

Pupil Premium Spending Review 2018– 2019
Total DP Funding: £77 500 **Total pupils: 62**

We use Maslow’s Hierarchy of Needs to support our decisions when deciding on priorities.
 We recognise, therefore, that there will not always be a direct, measurable academic outcome resulting from all actions.
 Information is anonymised so that individual children cannot be identified from the support received

FSM/Ever 6 total funding: £57 500

SDP Focus	Cost	Action and Rationale	Impact	Decision
Individual pupil provision				
Pupil Progress: All pupils achieve the highest possible levels of attainment and progress possible, at least in line with agreed targets, unless there is a good reason why not DP children make good or better progress from their starting points	£4 000	FFT Targeted eligible pupils with 1-1 support for reading and writing using FFT to accelerate progress to be at least in line with their peer group. <ul style="list-style-type: none"> • Staffing • Resources 	57/62 in reading 56/62 in writing 58/62 in maths were in line with expectations based on prior SAP or better at the end of the year.	Continue
	£2 000	Intervention resources Targeted 1-1 or group support through structured packages in order for eligible pupils to make accelerated progress. <ul style="list-style-type: none"> • Plus 1, Toe by Toe, Word Wasp, Word Hornet, Power of 2, Times tables, Phonics Pathways). • Purchase of assessment suite for Specific Learning Difficulties • Purchase of SpLD intervention material 	Where there was an appropriate non-DP comparator, only 4 children were achieving in not in line.	Continue
	£1 000	Attachment Disorder training Support children with identified and potential attachment disorder, in order to promote ability to access learning more effectively and achieve improved life chances Whole staff training so that staff are confident in supporting children with poor attachment	All staff report increased confidence in identifying signs of possible attachment disorder and how to support these children in class.	Update for new staff
	£15 000	Therapy Professional therapy for identified children will help them to understand what affects their emotions and behaviour and how to manage these in order to improve self-esteem and, over time, achieve potential	All children attending therapy have shown progress, as described in individual reports. For 3 of children this has helped to improve their behaviour for learning.	Continue

			For 2 children this has helped to improved academic outcomes.	
Total	£22 000			
Small group provision				
<p>Pupil Progress: All pupils achieve the highest possible levels of attainment and progress possible, at least in line with agreed targets, unless there is a good reason why not</p> <p>All year groups achieve outcomes at least in line with agreed target setting, unless there is a good reason why not</p> <p>Y1 to be at least in line with national in Phonics</p> <p>Reception: GLD in line with national</p> <p>DP children make good or better progress from their starting points</p>	£6 000	<p>Small group support with senior staff Provided targeted support for eligible pupils in reading, writing and maths, using high quality, experienced teachers</p>	One Y4 child has progressed sufficiently to be considered as on track for Expected for maths at the end of KS2, with continued support.	Review next year
	£1 000	<p>Homework Club Targeted support for eligible pupils with time and the resources to support home learning where this is a challenge</p> <ul style="list-style-type: none"> Resources Staffing 	Two children have attended regularly and now complete homework unaided. High engagement with both parents and children	Continue and seek to expand
	£3 000	<p>Librarian Ensure expert support across the school to promote maximum engagement and provision for DP children</p> <ol style="list-style-type: none"> Expert support for targeted groups of children to ensure reading books are engaging Small group phonological intervention using specific reading books to increase engagement and effectiveness Expert support for class teachers using wide knowledge of texts to research and procure appropriate reading material. Biscuits and Books every week for targeted families to encourage home reading. Expert support for whole school reading initiative 	<ol style="list-style-type: none"> Targeted children have all read more books and a wider range of material than in previous years 4 of the 6 children have made good progress in phonics Learning Walks and Pupil Interviews show classes have high quality reading material Poor uptake Extremely well received and effective in raising the profile of reading 	<p>Continue</p> <p>Continue</p> <p>Continue</p> <p>Stop Repeat</p>
	£5 000	<p>Outdoor Learning Improve self -esteem and emotional well- being for eligible pupils so that they are better emotionally equipped for academic learning.</p> <ul style="list-style-type: none"> Training Staffing 	Highly engaging and now used for intervention as well as class activity Children are noticeably calmer, behaviour improved. Extra sessions used effectively as rewards.	Continue
	£15 000			
Whole School Provision				
<p>Children will feel able to tackle new tasks confidently and be able to work independently</p> <p>The curriculum provides opportunities for all children to excel and enhance their life</p>	£2 000	<p>Trips and residential visits Enable eligible pupils to attend trips and activities chosen to extend experiences, improve social interactions and enrich the school-based curriculum.</p>	Residentials are always identified as a highlight for Leavers. Identified children have been able to participate. Curriculum visits still need to be increased.	Continue. Increase curriculum visits

