths. No gap.
	EXS	EXS	EXS	His APS matches his peers in reading and writing and exceeding the class average in maths. No gap.
Reception PLAC and SGO children	Got GLD			Working in line with peers. No gap.
	Didn't get GLD but did get the ELG in reading and for maths			This boy has needed 1:1 For the whole day to keep him safe and focused, thereby letting other children learn. Working in line with peers in reading and maths. No gap

Use of Pupil Premium in the 2018-2019 academic year:

We will continue to target teach our disadvantaged children with our 1:1 teacher tutor. We have seen impact this has had on the end of year / key stage attainment achieved by our disadvantaged children.

In 2018-2019 we know we will have at least 12* children eligible for the pupil premium. The barriers they face are some sporadic attendance (we work closely with families); a mixed picture of home support for their learning in school (we offer a homework club in school); sometimes children lack self-confidence (they are supported by an adult and teachers introduce the children to self-help strategies) and we engage in lots of talking for learning for children with speech and language concerns. Other children face problems across in reading, phonics, maths and writing.

We monitor and ensure that all our disadvantaged children are challenged and stretched. They are targeted in their lessons and have access to work in the greater depth category.

Class teachers work closely with the SENDCO, the 1:1 teacher tutor, TAs and LSAs to ensure all our disadvantaged children are closing the gap. Half termly pupil progress meetings with the headteacher ensures children are on track to attain the end of year expectations.

*as an expanding school taking in new Reception and new Year 3 children we will probably have more disadvantaged children in September 2018. They will receive the teaching they need to fill the gaps, so they reach the end of year and end of year stage attainment expectations.