



Pupil Premium Report 2017 - 2018

1. Summary information					
School	Shottermill Junior School				
Academic Year	2017/18	Total PP budget for financial year 2017 - 2018	£53,540	Date of most recent PP Review	01.09.18
Total number of pupils	278	Number of pupils eligible for PP	45	Date for next internal review of this strategy	February 2019

2. Current attainment Year 6 SATS (Ever 6)	Expected Standard		Higher Standard	
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average for 2017)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average for 2017)</i>
% achieving in reading, writing and maths	44%	67%	25%	11%
% achieving in reading	63%	77%	6%	29%
% achieving in writing	75%	81%	13%	21%
% achieving in maths	44%	80%	0%	27%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Social and emotional wellbeing of pupils is a barrier to learning.
B.	Low levels of Literacy, poor vocabulary and difficulties with Writing.
C.	Basic skills in Maths require development, including arithmetic, mental strategies, calculations and developing reasoning skills.
External barriers	
D.	Attendance rates for pupils eligible for PP were 93.66% (below the average for all children of 96.5%). This causes them to miss out on teaching and extra provision / support offered.
E.	Supporting parents and encouraging engagement with the school.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are adequately supported in terms of their social and emotional wellbeing and are ready for learning every day.	Children are coming to school regularly and are happy and ready to learn.
B.	Standards in Writing are improved because children use adventurous vocabulary and can write in a variety of styles. Spelling, punctuation, handwriting and grammar will be improved.	Children make accelerated progress and a greater number are securely working within age related expectations for Writing.
C.	Standards in Maths are improved because children are more fluent in mental strategies, can use written calculations and a wider mathematical vocabulary. They are able to apply their knowledge to a range of mathematical problems.	Children make accelerated progress and a greater number are securely working within age related expectations for Maths.
D.	Increased attendance rates for pupils eligible for PP.	The attendance of children eligible for the Pupil Premium Grant is improved so that it is above 95%.
E.	The school has achieved effective relationships with parents that help support the needs of children. Parents are provided with practical ideas to support their children at home.	Attendance at key meetings, such as WAVE reviews or parents consultations are good and barriers are removed leading to effective engagement of parents.

Planned expenditure = £70,643

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all (other children not entitled to the Pupil Premium will be included in the actions below)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Improve outcomes in Maths of identified Year 6 pupils.	<p>Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Children will benefit from being in a small group and their needs can be immediately met. The pace of learning can be slower to accommodate addressing misconceptions. Children are not missed because of being in a larger class.</p> <p>Children working at a higher level will have better access to their Class Teacher as the child:adult ratio is improved in class.</p>	<p>Monitoring of lessons will be undertaken by Maths Leader and SLT.</p> <p>Assessment systems will track progress of learners. Pupil Premium Leader will track progress on the Yr 6 monitoring grid.</p>	LK JD KB JZ JH	This will be reviewed through half-termly pupil progress meetings.	<p>Based on JZ 2 hours/4 days per week, Sept 2018 to July 2019:</p> <p>£10,882</p>
Improve outcomes for Year 6 pupils in Writing.	<p>Small group intervention teaching delivered twice a week, in addition to usual English lesson, by a specialist teacher.</p>	<p>Children will benefit from focussed teaching to improve the content and writing for different purposes as well as a focus on:</p> <ul style="list-style-type: none"> -Spelling -Handwriting -Punctuation -Grammar 	<p>Monitoring will be undertaken by SLT / English Leader.</p> <p>Assessment systems will track progress of learners. Pupil Premium Leader will track progress on the Yr 6 monitoring grid.</p>	LK JD KB JZ AT	This will be reviewed through half-termly pupil progress meetings	<p>Based on JZ 1 hours/4 days per week, Sept 2018 to July 2019:</p> <p>£5,255</p>
Improve outcomes for Year 3 pupils in Writing.	<p>Small group intervention teaching delivered 4 times a week in Writing lessons by a specialist teacher.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Children will benefit from being in a small group and their needs can be immediately met. The pace will be slower to break down tasks into simple achievable steps with a high degree of modelling and support.</p> <p>The lesson will be differentiated to accommodate greater visual and practical approaches that build language and vocabulary skills.</p> <p>Children working at a higher level will have better access to their Class Teacher as the child:adult</p>	<p>Monitoring of lessons will be undertaken by English Leader and SLT.</p> <p>Assessment systems will track progress of learners. Pupil Premium Leader will track progress on the whole school monitoring tool.</p>	LM AT LK JD KB	This will be reviewed through half-termly pupil progress meetings.	<p>Based on LM 1 hour/4 days per week, Sept 2018 to July 2019:</p> <p>£7,108</p>

