



Pupil Premium Spending Strategy Review 2018-2019



Action	Intended impact	Impact
<p>Continuing employment of a teaching Assistant assigned to work with and support children eligible for Pupil Premium Funding.</p>	<p>To support all children receiving the PPG to achieve the best possible attainment to enable as many children as possible to be above age-related expectation in all year groups</p>	<ul style="list-style-type: none"> • Feedback received has been very positive- from staff, children and parents • The children enjoy working with the PPG TA and the feedback they give is positive. They feel more supported in previous and enjoy their lessons. • Parents have also given feedback that supports the children’s views. They speak positively about the children’s learning with the PPG TA and the interventions taking place (see next section). • Data – See attached* • The school funded the PP TA to complete a HLTA qualification which she completed in Dec 2018. This has benefitted the school considerably
<p>The talkboost intervention</p>	<p>For children to make 18 months progress in 10 weeks with in English</p>	<ul style="list-style-type: none"> • See example of Talkboost data to be attached • The programme develops children’s communicative skills in an intense way and the work feeds back into class. There is also a whole class teaching element to it for years 1+2- children have lessons on appropriate listening techniques etc. • The intervention was carried out three times over the year and all children made better than expected progress with at least 1 PP child in each group (meaning non-PP children also benefitted). See talkboost data for the year for specific information. As well as children making progress based on entry and exit tests- teachers have commented on the difference in the children when they apply what has been done in class. The children thoroughly enjoy the programme too. The PP lead observed some of these sessions and it was clear to see how engaged the children were.

