



Pupil Premium Grant Expenditure ~ Report to Parents
2018 - 2019

| Number of pupils and pupil premium grant (PPG) received | |
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| Total number of pupils on roll | 254 |
| Total number of pupils eligible for PPG | 50 |
| Amount of PPG received per pupil | £1,320 (Primary pupils recorded as 'ever 6 free school meals (FSM)') £2,300 (Looked after children / Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order) |
| Total amount of PPG received | £92,660.00 |

| The main barriers to educational achievement for eligible pupils. | How the grant will be spent to address these barriers. | The reasons for this approach. | How impact will be measured. |
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| Low 'Communication and Language', Literacy' and 'Maths' baseline assessments for some pupils eligible for PP. | 'Bug Club' online reading resources / 'Rapid Maths' maths resources. | Phonics / Reading comprehension strategies – moderate impact for very low cost, based on extensive evidence (EEF, Teaching and Learning Toolkit, 2017). | Half-termly teacher assessment (progress and attainment) in Reading, Writing and Maths. |
| | 'Accelerated Reader' reading resources. | | |
| | 'Tracks Literacy' resources. | | |
| | Spelling / handwriting resources. | Oral language interventions – moderate impact for very low cost, based on extensive evidence (EEF, Teaching and Learning Toolkit, 2017). | |
| | 'Lift-Off to Language' speech and language resources. | | |
| | 'Wellcomm' speech and language toolkit / resources for screening and intervention in Early Years. | Small group tuition – moderate impact for moderate cost, based on limited evidence (EEF, Teaching and Learning Toolkit, 2017). | |
| Employment of Speech and Language specialist teaching assistant. | | | |

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| Poor attendance and punctuality for some pupils eligible for PP. | Breakfast Club subsidies and/or provision of free places. | To support pupils who struggle to start the day positively / get to school on time. | Monthly attendance and punctuality monitoring. |
| | Employment of Pastoral and Family Support staff members. | To support families / pupils with improving attendance and punctuality (including setting up of attendance action plans). | |

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| Lack of self-esteem / self-confidence and anxiety for some pupils eligible for PP. Poor behaviour and/or interaction with peers for some pupils eligible for PP. | 'CHUMS' mental health resources, training and support programmes. | Behaviour interventions / Social and emotional learning - moderate impact for moderate cost, based on extensive evidence (EEF, Teaching and Learning Toolkit, 2017). | Half-termly teacher assessment (progress and attainment) in Reading, Writing and Maths. |
| | Lego Therapy resources and training - to develop and reinforce play / social skills. | | |
| | Employment of Pastoral Support staff member (to support children and run Dinosaur School / Nurture groups for example). | | |
| | Involvement in School Council. | | |

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| Family financial difficulties resulting in an inability to afford school visits, uniform and books etc. for some pupils eligible for PP. | Letterbox Club parcels - each child receives their own colourful parcel of books, maths games, stationery and other high quality materials once every month for six months, from May to October. | To support pupils (and their families) ensuring that they can access their full curriculum entitlement (and extra-curricular activities / homework). | Half-termly teacher assessment (progress and attainment) in Reading, Writing and Maths. |
| | School visit subsidies (including swimming, PGL). | | |
| | Music tuition subsidies. | | |
| | Provision of milk and fruit. | | |
| | Employment of Pastoral and Family Support staff members. | | |
| Lack of parental engagement / involvement for some pupils eligible for PP. | Specific invites for parents of PP children to curriculum events and/or workshops (i.e. phonics, maths). | Parental involvement – moderate impact for moderate cost, based on moderate evidence (EEF, Teaching and Learning Toolkit, 2017). | Half-termly teacher assessment (progress and attainment) in Reading, Writing and Maths. |
| | Employment of Pastoral and Family Support staff members. | | |

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| SEND issues for some pupils eligible for PP. | Occupational Therapist referral / resources. | To support pupils with SEND issues in order for them to overcome their barriers to learning. | Half-termly teacher assessment (progress and attainment) in Reading, Writing and Maths. |
| | Educational Psychologist referral. | | |
| | Employment of Speech and Language specialist teaching assistant. | | |
| | Independent Speech and Language Therapist for individual assessments and target setting. | | |
| | Sensory Circuits resources / equipment. | | |
| | Fine-motor skills resources - i.e. Theraputty. | | |

The date of the school's next review of its pupil premium strategy - July 2019