

## Pupil Premium Funding 2017-2018

Below we have outlined where Pupil Premium funding will be spent during this academic year.

This is updated at the start of each term, allowing us to ensure the support is catering to the PP children's specific needs at that time.

<b>Overview of Pupil Premium Spending</b>	
<u>Financial Year</u> April '17 – April '18	<u>Academic Year</u> September '17-July' 18
<p><b><u>Incomings</u></b> £59,400</p>	
<p><b><u>Outgoings</u></b></p> <p>April-July: £20,356.21            Sept- Dec: £21,693.52            Jan- March: £18,569.01</p> <p>Total: £60,618.74             (April '17- April '18)</p>	<p><b><u>Outgoings</u></b></p> <p>Autumn '17: £21,693.52</p> <p>Spring '18: £18,569.01</p> <p>Summer'18: £20,356.21</p>

## How is Pupil Premium Funding spent?

Activity/Focus	Rational	Cost	Impact																																
<p><b>Teaching Assistant and Teacher led interventions</b></p> <p>One-one and small group interventions.</p> <p>Interventions include:                      Speech and Language                      Fine motor skills                      Writing-letter formation/handwriting                      Writing                      Reading                      Maths                      Phonics                      Spelling                      Talk Boost                      TeachSpeech</p>	<p>To Improve/accelerate the progress PP children are making, to narrow the gap between PP children and their peers</p> <p>Increase % of children achieving age expected</p> <p>Increase % of children who exceed expectations to match national averages.</p>	<p>£18,368</p>	<p><b>End of Year Data</b> (national %)</p> <table border="1" data-bbox="1552 520 2168 820"> <thead> <tr> <th data-bbox="1552 520 1736 628">Year 1 (6 children)</th> <th data-bbox="1736 520 1944 628">Age Expectation</th> <th data-bbox="1944 520 2168 628">Above age expectation</th> </tr> </thead> <tbody> <tr> <td data-bbox="1552 628 1736 692"><b>Reading</b></td> <td data-bbox="1736 628 1944 692">50 (63)</td> <td data-bbox="1944 628 2168 692">0 (16)</td> </tr> <tr> <td data-bbox="1552 692 1736 756"><b>Writing</b></td> <td data-bbox="1736 692 1944 756">33 (51)</td> <td data-bbox="1944 692 2168 756">0 (6)</td> </tr> <tr> <td data-bbox="1552 756 1736 820"><b>Maths</b></td> <td data-bbox="1736 756 1944 820">83 (62)</td> <td data-bbox="1944 756 2168 820">17 (12)</td> </tr> </tbody> </table> <table border="1" data-bbox="1552 928 2168 1228"> <thead> <tr> <th data-bbox="1552 928 1736 1037">Year 2 (6 children)</th> <th data-bbox="1736 928 1944 1037">Age Expectation</th> <th data-bbox="1944 928 2168 1037">Above age expectation</th> </tr> </thead> <tbody> <tr> <td data-bbox="1552 1037 1736 1101"><b>Reading</b></td> <td data-bbox="1736 1037 1944 1101">67 (63)</td> <td data-bbox="1944 1037 2168 1101">0 (16)</td> </tr> <tr> <td data-bbox="1552 1101 1736 1165"><b>Writing</b></td> <td data-bbox="1736 1101 1944 1165">50 (51)</td> <td data-bbox="1944 1101 2168 1165">0 (6)</td> </tr> <tr> <td data-bbox="1552 1165 1736 1228"><b>Maths</b></td> <td data-bbox="1736 1165 1944 1228">67 (62)</td> <td data-bbox="1944 1165 2168 1228">17 (12)</td> </tr> </tbody> </table> <table border="1" data-bbox="1552 1302 2168 1436"> <thead> <tr> <th data-bbox="1552 1302 1736 1378">Year 3 (8 children)</th> <th data-bbox="1736 1302 1944 1378">Age Expectation</th> <th data-bbox="1944 1302 2168 1378">Above age expectation</th> </tr> </thead> <tbody> <tr> <td data-bbox="1552 1378 1736 1436"><b>Reading</b></td> <td data-bbox="1736 1378 1944 1436">88 (77)</td> <td data-bbox="1944 1378 2168 1436">25 (14)</td> </tr> </tbody> </table>			Year 1 (6 children)	Age Expectation	Above age expectation	<b>Reading</b>	50 (63)	0 (16)	<b>Writing</b>	33 (51)	0 (6)	<b>Maths</b>	83 (62)	17 (12)	Year 2 (6 children)	Age Expectation	Above age expectation	<b>Reading</b>	67 (63)	0 (16)	<b>Writing</b>	50 (51)	0 (6)	<b>Maths</b>	67 (62)	17 (12)	Year 3 (8 children)	Age Expectation	Above age expectation	<b>Reading</b>	88 (77)	25 (14)
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<b>Writing</b>	50 (81)	13 (6)
<b>Maths</b>	75 (80)	13 (11)

<b>Year 4</b> (10 children)	<b>Age Expectation</b>	<b>Above age expectation</b>
<b>Reading</b>	50 (77)	20 (29)
<b>Writing</b>	30 (81)	0 (14)
<b>Maths</b>	40 (80)	20 (27)

<b>Year 5</b> (7 children)	<b>Age Expectation</b>	<b>Above age expectation</b>
<b>Reading</b>	86 (77)	14 (29)
<b>Writing</b>	100 (81)	14 (21)
<b>Maths</b>	73 (74)	0 (27)

