

# Pupil Premium expenditure and impact 2017/18

Total allocation £27,400

Strategy	Cost	Actions	Expected Outcome/Success Criteria	Evaluation April 2018
<p>Reducing gaps and accelerating progress for disadvantaged pupils across the school including Early Years</p>	<p>£10,480</p>	<p>Delivery of intervention programmes for targeted groups of pupils across school (Small group/ 1 : 1 interventions)</p> <p>Staff monitor and track impact of intervention on progress in maths/reading/writing/phonics. Progress and attainment of pupils closely monitored by teachers.</p>	<p>Attainment gap is closing and/or is similar to non-Pupil Premium children.</p>	<p>Intervention has been provided for individual reading, phonics, handwriting and maths. In EYFS interventions were run to improve vocabulary and phonics.</p> <p>By the end of Yr 4 all PP pupils were working at the expected level in maths, reading and writing. By the end of Yr 2 66% of pupils with PP were working at expected in reading. In maths 33% of pupils with PP were working at the expected level. In writing 100% of pupils with PP were working towards the expected level. By the end of the EYFS 50% (1</p>

				<p>pupil) with PP attained a GLD while 50% (1 pupil) with PP did not.</p> <p>A nurture group has also been set up to provide support for with dealing with emotions and social skills. This group has been set up for boys.</p>
Class support for development of basic skills	£11,370	Teaching assistants provide small group class support for identified pupils during English and Maths lessons each week	Attainment gap is closing and/or is similar to non-Pupil Premium children for English and Maths.	<p>By the end of Yr 4 all PP pupils were working at the expected level in maths, reading and writing.</p> <p>By the end of Yr 2 66% of pupils with PP were working at expected in reading. In maths 33% of pupils with PP were working at the expected level. In writing 100% of pupils with PP were working towards the expected level.</p> <p>By the end of the EYFS 50% (1 pupil) with PP attained a GLD while 50% (1 pupil) with PP did not.</p>
Provide support at lunch time	£2000	To develop social skills and facilitate appropriate social interaction during lunch time.	Improve social skills and increase self-esteem through play	Support has been provided for one pupil to enable them to have an enjoyable and

			at lunch time.	productive lunchtime. This has also allowed this pupil to engage in learning immediately after lunch without time spent sorting out issues that have arisen from
Increase learning resources	£2,400	<p>Introduce education based learning platforms to allow learning to take place at home and be supported by parents.</p> <p>Increase the amount of practical maths equipment available supporting the progress from concrete to mastery.</p> <p>Purchase an intervention package for maths based on numicon</p>	<p>Increase the opportunities for learning at home.</p> <p>Increase the opportunity to learn at home in partnership with parents and siblings.</p>	<p>Education City introduced to support learning at home.</p> <p>Concrete maths equipment provided for all classes to support the teaching of maths using the concrete, pictorial and abstract method.</p> <p>Introduce the use of numicon as a stand-alone intervention for maths</p>
Extending opportunities	£1,150	<p>Development of skills and personal qualities through the provision of funded trips and outdoor education and after school clubs.</p>	<p>Pupils are happy and participate fully in school life with high self-esteem.</p>	<p>Pupils took part in sporting activities and drama clubs at school. School visits were funded for all PP pupils. For pupils in Yr4 a 3 day outdoor residential visit was fully funded.</p>
<b>TOTAL SPEND</b>	<b>£27,400</b>			