Children, parents and staff will have a better understanding the importance of healthy habits in relation to future wellbeing and implement them.	£1 000	KS2 Fruit Ensures all eligible pupils have at least 1 of their 5 a day improving their diet and dental health. Makes eligible pupils more aware of the importance of fruit in a balanced diet.	13 pupils now eat fruit who would not eat it before as it is modelled by peers.	Continue
Pupil Progress: All pupils achieve the highest possible levels of attainment and progress possible, at least in line with agreed targets, unless there is a good reason why not	£2 000	Talk 4 Writing training Ensure all teaching staff are appropriately trained to maintain high quality provision and consistency of approach across the school <ul style="list-style-type: none"> • Staff training • Resources 	Highly effective format when taught well. Expertise now developed within school to cascade internally to new staff at least at a basic level. 56/62 in writing were in line with expectations based on prior SAP or better at the end of the year.	Consider in-house
	£3 000	Lexia Software to support all DP pupils in school, to improve literacy levels <ul style="list-style-type: none"> • Licence • Hardware 	Highly effective in class, for homework and rewards. Reduces teacher workload due to inbuilt assessment and pitch adjustment. 57/62 in reading were in line with expectations based on prior SAP or better at the end of the year.	Continue
	£1 000	Bedrock Software to support vocabulary extension for all DP children <ul style="list-style-type: none"> • Licence 	Effective where class use has been sufficient.	Review class use, but continue
Attendance: will continue to move closer to national for Persistent Absence for DP children and remain in line with national for Overall Absence, particularly GRT group	£5 000	Attendance Encourage all children are in school as often as possible in order to ensure the best possible future life chances <ul style="list-style-type: none"> • Purchase keyring rewards. • Study bugs to support monitoring and understanding of childhood illness • SLT management 	PA 7% at the end of the year against a target of 8%. All children who improved attendance also improved academic outcomes. Remaining core of PA are nearly all DP	Continue
Children, staff and parents will embrace their school roles and carry them out with confidence Children will feel able to tackle new tasks confidently and be able to work independently The curriculum provides opportunities for all children to excel and enhance their life experiences	£2 000	Gymnastics coaching Professional coach to ensure all eligible pupils have access to high quality gym teaching to <ul style="list-style-type: none"> • improve motivation, resilience, self-esteem, stamina and agility • encourage positive lifelong habits 	1 child has been supported in attending gym club which has given opportunities that would not otherwise have been available. Used as reward. High attainment and excellent rapport with pupils encourages reluctant children to persevere which over time has shown a similar impact in the classroom. 3 children with poor attendance never miss school o days these activities are taking place.	Continue
Total	£16 000			

Ever in care Total Funding: £20 000

Focus	Cost	Action and rationale	Impact	Decision
Individual pupil provision				
Pupil Progress: All pupils achieve the highest possible levels of attainment and progress possible, at least in line with agreed targets, unless there is a good reason why not. PLAC children attain in line with our aspirational expectations and /or make good or better progress from starting points.	£4 800	1:1 support To support children’s emotional wellbeing and promote access to the curriculum	All EIC children had good attendance last year and were able to access full-time education	No longer required
	£9 000	Therapy Professional therapy for identified children will help them to understand what affects their emotions and behaviour and how to manage these in order to improve self-esteem and, over time, achieve potential	All children attending therapy have shown progress, as described in individual reports. All teachers have reported children as calmer in class and more able to concentrate.	Continue
Small group provision				
PLAC children attain in line with our aspirational expectations and /or make good or better progress from starting points.	£4 000	Small group support with senior staff Provided targeted support for eligible pupils in reading, writing and maths, using high quality, experienced teachers	All children attending have shown progress, as described in individual reports. All teachers have reported children as calmer in class and more able to concentrate.	No longer required
Whole school provision				
Staff are confident in supporting children with poor attachment	£2 000	Staff training Support children with identified and potential attachment disorder, in order to promote ability to access learning more effectively and achieve improved life chances Whole staff training so that staff are confident in supporting children with poor attachment	All staff report feeling more confident in their understanding of attachment and how to support children in class All PLAC children are achieving in line with expectations or better	Repeat for new staff
Total	£19 800			

Impact Data

Attainment and progress of DP
Where children are DP only, attainment and progress is in-line or better when compared with non-DP children.
Where children are DP and additional characteristics, attainment and progress are variable, when compared to non-DP children