<b>Year 6</b> (10 children)	<b>Age Expectation</b>	<b>Above age expectation</b>
<b>Reading</b>	80 (77)	20 (29)
<b>Writing</b>	70 (81)	0 (21)
<b>Maths</b>	70 (80)	10 (27)

			<p>75% of children across the school who received intervention achieved AE with 20% achieving AAE</p> <p>77% of children who received reading intervention achieved AE.</p> <p>76% of children who received Maths intervention achieved AE</p>
<p><b>Social and Personal Skills</b> Nurture groups <b>Lego club</b></p>	<p>Develop social interaction and understanding of the world.</p> <p>Support with difficult family circumstances and situations.</p> <p>Develop ability to deal with difficult and challenging emotions.</p>	£ 10,063.89	<p>Boxalls have been completed three times this year, to track the children progress in regards to social, emotional, confidence and mental wellbeing.</p> <p>When assessed at the end of the year, 6 PP children no longer require nurture (54%) However, 100% of children show significant improvements in their Boxhall scores as all strands are closer to the expected scores of competently functioning children. They will continue to be involved in nurture in Autumn '18 to narrow this gap further, with a look to the gap being completely closed by Christmas '18.</p> <p>Due to the success of Nurture a fourth group was added for Spring and Summer.</p> <p>During summer term Cool connections ran 2 of these nurture groups, alongside a specific TA as a</p>

			training tool to further improve quality of nurture sessions for the coming academic year.
<p><b>Extra-curricular activities</b></p> <p>Funding trips/residential/ After school clubs/Holiday clubs</p>	To ensure children take an active part in a range of opportunities and experiences.	£3,436.98	<p>All PP children in Year 6 received payment support allowing them to attend the Residential. A further 7 PP children in Year 2 and 4 received payment support allowing them to attend Residential trips.</p> <p>19 PP children received payment support allowing them to attend the whole school trip to the pantomime.</p> <p>PP child has attended Football, Holiday club and After School club as school have funded his place.</p> <p>6 children have been able to attend class trips or swimming due to support with cost.</p> <p>2 further children have attended football due to their place being funded by school.</p> <p>2 children attended holiday club for 2 days a week throughout the summer holidays as funded</p>

<p><b>Monitoring Progress</b></p> <p>PP Lead. Analysis and tracking of data. Data surgeries Monitoring of provision within class and interventions.</p>	<p>To close monitor progress of all PP children, effectiveness of interventions both in and out of the classroom and ensure all members of staff have clear understanding of PP across the school, in their classroom and within their subject area.</p> <p>Develop range of interventions delivered both in and out of classroom.</p>	<p>£4,500</p>	<p>Inclusion maps clearly show a focus on PP children with 91% of children receiving nurture or intervention during the year. (the remaining children have received support in other forms)</p> <p>75% of children across the school who received intervention achieved AE with 20% achieving AAE</p> <p>77% of children who received reading intervention achieved AE.</p> <p>76% of children who received Maths intervention achieved AE</p> <p>100% of children show significant improvements in their Boxhall scores as all strands are closer to the expected scores of competently functioning children. 54% no longer require the support of nurture.</p>
<p><b>Resources</b></p> <p>Games, puzzles for nurture and intervention groups Furniture</p>	<p>To enable nurture groups to effectively support the children's mental health.</p> <p>To enable interventions to effectively narrow the gap academically.</p>	<p>£4,000</p>	<p>See data above for academic and nurture effectiveness.</p>
<p><b>Attendance</b></p> <p>Employ attendance monitor within school office.</p>	<p>To increase PP attendance to national levels</p>	<p>£5,000</p>	<p>Attendance for the Year was 94.1% with the whole school being 95.7%.</p> <p>3/5 target children attendance has improved compared to last year due to the careful monitoring and level of support.</p>

			<p>Through rigorous monitoring and support 20% of persistent absentees attendance improved by the end of the year to above 90%</p> <p>Through rigorous monitoring and support, we were able to stop the decline in attendance in 60% of persistent absentees and begin to improve attendance.</p>
<p><b>CPD</b> Training for teachers and TA's to ensure quality provision for PP children.</p>	<p>To Improve/accelerate the progress PP children are making, to narrow the gap between PP children and their peers and increase % of children who exceed expectations to match national averages.</p>	<p>No cost at this time as completed through staff meetings.</p>	<p>See above data</p>
<p><b>Early Years</b> Additional TA within classroom to deliver early interventions.</p>	<p>To narrow the gap within Speech and Language within Reception.</p> <p>To narrow the gap within reading, writing and numbers</p>	<p>£4,537.55</p>	<p>100% of PP children met their ELG</p>
<p><b>Building Costs</b> To create two extra rooms for nurture and intervention groups to increase the number of both that we can often</p>	<p>To Improve/accelerate the progress PP children are making, to narrow the gap between PP children and their peers</p> <p>Increase % of children achieving age expected</p> <p>Increase % of children who exceed expectations to match national averages.</p>	<p>£10,000</p> <p>Towards the final cost</p>	<p>See above for data</p>

	<p>Develop social interaction and understanding of the world</p> <p>Support with difficult family circumstances and situations</p> <p>Develop ability to deal with difficult and challenging emotions</p>		
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