		ratio is improved in class.				
Improve outcomes for Year 3 pupils in Maths.	<p>Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Children will benefit from being in a small group and their needs can be immediately met. The pace will be slower to break down tasks into simple achievable steps with a high degree of modelling and support.</p> <p>The lesson will be differentiated to accommodate greater visual and practical approaches and developing secure understanding of number and counting / times tables.</p> <p>Children working at a higher level will have better access to their Class Teacher as the child:adult ratio is improved in class.</p>	<p>Monitoring of lessons will be undertaken by Maths Leader and SLT.</p> <p>Assessment systems will track progress of learners. Pupil Premium Leader will track progress on the whole school monitoring tool.</p>	LM AT LK JD JH KB	This will be reviewed through half-termly pupil progress meetings.	<p>Based on LM 1 hour/4 days per week, Sept 2018 to July 2019:</p> <p>£7,108</p>
Improve outcomes for Year 4 pupils in Maths.	<p>Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.</p> <p>Groups selected will run for approximately 1 term and be fluid to accommodate needs of children who have made limited progress from KS1.</p>	<p>Children will benefit from being in a small group and their needs can be immediately met. Some children will be continuing this intervention from Year 3.</p> <p>These sessions are focussed on building pupils' confidence.</p> <p>Children working at a higher level will have better access to their Class Teacher as the child:adult ratio is improved in class.</p>	<p>Monitoring of lessons will be undertaken by Maths Leader and SLT.</p> <p>Assessment systems will track progress of learners. Pupil Premium Leader will track progress on the whole school monitoring tool.</p>	LM AT LK JD JH KB	This will be reviewed through half-termly pupil progress meetings.	<p>Based on LM 1 hour/4 days per week, Sept 2018 to July 2019:</p> <p>£7,108</p>
Children receive high quality teaching and learning experiences and their needs are prioritised.	PP and ILSM will undertake joint observations and monitoring of PP children's work across the school.	Close monitoring of how well this group are performing will help ensure that these children are making as good progress as their peers.	½ day monitoring will be undertaken every half term.	JD LK	Feedback to be provided to SLT and to whole staff.	<p>3 day's supply cover</p> <p>£525</p>
					Total budgeted cost:	£37,986
i. Targeted support (other children not entitled to the Pupil Premium will be included in the actions below)						ii.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Improve understanding of number and arithmetic skills for identified pupils in order to close the attainment gap.	Provision of LSAs to deliver the Number Sense Maths Intervention success@arithmetic to identified pupils, some of whom will be eligible for the PP.	Children who have specific gaps in understanding of number, calculation and arithmetic will receive dedicated small group intervention to address specific learning needs.	Monitoring by the Maths Leader and Inclusion Leader to ensure that this intervention is being delivered according to the training provided.	JH LK JD KB	Monitoring report to be shared with SLT on a termly basis.	Based on LSA cost per hour S3 Max: £14.50 per hr/ 3 times a wk/ 38wks a year for 8 children £12,808
Improve outcomes in Maths of identified more able Year 6 pupils. Improve outcomes in Maths of identified more able Year 5 pupils.	Small group Booster Class focussing on more able pupils.	Children eligible for PP will be prioritised for the Booster group after school and will benefit from specialist teaching to extend and challenge the group. The focus will be on Year 6 for two terms. More able Year 5 pupils will be prioritised as a group in the summer term.	Attendance will need to be closely monitored of this group so that the pupils attend regularly.	NC JD LK JH KB	Progress will be reviewed through teacher assessment feedback and outcomes in formal assessments.	Based on NC one hour booster class every week for the academic year. £1,860
Improve spelling strategies by encouraging the effective use of phonics with Year 3 pupils.	Small group, multi-sensory phonics intervention delivered by ILSM x twice a week for small groups of children. (Approximately 25 pupils will be targeted to begin with)	Children arrive at the school not yet secure with phases 3,4 & 5 of phonics, which holds them back in their writing and spelling.	Monitoring against baseline and evidence in writing to see if improvement is seen.	JD LK	Termly.	ILSM x 2 hours a week for one term. £1,304 LSA x 2 hours a week for two terms. £644
					Total budgeted cost:	£16,616
iii. Other approaches						iv.
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Costs

