

Pupil Premium report for Governors. 2017-18

2017-18 = 41 pupils = 13.3 %

2018-19 = 32 pupils = this is a drop due to less ever 6 pupils.

Attainment July 2018

	Maths	Reading	Writing
Year 1	0%	25% (1/4)	0%
Year 2	71% (5/7)	57% (4/7)	57% (4/7)
Year 3	50 % (3/6)	50% (3/6)	33% (2/3)
Year 4	43 % (3/7)	86% (6/7)	57% (4/7)
Year 5	71% (5/7)	86% (6/7)	57% (4/7)
Year 6	29% (2/7)	29% (2/7)	57% (4/7)

2017/18 – Impact of strategies

Desired outcome	Strategies	Cost	Impact
Improved reading outcomes	Introduction of new reading scheme Consistent approach in guided reading throughout school	Cost of books £9000 Cost of staff meeting - £75 Cost of SLT - £100- MM = 11 pupils x30 mins a week £21,450	Lexile scores show that progress is being made, but still needs embedding in all classes Children are taking reading books home
Improved outcomes in writing	Introduction of new writing process through school	Cost of staff meeting £ 75 x4 SLT – monitoring x 3 = £100	Writing increased ARE+ at Y6
Improved outcomes in phonics screening	More careful monitoring – regular screening Intervention for those who are not on track	2 hours week – £3,900	Phonics screening Outcome increased %
Raising aspirations	Ensuring PP are able to access trips and clubs in school to provide enrichment	Half termly X6 = 100 = £600	PP children attended after school clubs – particularly gardening They participated in school sports teams
Raising Attainment	Growth Mindset Approach to be used by all teachers Feedback policy to support this Prince William Award to develop resilience and approaches to problem solving	Half termly + as and when required. £8 a pupil x 46 2 at 81% 9 below 90% 8 x 46 = £368	Still needs embedding

Planned strategies for 2018/19

Desired outcome	Strategy	Rationale	Cost
Attainment to be in line with peers Progress to be in line with peers By removing barriers to learning and improving emotional well being	<ul style="list-style-type: none"> • Nurture provision through school • SEMH worker to support in class and provide intervention in the afternoon • Development of a nurture room • Use of emotional literacy (ELSA) • MIND to work with identified pupils • Use of SEMH service • Use of COJO strategies and activities in PSHE • Continued use of emotion coaching by all staff • Continue with Kitchen Garden 	<p>Research shows that children can only learn when they are ready.</p> <p>Maslow's hierarchy of need illustrates that if a child's basic needs are not met they will not be able to learn. This applies to emotional well being as this needs to be stable in order for a child to be ready to learn.</p> <p>Use of the nurturing programme will ensure consistency across school and will ensure that all staff are working together.</p>	<p>SEMH worker £25, 000</p> <p>Adaptation of room for nurture provision (The Den) And resources £10 000</p> <p>Kitchen garden --</p> <p>Nurturing schools programme - £995</p> <p>MIND £495</p>
Improved attendance	Continued use of existing policies Introduce parent support meetings	Support to parents through early help and from school to address underlying issues and needs	£8 per pupil
Raise aspirations	Careers day – representatives from different areas to come in and present Assemblies Literacy – book week	Research shows that children from low socio-economic backgrounds need support in order to be able to visualise possibilities beyond school	