

Pupil Premium expenditure and impact 2018/19

Total allocation £25,640

Strategy	Cost	Actions	Expected Outcome/Success Criteria	Evaluation Sept 2019												
Reducing gaps and accelerating progress for disadvantaged pupils across the school including Early Years	£4200	Delivery of intervention programmes for targeted groups of pupils across school (Small group/ 1 : 1 interventions) Staff monitor and track impact of intervention on progress in maths/reading/writing/phonics. Progress and attainment of pupils closely monitored by teachers.	Attainment gap is closing and/or is similar to non-Pupil Premium children.	<table border="1"> <thead> <tr> <th>19 PP pupils 2018-2019</th> <th>% secure+</th> <th>% greater depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52.6%</td> <td>10.5%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>5.2%</td> </tr> <tr> <td>Maths</td> <td>68.4%</td> <td>10.5%</td> </tr> </tbody> </table> <p>Closing the gap between children with PP and non- PP children continues to be a school priority although a slight reduction in the gap working at greater depth has taken place.</p>	19 PP pupils 2018-2019	% secure+	% greater depth	Reading	52.6%	10.5%	Writing	42%	5.2%	Maths	68.4%	10.5%
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Nurture Group	£1580	To support pupils to manage their emotions and develop their social skills using targeted intervention.	To have a member of staff who can provide support with emotional support to pupils. To improve social skills	A nurture group has been run on a weekly basis supporting pupils initially from KS2. This group focused on social skills and working cooperatively.												

<p>Class support for development of basic skills</p>	<p>£8120</p>	<p>Teaching assistants provide small group class support for identified pupils during English and Maths lessons each week Develop language skills in EYFS</p>	<p>Attainment gap is closing and/or is similar to non-Pupil Premium children for English and Maths.</p>	<p>This allowed TA's to support literacy and numeracy in every class. TA's were used to support pupils including those with pupil premium funding to access the curriculum, to provide interventions either within the classroom or, under the direction of the teacher, to provide group or individual support outside of the classroom.</p>
<p>Provide support at lunch time</p>	<p>£2740</p>	<p>To develop social skills and facilitate appropriate social interaction during lunch time. Provide a smooth transition into the afternoon session.</p>	<p>Improve social skills and increase self-esteem through play at lunch time.</p>	<p>This support helped improve the social interaction between vulnerable pupils and other at playtime. It also supported the development of social skills. This adult support helped pupils return to the classroom after lunch ready to calmer, less anxious about issues that had occurred and ready learn.</p>
<p>Increase learning resources</p>	<p>£3,000</p>	<p>Support education based learning platforms to allow learning to take place at home and be supported by parents. Increase the amount of practical maths equipment.</p>	<p>Increase the opportunities for learning at home. Increase the opportunity to learn at home in</p>	<p>Education City learning platform was purchased for pupils to use at home. Numicon was purchased to support maths including interventions. We purchased</p>

		Increase the amount of equipment available for PSHE activities.	partnership with parents and siblings.	additional books and games to support PSHE activities especially emotional development.
Extending opportunities	£1,500	Development of skills and personal qualities through the provision of funded trips and outdoor education and after school clubs.	Pupils are happy and participate fully in school life with high self-esteem.	All pupils were able to participate in enrichment and extra-curricular activities. All pupils with PP funding were given first preference on attending extra-curricular clubs. Parents were actively encouraged to take up places.
Training	£4500	To train a staff member to provide support to pupils who need emotional support. Provide whole school training for attachment disorder and PSHE. To improve staffs understanding of attachment issues for adopted pupils. To improve staff skills when teaching about social and emotional skills.	Improve staff knowledge of attachment disorders. Improve the teaching of PSHE to develop PSHE/emotional skills.	Training was provided for two members of staff to complete the training for the HOPE mentoring scheme. This involved 5 days face to face training and funding paid for supply cover. An INSET day was used to improve staff skills in supporting pupils with emotional needs. A new PSHE scheme was purchased and dedicated PSHE time has now been timetabled across the school. The HOPE scheme has supported

				10+children within two terms. One member of staff attended training on attachment and trauma led by the Virtual Schools.
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