



### **Pupil Premium End of Year Spending Review** **2017-18**

**Funding information:** £7,920 (6x £1,320) Ever 6 FSM  
£3,800 (2 X £1,900) PLAC

**£11,720** (total)

**Pupil information:**

Qualifying pupils for pupil premium	Free school meals	Ever 6	Previously Looked After in Care (PLAC)
Numbers and % involved	4 children 3.9%	2 children 2%	2 children 2%

% and number of pupils eligible for a Free School Meal (FSM) as of September 2017						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 child	1 children	1 child			1 child	
5.5%	7.7%	6.25%			5.9%	
% and number of pupils eligible for the Pupil Premium as of September 2017 (FSM in last 6 Years, Service children, LAC)						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 child	4 children	2 children		1 child	3 children	1 child
5.5%	30.8%	12.5%		7.1%	17.6%	12.5%



# **Action plan:**

# **RAG rated**

Approach/resource	Cost	Objectives/Desired outcome	Actions
Fine motor groups to run each week using 'Write from the Start' to support children who find the physical process of writing difficult. Intervention group to run 3 times a week for 30 minutes.	<b>£1000</b> (TA time) <b>£150</b> (resources)	- Children develop the fine motor control and strength to produce legible letters. - Spatial organisation is improved and therefore legibility is improved.	- Teachers identify children who would benefit from writing intervention - Pre and post handwriting samples taken to measure progress in legibility and speed - Groups set up and timetabled.
<b>Impact:</b> "Write From The Start" is not the most appropriate intervention for our current focus children and therefore the budget initially planned for this intervention have been reallocated to "Speed Up" (below) which is more relevant to their current needs.			
Speed Up Handwriting intervention group in KS2 to support children whose writing lacks fluency or who find it difficult to write at speed. Intervention group to run once a week for an hour.	<b>£1000</b> (TA time) <b>£150</b> (resources)	- Children develop a greater fluency with their writing. - Writing is legible. - Children are able to write at length due to increased speed.	- Purchase resources - Teachers identify children who would benefit from writing intervention - Pre and post handwriting samples taken to measure progress in legibility and speed - Groups set up and timetabled.
<b>Impact:</b> There has been a significant improvement in the handwriting of the focus children. The intervention now runs all morning on Thursdays rather than the hour which was originally planned for. Presentation in books has improved and some chn are more confident as they are better able to read their own writing back.			
Small group phonics for Year 1 children at risk of not passing the phonic check.	<b>£800</b> (TA time) <b>£200</b> (resources)	- Children make at least expected progress in phonics. - The acquisition of phonics is on a par with non-PP children.	- Timetable set up to allow for a daily group session to support pre-teaching of phonemes or consolidation of phonemes already taught.



			- Planned by the class teacher for a TA to deliver.
<b>Impact:</b> Children in receipt of PP funding passed the Phonics Check.			
Daily 1:1 phonic booster for Reception/Year 1 children in Spring/Summer	£1000 (TA time)	- Children make at least expected progress in phonics. - The acquisition of phonics is on a par with non-PP children.	- Timetable set up to allow for a daily 1:1 session to support pre-teaching of phonemes or consolidation of phonemes already taught.
<b>Impact:</b> Children in receipt of PP funding passed the Phonics Check.			
Daily fine motor group for Reception/Year 1 children.	£1000 (TA time) £100 (resources)	- Children are able to move successfully from mark marking to letter formation. - Children achieve the ELG for Moving and Handling and this has a positive impact on their ELG for Writing.	- Timetable set up to allow for a daily fine motor group in addition to normal classroom practise. - Class teacher to purchase resources to support fine motor development.
<b>Impact:</b> Fine Motor station established in Reception class, teacher reports an improvement in fine motor control as a result. ELG for Moving and handling met.			
Additional TA for 8 hours a week in Key Stage 1.	£3362	- To support in-class learning for 4 afternoons a week in order that the class teacher can effectively differentiate the foundation subjects taught in the afternoons.	- Timetable to be set up.
<b>Impact:</b> Children in receipt of PP funding met their end of year targets in Monet class and met an expected level in all areas except writing.			
Additional TA for 4 hours a week in Key Stage 2 – pre-teaching of skills	£1681	- Small group sessions 4 mornings a week to support pre-teaching and consolidation of maths skills. - Time to “ Look Back and	- Class teacher to identify what the needs of the chn are dependant on what the maths learning us taking place. - Gaps in maths identified and shared



		Learn” with an adult 1:1 to support editing and moving learning on in response to marking and feedback.	with TA. - Regular feedback between CT and TA about progress. - Timetable set up.
<b>Impact:</b> All PP children made expected or better progress in reading and writing (with 2 children reaching Greater Depth) and 3 out of 4 children made expected progress in Maths.			
Daily 1:1 reading	£1000 (TA time)	- Children make at least expected progress in reading. - Children enjoy reading and can talk about a range of texts.	- Identify any PP children who are not supported to read every day at home. - Timetable set up to allow for daily 1:1 reading.
<b>Impact:</b> All pupils eligible for PP funding achieved their end of year target in reading.			
Support with payments for visits out of school, residential and extra curricular opportunities.	£500 (estimated)	- To give children opportunities to engage in learning outside the classroom. - To give children the opportunity to engage in experiences that might not be available to them without support. - To support parents with costs so that their children have equal opportunities to take part.	- All letters to parents about school visit include a reminder for parents of PP children that financial support is available to them.
<b>Impact:</b> The school shared the cost of one child’s residential trip and the whole school trip with the guardian and without this financial support this child would not have attended.			
Provision of school uniform and PE kit.	£80(estimated)	- To ensure that our PP children are fully inclusive in our school and have the uniform and kit that they need to take part.	- All letters to parents about school visit include a reminder for parents of PP children that financial support is available to them.
<b>Impact:</b> At present there have been no requests however should we receive a request we will be able to support the family in providing a school uniform to ensure the child feels a part of the school community.			



<p>School office to monitor attendance every week and identifying children who are a concern over 6 weekly blocks so that we can follow up in line with EWO recommendations.</p>	<p><b>£500</b> (Secretary time)</p>	<ul style="list-style-type: none"> <li>- The HT has up to date and accurate information about group attendance so that we can intervene quickly to ensure that pupils with the highest need are attending school in order to access high quality teaching and make accelerated progress.</li> <li>- The attendance of our PP children is monitored and any concerns followed up promptly.</li> <li>- Attendance rates of our PP children improve and is at least in-line with national.</li> <li>- Persistent absence rates for our PP children improve.</li> </ul>	<ul style="list-style-type: none"> <li>- Share the County attendance 3 letter system with the office.</li> <li>- Office to create a spreadsheet and/or report within SIMs that will populate attendance data so we can track groups and individuals.</li> <li>- Regular meeting time between HT &amp; school secretary to review weekly attendance data.</li> <li>- Letters written to parents when attendance is causing a concern – following the 3 letter system.</li> <li>- HT and school secretary to meet with the EWO.</li> </ul>
<p><b>Impact:</b> All children in receipt of Pupil Premium funding have attendance figures above 96%. For the whole academic year, our PP children's attendance was 97.9% which was slightly above non-PP children which was at 97.7%</p>			
<p><b>Total £12, 523</b></p>			