

PUPIL PREMIUM GRANT

Policy Statement and Budget

Additional funding has been provided to schools since April 2011. It is allocated to pupils from low income families who are eligible for free school meals and children who have been adopted from care. Pupil premium was extended in 2012-13 to pupils who have been eligible for FSM at any point in the last 6 years (known as Ever6). A smaller amount is also received by schools for children of service personnel. The category of FSM / CLA pupils has now been re-classified as 'disadvantaged'.

Provision at Salway Ash CE VA Primary School

We aim to provide holistic support for our pupils in receipt of Pupil Premium funding to ensure they can develop to their educational, personal and social potential whilst at Salway Ash.

When making decisions on how best to spend this money, the Headteacher and governors have considered the research available on the subject most specifically that from the Sutton Trust and the specific needs of our Pupil Premium children.

A Summary of the main barriers to educational achievement faced by the Pupil Premium children at our school:

- Lack of access to finances which would allow pupils to experience the full range of enrichment opportunities on offer.
- Lack of access to finances which would allow pupils to pursue particular strengths or interests.
- Poor Speech and language skills.
- Poor communication skills.
- Emotional problems and concerns.
- Time with an adult on a 1:1 basis in order to read or complete homework tasks or a suitable quiet place to work at home.
- Entering the school system with poor skills and/or poor physical and emotional development resulting in an academic 'gap' which has to be closed.
- Lack of aspiration and high expectations.
- Lack of self-confidence and self –esteem.
- Family 'personal' circumstances.

The tables below show the amount of funding the school has received and how we intend to spend the funding this academic year in order to address these barriers.

Number of pupils and pupil premium grant (PPG) received 2018/19

Total number of pupils on roll	113
Total number of pupils eligible for PPG	6
Total amount of PPG received	£7920

Support planned - budget 2018/19

Children eligible for PPG will be allocated funding to enable them to access:

- Academic/curriculum support – (Teachers, support staff, training and IT) £5,700
 - Intervention/Booster groups and 1:1 in KS2 (Additional teacher and TA time)
 - Pre teaching for pupils to gain knowledge and skills before class lessons.
 - Small group intervention and 1:1 support in EYFS and KS1 (additional teacher and TA time)
 - Firstclass@number 1&2 training for members of staff.
 - Additional TA hours within classes so that a flexible approach of timely intervention can be used by the class teacher
 - 1-2-1 Tuition for pupils who require specific catch-up.
 - Phonics and reading support
 - Enrichment activities in school
 - Resources to aid with homework and research for topic work.
 - Speech and language screening of pupils by speech and language specialist.
 - Speech and Language training and up dates for teacher and TA.
 - Curriculum swimming costs
- Pastoral support - £450
 - behaviour, attendance,
 - social / emotional support including ELSA programme
 - informal mentoring of pupils provided by TAs
 - ELSA support and on-going training costs (supervision), and resources needed to provide these programmes
 - Counselling sessions by qualified counsellor including continuing

- support at Beaminster secondary school.
- Clothing subsidy
- PE and sports clothes.
- Enrichment activities – £1470
 - Support for residential trips and school visits
 - Extra swimming opportunities (Bridport Leisure Centre)
 - Participation in clubs
 - Opportunities with visiting coaches/specialists (e.g. art, music, sport)
 - Music Tuition

Teaching resources and materials to support specific programmes where PP children are involved to improve academic and emotional development. This includes ICT materials (£300)

How we will measure the impact of the pupil premium spend in 2018-2019

- The progress of pupils in reading, writing and maths
- The percentage of pupils attaining the expected and higher level standards in reading, writing and maths.
- The increase of pupils participating in a range of enrichment activities and clubs.
- Whether there has been an increase in the confidence of pupils in order to volunteer for a high proportion of the opportunities on offer in school during and out of curriculum time.
- The increase of pupils representing the school on sports teams and in other school events.
- The percentage of pupils taking on leadership roles
- Attendance figures
- Reports from specialist teachers and out of school support agencies.
- SENSS reports
- Teacher reports
- Speech and language reports
- Music reports

Next Review Summer Term 2020.

Impact from Pupil Premium spend 2018-2019 (July 2019)

Reading Progress:

83% of pupils made targeted progress

17% of pupils moved from age related expectations to age related expectations.

33% of pupils moved from below age related expectations to at age related expectations.

33% moved from age related expectations to above age related expectations.

17% remained below age related expectations

Writing progress:

83% of pupils made targeted progress

67% of pupils moved from age related expectations to age related expectations.

17% of pupils moved from below age related expectations to at age related expectations.

17% remained below age related expectations

Maths progress:

87% of pupils made targeted progress

33% of pupils moved from below age related expectations to at age related expectations.

33% of pupils moved from age related expectations to age related expectations.

17% of pupils moved from age related expectations to above age related expectations.

17% remained below age related expectations

Average attendance 95.7% compared to 97.2% for whole school.

Individual case studies and progress data are available in school to see which strategies were particularly effective for each pupil.

Key strategies shown to have had a **positive** impact and **lessons learnt** include:

Accelerated Reader - pupil's reading comprehension level, amount of time spent reading for enjoyment and levels of self-confidence have notably increased (case studies). Very positive impact.

121 and small group work with qualified teachers to quickly tackle identified gaps and misunderstandings in learning. Also to run 'catch up' sessions. Popular with the children and 'instant' impact.

Homework club supported identified misconceptions and boosted self-esteem.

Welcomed by the children avoiding arguments at home.

Speech and language training for staff enabled pupils to access the curriculum much more effectively. Popular with staff who felt they were 'really making a difference to

the children's learning and communication skills'.

ELSA training for staff which had a positive effect on mental health and therefore attitudes and resilience in school. Staff saw a positive impact on behaviour in the classroom and playground.

Maths intervention staff training increased available strategies, use of resources and teaching skills levels and as a result aided pupil's understanding of new concepts. Staff felt they had broadened their approach to teaching mathematics.

Ensuring pupils (especially in KS2) are selected and encouraged to take lead roles and responsibilities whenever possible – including playing an instrument in assembly, being part of the school council, being a Play Leader, having responsibility for younger children. This strategy helped better prepare pupils for transition to secondary school as it increased confidence and the feeling of self-worth.

Strategy reduced due to lack of impact:

Withdrawal from class on a regular basis. This was found to be more detrimental than beneficial for a number of reasons including: feeling targeted because they were 'no good' or needed to be helped 'more than everyone else', missing what was going on in class and then feeling left out of future work, feeling separated from their peer group, having a negative impact on self-confidence and self-esteem.