

St Peter's Church of England (Aided) Primary

Review of Pupil Premium Grant Expenditure 2017/18

Autumn 2018

Amount of Pupil Premium Grant received: £57,760

Number of pupils entitled for Pupil Premium Grant: 42 (19% of 220 pupils)

The impact of spending was:

1. to provide additional LSA support in the classroom
 - ✓ Four additional members of support staff were employed during the academic year. They were successfully deployed in classes to support identified individual, group and class pupil needs.

1. to provide short term intervention programmes for underachieving pupils
 - ✓ Year group intervention plans demonstrate that some pupils made accelerated progress and the gap between them and all was diminishing.
 - ✓ A 20 day challenge for PP pupils in every class was trialled in May 2018. This had a positive impact with over 50% of pupils involved achieving their small step target.

1. to provide additional PSHE resources
 - ✓ Resources purchased to support 1 child requiring a bespoke curriculum and equipment for a nurture cooking group
 - ✓ Emotional coaching from virtual schools

1. to support the cost of extra-curricular activities and school trips
 - ✓ 27 children were supported to attend day trips
 - ✓ 3 children accessed the PGL residential

1. to purchase additional curriculum resources
 - ✓ Class sets of Reading texts were purchased for KS2 to support the development of a Novel Study approach to literacy teaching and learning.
 - ✓ Cornerstones curriculum was purchased and all staff received training in June. This will support the development of writing across the school and increase opportunities for cross curricular writing.

1. to subsidise the cost of school uniform
 - ✓ Seven families were supported with the cost of full uniforms.

1. to support children with attendance issues

- ✓ School actions have successfully “ improved the attendance of disadvantaged pupils and persistent absence is reducing” (PP review 11/10/18)
- ✓ Pupil Premium attendance has improved from 92.2 % to 95% and is closing the gap between them and all.

1. introduce and implement the Read Write Inc. scheme

- ✓ All staff received training in Read, write Inc and the scheme was successfully implemented across EYFS and KS1.
- ✓ There was a significant impact with year 1 phonics screening check results improving by approx 6% from 2017 when 74% of pupils in year met the threshold to 2018 when almost 80% met the threshold.

1. provision of two ELSA staff, including training

- ✓ This year 24 children were referred by the teachers, 20 have had some intervention because of availability of time. Some children were seen in small groups but quite a few were seen individually because of their needs. Areas covered were; self-esteem, friendship and social skills, anger management, self-awareness, anxiety, bereavement and separation and divorce intervention.
- ✓ Intervention was delivered over a period of approximately 6 -12 weeks. Some sessions were extended for children whom we thought needed more time to develop their skills.
- ✓ The children enjoy coming out for the sessions and actively engage in the activities. The children have the opportunity to feedback on what they have learnt. We have had positive feedback from the teachers and the children. Most parents give informal verbal feedback to the class teacher. The post intervention assessments show that 9 out of the 20 children have made significant progress, all made progress. Five of the children continuing with their intervention.
- ✓ This year staff have delivered 2 lunchtime clubs a week focussing on friendship skills.