**Pupil Premium Summary**  **School year:** 2018/2019

**Objective**: To narrow the achievement gap in English and maths by accelerating rates of progress for pupils in the target cohorts by targeting speaking and listening and a widening vocabulary.

**School**: Spaxton CE VC Primary School **School Lead**: Mr L.Kelly **Funding**: £14,520

**Pupil information:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualifying pupils for pupil premium** | **Free school meals**  **(Ever6)** | **Children in care** | **Service families** |
| Numbers involved | 10 (5 of which are for Summer Term 2017 only) | 0 | 0 |

**Action plan:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Approach/resource** | **Number of pupils involved** | **Boys** | **Girls** | **Cost** | **Description of support** | **Impact** |
| Reading books tailored to each child’s reading ability | All PP | 3 PP | 2 PP | £3000 | The children and a parent will be involved in a visit to a book shop to choose a small library of books to take home. The children should choose a range of books which they can read themselves and other stories they would like to share with their parents. As the children’s reading ability improves these books will be returned to school and a new set of books will be purchased. | The amount of our PP pupils increased after census to 9. 6 out of 9- 66% of PP children reached ARE or above narrowing the gap between their non PP peers from -22% to -18% |
| Assertive Mentoring – ST | High tariff children, inc PP children, will have 1:1 time with mentor to have social stories and holistic intervention | 2 PP | 2 PP | £290 | On a Friday afternoon, a high quality appointment has been made to become a play leader and assertive mentor. Targeted children, with priority for children who are PP or who are safeguarded, will spend time receiving holistic support based upon assertive mentoring principles | Pupils demonstrate a higher level of resilience through answers to questionnaires and reflect a more positive attitude towards their own abilities. |
| Wrap-around-care budget | 10 PP in Summer Term 2017 and 5 PP for Autumn 2017 and Spring 2018 | 3 PP  2 PP | 7 PP  3 PP | £450 | Targeted money budgeted for school to offer wrap-around-care for PP children when the need arises. This is often used to help with homework or any crises at home. | Pupils have access to support with completing homework tasks and pressure are has been taken off families so they can attend work. |
| Swimming | 10 PP | 3 PP | 7 PP | £250 | Targeted money budgeted to help PP children access their curriculum entitlement of swimming lessons | All pupils participated and all made progress within the swimming lessons |
| 1-1 tutoring | 1 PP | 1 PP | - | £1560 | 39 weeks of tutoring for each PP pupil to target specific gaps within their knowledge. Initially with a focus on maths | Support with reading improved results but the support with writing did not provided enough progress. More input will be provided around oracy to help close this gap. |
| UKS2 HLTA support in order to support the class teacher facilitate accelerated pupil progress | 6 PP children in Summer 2017 and 2 PP children in Autumn 2017 and Spring 2018 | 1 PP  1 PP | 5 PP  1 PP | £4338 | Provision includes:   * Wave 2 and 3 intervention * Targeted in-class support * Class cover so that class teacher can follow up on pastoral issues | This support increased the time for teachers to work with PP pupils and create a greater understanding of their individual needs. |
| LKS2 HLTA support in order to support the class teacher facilitate accelerated pupil progress | 1 PP in Summer 2017 and 3 PP children in Autumn 2017 and Spring 2018 | 1 PP  3 PP | -  - | £3479 | Provision includes:   * Class cover for pre and post teaching intervention to occur with class teacher * Wave 2 and 3 intervention * Opportunity for in-class targeted support to take place | This support increased the time for teachers to work with PP pupils and create a greater understanding of their individual needs. |
| KS1 HLTA support in order to support the class teacher facilitate accelerated pupil progress | 3 PP in Summer 2017 and 1 PP in Autumn 2017 and Spring 2018 | 2 PP  - | 1 PP  1 PP | £3153 | Provision includes:   * phonics intervention * Targeted in-class support * Class cover so that class teacher can undertake 1:1 work | This support increased the time for teachers to work with PP pupils and create a greater understanding of their individual needs. |
| **TOTAL** |  | | | **£14,520** |  |  |

**Impact on progress:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| % of PP children meeting ARE (compared to non-PP peers) | | | | | Soft measures (confidence, participation etc.) |
| No of PP children | Reading | Writing | Maths |  | Pupils confidence and understanding of their own abilities have increased, as demonstrated through pupil interviews and questionnaires. The use of additional staff has enabled more individual and group support to take place increasing the pupils participation with lessons, clubs and social interactions. |
| (5 originally)  9 for summer term assessment | 66% (84%) | 45% (80%) | 45% (80%) |