**Impact of Pupil Premium – 2018/19**

In 2018/19, we received £27,743.73 of Pupil Premium, which was mainly used to pay for additional Teaching Assistant time so that we could support children who were eligible for Pupil Premium, particularly those who had been identified as being at risk of not making at least expected progress in Maths, Reading or Writing or were at risk of not going to make age related expectations at the end of the year. This included children who were entitled to FSM (Ever 6) or had been adopted and had previously been in the “Looked After System.” We also provided access to Outside Agencies where necessary and, where appropriate, access to specialist resources such as Sit Cushions and specialist software such as Clicker, Rapid Maths, Rapid Reading, etc. We began a new intervention this academic year called ‘Lego therapy’ for pupils who struggled with their socials skills. Some pupils, who needed less support in the classroom to make the progress we would expect of them, received funding towards additional music and swimming lessons and funding to pay for their attendance at after school clubs and residential educational visits.

We also used the funding to pay for a small number of hours to help two specialist Teaching Assistants, who take responsibility for ensuring that children who are eligible for Pupil Premium receive their entitlement, either in the form of support or additional resources. They also provided advice and support to the Teaching Assistants who are delivering the support and interventions and helped our Senco to collate and analyse the assessment information in order to monitor the progress of the eligible children on a termly basis and the impact that each intervention / element of support has had on progress.

We also found that other children have benefitted from the support groups that we have provided.

11 pupils were eligible for Pupil Premium in 2018/19:

2 in Year R, 1 in Year 1, 2 in Year 2, 2 in Year 3 and 4 in Year 4.

**Examples of Support / Interventions provided**

Movement group Social skills group Behaviour chart

Lunchtime structured games Maths group Listening Group

Additional TA support Handwriting group Writing Group

Speech group Individual reading Fine motor activities

Phonics group Memory group Sentence work

Precision Teaching Support in class Rapid Reading

Speech and Language Group 1:1 or small group support Lego Therapy

Rapid Maths Rapid Writing

The impact that each support / intervention group has had on pupil progress is also measured separately (See SEN / Groups Assessment folder).

**Impact of Pupil Premium funding**

**Reading Progress**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **At least Expected** | **Better than Expected** | |
| **R** | 2/2 | 0/2 |  |
| **1** | 1/1 | 0/1 |  |
| **2** | 2/2 | 0/1 | GD x 1 |
| **3** | 2/2 | 0/0 | GD x 2 |
| **4** | 4/4 | 0/2 | GD x 2 |
| **Total** | 11/11 = 100% | 0/6 = 0% |  |

**Reading Attainment**

|  |  |  |
| --- | --- | --- |
| **Year** | **At least at ARE** | **Greater Depth** |
| **R** | 2/2 | 0/2 |
| **1** | 1/1 | 0/1 |
| **2** | 2/2 | 1/2 |
| **3** | 2/2 | 2/2 |
| **4** | 3/4 | 2/4 |
| **Total** | 10/11 = 90.9% | 5/11 = 45.5% |

**Reading analysis**

100% of Pupil Premium children have made expected progress and this has increased from last academic year (92.3%). 90.9% made ARE in Reading with a good proportion (almost half) of these children working at greater depth (45.5%). The one child who did not make ARE for Reading was also on the SEND register.

**Writing Progress**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **At least Expected** | **Better than Expected** | |
| **R** | 1/2 | 0/2 |  |
| **1** | 1/1 | 0/1 |  |
| **2** | 2/2 | 1/1 | GD x 1 |
| **3** | 2/2 | 1/2 |  |
| **4** | 4/4 | 0/3 | GD x 1 |
| **Total** | 10/11 = 90.9% | 2/9 =22.2% |  |

**Writing Attainment**

|  |  |  |
| --- | --- | --- |
| **Year** | **At least at ARE** | **Greater Depth** |
| **R** | 1/2 | 0/2 |
| **1** | 1/1 | 0/1 |
| **2** | 2/2 | 1/2 |
| **3** | 2/2 | 1/2 |
| **4** | 3/4 | 1/4 |
| **Total** | 9/11 = 81.8% | 3/11 = 27.3% |

**Writing analysis**

A high proportion of children achieved expected progress in Writing (90.9% - all but one) and attained ARE for Writing (81.8% - all but two). More pupil premium children made expected progress this year (90.9%) compared to last year (76.9%). In addition, more children made ARE in writing (81.8%) compared to last year (76.9%). 3 children were working at GD by the end of the year and two children made accelerated progress.

**Maths Progress**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **At least Expected** | **Better than Expected** | |
| **R** | 2/2 | 0/2 |  |
| **1** | 1/1 | 0/1 |  |
| **2** | 2/2 | 1/1 | GD x 1 |
| **3** | 2/2 | 0/0 | GD x 2 |
| **4** | 4/4 | 1/3 | GD x 1 |
| **Total** | 11/11 = 100% | 2/7= 28.6% |  |

**Maths Attainment**

|  |  |  |
| --- | --- | --- |
| **Year** | **At least at ARE** | **Greater Depth** |
| **R** | 1/2 | 0/2 |
| **1** | 1/1 | 0/1 |
| **2** | 2/2 | 1/2 |
| **3** | 2/2 | 2/2 |
| **4** | 3/4 | 1/4 |
| **Total** | 9/11 = 81.8% | 4/11 = 36.4% |

**Maths analysis:**

All pupil premium children made expected progress in Maths this year with 2 out of 7 making accelerated progress in this subject. A high percentage of children attained ARE in Maths at the end of the year (81.8% - all but two) and a significant proportion attained greater depth (36.3% - 4 out of 11). The percentage of children making expected progress (100%) has improved on last year’s results (84.6%).

**Summary**

* Almost all PP children were working at least at ARE in Reading, Writing and Maths by the end of the year and a reasonable proportion were working at GD, particularly in Reading.
* Attainment of PP children in Reading, Writing and Maths is at least close to that of other pupils in the School.
* Progress of PP children in Reading, Writing and Maths is at least close to that of other pupils in the School and in some cases better.

**Areas for Development**

Whilst maintaining the high % of PP children who make progress that is in line with their peers, we aim to increase the % who make rapid progress.

**Pupil Premium - 2019/20**

In 2019/20, we expect to receive £14,280 in Pupil Premium. We propose to use the Pupil Premium funding to pay for additional Teaching Assistant time so that we can continue to run the support and intervention groups, including those listed above, that have been so effective in 2018/19. This support will be used to try to accelerate the progress of pupils who are eligible for Pupil Premium funding, to maximise the % that make at least expected progress and better than expected progress.

We will also continue to use the funding to pay for our Specialist Teaching Assistants. They will be responsible for ensuring that children who are eligible for Pupil Premium are receiving their entitlement, either in the form of support or additional resources. They will also continue to provide advice and support to other Teaching Assistants who are delivering the support and interventions and they will help to collate and analyse the assessment information in order to monitor the progress of the eligible children and the impact that each intervention / element of support has had on progress.

We will also provide access to Outside Agencies, where necessary, and, where appropriate, access to specialist resources such as Sit Cushions and specialist software such as Clicker, Rapid Maths, Rapid Reading, etc. We will also use the funding to pay for additional extra-curricular activities for pupils who are eligible but who require less support in the classroom to help them to achieve the targets we set for them.