



PUPIL PREMIUM GRANT

2018 -19

Pupil Premium Grant

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Income

The amount per child: £130
Nursery: £300

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Area of intervention	Cost	Objectives	Expected outcomes	Monitoring	Evaluation
Nursery	£20,290	<p>To support pupils from low starting points to make accelerated progress in prime areas</p> <p>To support pupils to meet speech and language targets</p> <p>To increase the % of pupils gaining a GLD by the end of reception</p>	<p>Pupils will have made progress through the milestones in prime areas from their starting points</p> <p>Children are achieving a GLD by the end of the reception year – in line or above with LA and Nat data</p> <p>The gap is narrowed between below and expected</p> <p>There is no difference between pp and non ppm (unless other needs identified)</p>	<p>Pupil progress meetings</p> <p>Speech and language reviews</p> <p>Observations of pupils</p> <p>Moderation of evidence</p> <p>Reporting to governors</p>	<p>100% pupils (exc SEND) with pp who were below on entry in nursery achieved a GLD at the end of reception</p> <p>Children made accelerated progress from their low starting point</p> <p>Pupil progress meetings ensured that these pupils were a target and their progress was a key focus throughout the year</p> <p>The staff member delivered effective speech and language sessions because she had worked closely with the SALT the previous year</p> <p>GLD was 72% which was above local and national</p>
Phonics manager	£24000	Coordinate and monitor phonic interventions	<p>Pupils will pass the phonics screening</p> <p>There is no difference between pp and non ppm</p>	English lead monitoring teaching of phonics	100% of pupils passed the phonics screening which was above LA and Nat data

		<p>Coordinate and monitor the daily teaching of phonic groups</p> <p>Assess pupils so that target intervention groups can be arranged</p>	(unless other needs identified)	<p>Assessments discussed and actions agreed with inclusion lead</p> <p>Reporting to governors</p>	<p>Pupils have entered year one confident in applying phonic skills in reading and writing which puts them in good stead for KS2 SATS</p>
Numbers counts maths intervention	£24,708	<p>To target pupils who are working below age expectation in Maths</p> <p>To secure basic skills in maths at age expectation so that learning can be applied to independent tasks</p> <p>To identify gaps in learning and fill these gaps</p>	<p>Targeted pupils will make significant months of progress during their intervention.</p> <p>Learning will be sustained and pupils will use and apply independently</p> <p>Pupils will move from below age expectation to at age expectation</p>	<p>Maths lead monitoring and feedback</p> <p>Inclusion lead monitoring and feedback</p> <p>Review and moderation of assessments with inclusion lead and reported to SLT</p> <p>Reporting to governors</p>	<p>Over an 18 weeks programme, the average months gain for pp pupils was 19.5 months</p>
KS2 intervention teacher	£67,273	<p>To work alongside the year 5 and 6 teacher and support targeted groups of pupils (SEND, Gp4, GD)</p>	<p>There will be accelerated progress for pupils who are at risk of not being at ARE</p> <p>There will be an increase in the % of pupils working at GD</p>	<p>Pupils progress meetings</p> <p>Subject leads monitoring and feedback</p> <p>Assessment and tests analysis</p>	<p>Reading – 77% of pupils (7/9) who are pp and non SEND achieved ARE. The whole cohort combined was 70% at ARE.</p> <p>Writing – 100% pupils who are pp and non SEND were at ARE</p>

		To increase the % of pupils who are working at ARE or above ARE	Combined scores will be consistent across reading There is no difference between pp and non ppm (unless other needs identified)	Observations of pupils Data ladders demonstrating progress Book looks	or above in writing. The whole cohort was at 85% for ARE Maths – 100% of pupils who are pp and non SEND were at ARE or above in Maths. The whole cohort was 75%
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Key:

- ARE = Age related expectation
- PP = Pupils premium
- SEND – special educational needs and disability
- GD = Greater depth
- SLT = Senior leadership team
- SENCO = special needs coordinator