

## Pupil Premium Report 2017 -2018

**Our aim:** for all children to *find strength in God and soar on wings like eagles*. Some children face disadvantage and are more vulnerable than others. For them we need to provide various forms of support and intervention to enable them to grow strong and be able to 'fly'.

### Impact of Pupil Premium Funding and Activity

Given the relatively small numbers of pupils in receipt of the pupil premium grant in any single cohort it is difficult to use statistical data in any meaningful way to demonstrate impact. In some cases it would be possible to identify individual pupils from any data provided in a published public document such as this. Detailed records and individual pupil case studies are available in school to those who need to assess the impact of the PPG as part of their professional role e.g. Ofsted Inspectors.

### Responsibility:

- Mr Barfoot (Headteacher)
- Mrs Hardy (SENDCo)
- Mrs Illingworth (School Business Manager)
- Christina Watson (Governor)

### Pupils in receipt of the Pupil Premium Grant (PPG)

In the school year 2017 – 2018 there were 22 pupils receiving the Pupil Premium Grant (£1300 per pupil) and one in receipt of the Children Previously Looked After Grant (£1900).

We currently have 4 pupils who are eligible for Free School Meals (FSM). In addition we have a further 8 pupils who are termed Ever 6 and were, in the last 6 years, in receipt of FSM which qualifies them for the PPG. We also receive funding for a pupil who has been adopted.

**The pupils in receipt of these grants are spread throughout the school. Numbers in each year group are, in most cases, too small to make their aggregated attainment and progress data statistically meaningful. We track their progress and make provision for their needs individually.**

### 2017 - 2018

Total number of pupils on roll (July 2018): **174**

Total number of children eligible for PPG and Children Previously Looked After: **22 (13%)**

Our total PPG allocation 2017 -2018: **£29,040** (22 x £1320) + **£1,900** (1 X £1,900) + **£300** (1 X £300 Service Child Grant) = **£31,240**

### Expenditure in 2017 – 2018

Employment of Senior and Higher Level Teaching Assistants	<b>£28,752</b>
Provision of Counselling services (as part of KCP subscription)	<b>£300</b>
Residential Visit Fees	<b>£950</b>
Uniform	<b>£ 12</b>
Visits / Swimming	<b>£452</b>

I Matter training	<b>£200</b>
Music tuition	<b>£386</b>
MOSAICS (Breakfast and After School Clubs) fees	<b>£ 90</b>
Other resources (including KS 2 SATs revision guides)	<b>£ 98</b>

### Provision 2017 - 2018

- **SMART moves** (physical development) Programme delivered by Senior Teaching Assistant.
- **Physical phonics** Programme delivered by Senior Teaching Assistant
- Elements of **1<sup>st</sup> Class @ Number** programme. Programme Delivered by Higher Level Teaching Assistant
- **Reading Intervention** Programme delivered by Higher Level Teaching Assistant
- **Nurture Groups** run by Senior and Higher Level Teaching Assistants
- **1 to 1 support** from Senior and Higher Level Teaching Assistants
- **In-class support** Senior Teaching Assistant in Year 6 to support individual pupils
- **Writing Group** programme delivered by Higher Level Teaching Assistant
- **Counselling** provided by freelance Counsellor
- **Curriculum enrichment:** Music (instrumental tuition and hire), school curriculum visits, school residential visits
- **Support for individual pupils** including music tuition fees, sports club membership, specialist equipment, professional fees for educational testing and screening, payment for school trips and residential visits

**Although many of these pupils remain below their peers in attainment, the majority are making good progress, with some making better than expected progress in Reading Writing and Maths.**

### 2018 - 2019

Total number of pupils on roll (Sept 2018) **160**

Total number of children eligible for PPG and Children Previously Looked After Grant: **17 (11%)**

#### Identified possible barriers to learning:

- Negative generational attitudes to learning in maths
- Negative behaviour in lessons affecting attitudes to work and leading to avoidance and distraction of other pupils
- Physical development (fine and gross motor control)
- Lack of understanding by parents and some pupils of the curriculum and expectations
- Low pupil self-esteem and sense of identity
- Negative attitudes to learning and lack of knowledge of how to develop positive learning behaviours

- Challenging domestic situations
- Emotional and attachment issues
- Dyslexia – possible genetic factors
- SEND: processing issues / Autistic Spectrum Condition

### **Strategies planned for 2018 – 2019**

Develop whole school behaviour strategy, to provide continuity and consistency across the whole school, including the Pre-School and out of school sessions, to address impact of negative behaviour on the progress of certain pupils

Use of Strengths and Difficulties Questionnaire (SDQ) to establish a baseline measure of vulnerability for some pupils before any intervention or support is provided.

Continued development of mastery approaches to teaching and learning in maths

Explore the use of locally provided 'I Matter' training for staff and work with certain families to address issues around stress and its impact on relationships between children and adults.

Use of targeted maths teaching to small groups (three sessions per week)

As part of ongoing whole school curriculum development we plan to provide families with:

- more information about the curriculum and learning in each year group
- more opportunities to get involved in their child's learning
- more detailed feedback on progress.

Support for emotional well-being, self-esteem and social development. Nurture groups for pupils in KS 1 and KS 2.

Provision of professional dyslexia testing, advice and recommended resources

Provision of computer tablets and subscription to online Maths resources to support self-regulated learning

Option of referral for professional counselling for one to one cognitive behaviour therapy sessions to support emotional well-being.