<p>One to One tuition for children eligible for Pupil Premium Funding in years 5 and 6 children</p>	<p>To narrow gaps in attainment Accelerate children's progress Increase confidence in children's own ability</p>	<table border="1"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> <th>G</th> <th>H</th> <th>I</th> <th>J</th> <th>K</th> </tr> </thead> <tbody> <tr> <td>1</td> <td colspan="6">Progress of groups</td> <td colspan="5">Average Scaled Scores</td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td>Pupils</td> <td>Reading</td> <td>Writing</td> <td>Maths</td> <td></td> <td></td> <td>Pupils</td> <td>Reading</td> <td>Maths</td> <td></td> </tr> <tr> <td>4</td> <td>All Pupils</td> <td>30</td> <td>0.72</td> <td>1.40</td> <td>2.05</td> <td></td> <td>All Pupils</td> <td>30</td> <td>106.20</td> <td>108.23</td> <td></td> </tr> <tr> <td>5</td> <td>Male</td> <td>15</td> <td>0.05</td> <td>1.71</td> <td>1.86</td> <td></td> <td>Male</td> <td>16</td> <td>105.25</td> <td>108.00</td> <td></td> </tr> <tr> <td>6</td> <td>Female</td> <td>14</td> <td>1.44</td> <td>1.07</td> <td>2.25</td> <td></td> <td>Female</td> <td>14</td> <td>107.29</td> <td>108.50</td> <td></td> </tr> <tr> <td>7</td> <td>Pupil Premium</td> <td>5</td> <td>0.62</td> <td>1.15</td> <td>-0.86</td> <td></td> <td>Pupil Premium</td> <td>5</td> <td>103.60</td> <td>102.80</td> <td></td> </tr> <tr> <td>8</td> <td>Non Pupil Premium</td> <td>24</td> <td>0.74</td> <td>1.46</td> <td>2.66</td> <td></td> <td>Non Pupil Premium</td> <td>25</td> <td>106.72</td> <td>109.32</td> <td></td> </tr> <tr> <td>9</td> <td>SEN EHCP</td> <td>0</td> <td>#DIV/0!</td> <td>#DIV/0!</td> <td>#DIV/0!</td> <td></td> <td>SEN EHCP</td> <td>0</td> <td>#DIV/0!</td> <td>#DIV/0!</td> <td></td> </tr> <tr> <td>10</td> <td>SEN Support</td> <td>0</td> <td>#DIV/0!</td> <td>#DIV/0!</td> <td>#DIV/0!</td> <td></td> <td>SEN Support</td> <td>0</td> <td>#DIV/0!</td> <td>#DIV/0!</td> <td></td> </tr> <tr> <td>11</td> <td>Not SEN</td> <td>29</td> <td>-0.72</td> <td>1.40</td> <td>2.05</td> <td></td> <td>Not SEN</td> <td>30</td> <td>106.20</td> <td>108.23</td> <td></td> </tr> <tr> <td>12</td> <td>EAL</td> <td>13</td> <td>-0.45</td> <td>1.10</td> <td>2.87</td> <td></td> <td>EAL</td> <td>14</td> <td>104.21</td> <td>108.50</td> <td></td> </tr> <tr> <td>13</td> <td>Non EAL</td> <td>16</td> <td>1.67</td> <td>1.65</td> <td>1.39</td> <td></td> <td>Non EAL</td> <td>16</td> <td>107.94</td> <td>108.00</td> <td></td> </tr> <tr> <td>14</td> <td>LAP</td> <td>1</td> <td>-7.51</td> <td>-0.89</td> <td>-0.79</td> <td></td> <td>LAP</td> <td>1</td> <td>86.00</td> <td>94.00</td> <td></td> </tr> <tr> <td>15</td> <td>MAP</td> <td>17</td> <td>0.35</td> <td>2.15</td> <td>1.83</td> <td></td> <td>MAP</td> <td>17</td> <td>103.94</td> <td>106.12</td> <td></td> </tr> <tr> <td>16</td> <td>HAP</td> <td>11</td> <td>2.04</td> <td>0.45</td> <td>2.64</td> <td></td> <td>HAP</td> <td>11</td> <td>112.45</td> <td>113.00</td> <td></td> </tr> <tr> <td>17</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>18</td> <td colspan="6">NB: Pupil count is number of pupils included in progress measures</td> <td colspan="5">NB: Pupil count is number of pupils with scaled scores</td> </tr> <tr> <td>19</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>20</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		A	B	C	D	E	F	G	H	I	J	K	1	Progress of groups						Average Scaled Scores					2												3		Pupils	Reading	Writing	Maths			Pupils	Reading	Maths		4	All Pupils	30	0.72	1.40	2.05		All Pupils	30	106.20	108.23		5	Male	15	0.05	1.71	1.86		Male	16	105.25	108.00		6	Female	14	1.44	1.07	2.25		Female	14	107.29	108.50		7	Pupil Premium	5	0.62	1.15	-0.86		Pupil Premium	5	103.60	102.80		8	Non Pupil Premium	24	0.74	1.46	2.66		Non Pupil Premium	25	106.72	109.32		9	SEN EHCP	0	#DIV/0!	#DIV/0!	#DIV/0!		SEN EHCP	0	#DIV/0!	#DIV/0!		10	SEN Support	0	#DIV/0!	#DIV/0!	#DIV/0!		SEN Support	0	#DIV/0!	#DIV/0!		11	Not SEN	29	-0.72	1.40	2.05		Not SEN	30	106.20	108.23		12	EAL	13	-0.45	1.10	2.87		EAL	14	104.21	108.50		13	Non EAL	16	1.67	1.65	1.39		Non EAL	16	107.94	108.00		14	LAP	1	-7.51	-0.89	-0.79		LAP	1	86.00	94.00		15	MAP	17	0.35	2.15	1.83		MAP	17	103.94	106.12		16	HAP	11	2.04	0.45	2.64		HAP	11	112.45	113.00		17												18	NB: Pupil count is number of pupils included in progress measures						NB: Pupil count is number of pupils with scaled scores					19												20											
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<p>Cycling including- PP TA covers cycling teacher (EYFS TA) funding of stabilisers</p>	<p>Children's independence improves Children are able to ride a bike- a life skill requested by parents in PCDs</p>	<ul style="list-style-type: none"> Children are more confident in riding their bikes and finding it a lot easier. They are not completely independent yet so this will continue in the next academic year. 																																																																																																																																																																																																																																																												
<p>Maintenance of Inclusion room ICT equipment Displays/ Equipment Furniture</p>	<p>A quiet, purposeful environment for work to be carried out Resources to support children in learning</p>	<ul style="list-style-type: none"> The room continues to be an ideal space for the PP TA to work with groups It also allows a private space for PCDs to take place The resources used enable children to be well equipped for their lessons 																																																																																																																																																																																																																																																												
<p>Cover for PPG leader for PP training/ liaison etc</p>	<p>PP leader to be fully aware/ knowledgeable of programmes running in school. Kept up to date with best PPG practice</p>	<ul style="list-style-type: none"> PP leader able to keep up to date with PP and any initiatives/ issues that arise. This has also funded the PP leader, English lead and PP TA to attend some training on language programmes and resources to be used across the school to benefit children in their language and vocabulary 																																																																																																																																																																																																																																																												
<p>Free places at breakfast club for children eligible for Pupil Premium Funding</p>	<p>To ensure pupils have a nutritious breakfast for identified pupils. A positive start to the day Raise attendance of some children who have previously had issues with attendance/ lateness</p>	<ul style="list-style-type: none"> Some places taken up by children, this led to some improvements with children who had issues with attendance/ punctuality. At the end of the summer term- 25% of breakfast club places were taken by PP children. We will look to extend this next year. 																																																																																																																																																																																																																																																												
<p>'Thursday club'</p>	<p>Enrichment for children across year groups</p>	<ul style="list-style-type: none"> Feedback from children about the PP (Thursday club) is very positive. Feedback from staff and parents about PP use at SH also mentions how much the children 																																																																																																																																																																																																																																																												

	Chance to take part in activities they may not previously been able to	enjoy this. Also enables children from mixed year groups to socialise and TA running it to work 'socially' with children- building up their confidence.
Money to subsidise trips and visits for children eligible for Pupil Premium Funding	Raise aspirations by involvement in wider opportunities Less financial burden on parents	<ul style="list-style-type: none"> Parents agree that the funding has been beneficial to them, especially with residential trips
Word aware training	To improve children's vocabulary and use/ understanding of language	<ul style="list-style-type: none"> The PP TA/ PP Lead and English lead completed training about language and in particular the programme 'Word Aware'. This has then in turn led to a complete 'shake up' of language and vocabulary acquisition across the school. There will be staff CPD on this in September 2019.
Paying for summer clubs for PP children	To lessen the burden on parents and support them out of school	<ul style="list-style-type: none"> This has not yet happened at time of writing but the intention is to support parents/ children. This will be fed back on in the Autumn term 2019.

Executive Summary

The feedback we receive from stakeholders about the way in which we spend our Pupil Premium funding is wholly positive. Staff, parents and children are pleased with the way the money is spent and believe it has a positive impact on the children's education. All pupils make at least their expected progress and will always reach their predicted standards. Other than academically we provide very well for children. They are equipped well for their education with us and benefit from the extra funding we receive, whether it is the experiences they have, the equipment they receive or the enrichment activities they take part in. As we have a small group of PP children across school, we are able to target support to both parents and children where it is most needed. Children are more confident and the funding works to help achieve this.