<p>Improve attendance of pupils in this group</p>	<p>Use of HSLW to support families who are requiring additional support.</p> <p>Monitor attendance of pupil premium children on a regular basis (at least termly).</p> <p>Invitation only Breakfast Club will be offered to pupils who struggle coming into school in the morning.</p>	<p>Children who attend school regularly will not have gaps in their learning. They will also be able to attend other interventions and support groups put in place to help them catch up.</p>	<p>Attendance of this group will be recorded in HT monitoring reports as well as through the pupil premium provision management tool.</p>	<p>KB VG VN</p>	<p>Attendance will be reviewed at least termly if not sooner</p>	<p>Based on HSLW for Sept 2018 – Jul 2019: £11,524</p> <p>Cost of Breakfast Club for Sept 2018 – Jul 2019 NaC: £1100 plus other expenses (food) £100</p>
<p>Support the social and emotional wellbeing of identified pupils so that they are able to access learning effectively.</p>	<p>Both ELSA trained LSAs will be placed in Year 5 to support the wide variety of needs.</p> <p>Targeted children (across the school also) will be provided with access to 1:1 ELSA sessions or 1:1 HSLW sessions to discuss their worries and help develop coping strategies to deal with anxiety.</p> <p>Invitation only Breakfast Club will be offered to pupils who need a settled start to the school day with a key adult to discuss concerns with.</p> <p>Lunchtime club will be offered to children who are finding difficulty in socialising at lunchtimes.</p>	<p>Children will work with key adults to help manage their feelings and develop emotional literacy to help express their worries.</p> <p>Children will build resilience to dealing with anxiety and will be better placed to learn in school as a result.</p> <p>Children will make improved friendships and not be isolated.</p>	<p>Attendance of this group will be recorded in HT monitoring reports as well as through the pupil premium provision management tool.</p> <p>Case studies will be written to report on how well strategies have worked with individuals.</p> <p>ELSA questionnaires to be completed.</p>	<p>VN NC JT</p>	<p>Through KIT meetings.</p>	<p>Based on 4 children x 1 hour of ELSA support delivered by JT / NC a week for the year.</p> <p>£2,560</p>
<p>Support the social and emotional wellbeing of identified pupils so that they are able to access learning</p>	<p>Disadvantaged pupils also identified as Young Carers will be offered support through JT our Young</p>	<p>Children who care for another person will have extra provision and assistance to deal with all aspects of school life.</p>	<p>Case studies will be written to report on how well strategies have worked with individuals.</p> <p>The HSLW will oversee with JT</p>	<p>VN JT</p>	<p>Termly</p>	<p>Based on 1 hour of JT x 6 half terms (£14.5/hr x 6)</p> <p>£87</p>

effectively. Support the additional needs and requirements that children may have as a result of being a Young Carer.	Carers Champion. At least once a half-term, they will meet together as a support group with JT overseeing this.	They will be offered additional assistance with homework, participating in extra-curricular events and will have a key adult to check in with when there are problems. Children will benefit emotionally from knowing that other children may be in similar situations to them.	the monitoring of this group. The Young Carers Policy will underpin the work that we do with individuals. Information will be shared with the Governors to explain how effectively we are supporting this group in school.			
Enable children to complete homework in a supportive environment and feel positive about completing this.	All children are offered the opportunity to attend homework club after school. Parents of pupils struggling with their homework will be encouraged to sign their children up for this club.	Many parents of PP children find homework a struggle and they feel unable to help. Some Young Carers will have limited time to complete tasks at home.	Monitoring of the number of PP children attending the club and through parental feedback from parents.	NC	Review at the end of the year.	1 hour of NCa after school. £370
Professional development of PP Leader.	To attend CPD activities where possible that focus on improving outcomes for PP children.	The PP Leader is new to the role.	CPD monitoring report.	LK JD	Review through performance management discussions.	CPD budget £300
					Total budgeted cost	£16,041

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve outcomes in Maths of identified Year 6 pupils.	Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.	<p>A higher % of pupils achieved the expected standard in KS2 SATs across Reading, Writing and Maths combined = 44%. This has increased from 36% last year and 11% in the previous year.</p> <p>In Maths, 44% of pupils eligible for the PP achieved the expected standard which is slightly below the previous year but an increased number of pupils achieved the higher standard – 13%.</p> <p>67% of PP pupils with Year 3 baseline data achieved good or better progress in Maths which was below the progress of non-disadvantaged pupils 75%.</p> <p>Of the 5 More Able pupils eligible for PP, 80% achieved the expected standard and 40% achieved the higher standard in Maths. (Average scaled score of 105.6)</p>	<p>17 pupils were identified out of the cohort for the Maths intervention and 100% of pupils made progress from starting points. (Note that not all of these pupils were eligible for PP and a large majority had SEND)</p> <p>11 / 17 of pupils made very good progress = 65% 13 / 17 of pupils made good or better progress = 76%</p> <p>It is felt that although the overall % of PP pupils achieving the expected standard in Maths needs to be higher progress can be seen from starting points for all pupils and without the intervention – it is felt that these pupils would have struggled within the whole class teaching.</p> <p>Class Teachers also reflected that as the intervention focussed on the lowest ability pupils they were released to support the disadvantaged pupils through focus groups - particularly those with middle and higher prior attainment. Of the 10 pupils eligible who remained in class, 70% achieved the expected standard.</p> <p>50% of pupils eligible for the PP achieved a scaled score of 99+ in Maths and although they fell short of the expected standard, it does show that they were comparatively close.</p> <p>Overall, it is felt that this intervention was value for money and continuation with the intervention is necessary for the next year – particularly as the current year 5 have large class sizes with complex needs.</p>	<p>Based on JZ 2 hours/4 days per week, Sept 2017 to April 2018:</p> <p>£8,613</p>

<p>Improve outcomes in Reading of identified Year 6 pupils.</p>	<p>Additional Guided Reading support in a small group led by an intervention teacher 4 times a week.</p> <p>This will be on top of the usual English lesson.</p>	<p>Children targetted developed their reading fluency and were able to use an increasingly varied range of vocabulary in their writing. Their comprehension skills were developed through opportunities to discuss and share texts in a small group setting.</p> <p>In Reading, 63% of pupils eligible for the PP achieved the expected standard which matched the % of the previous year but an increased number of pupils achieved the higher standard – 25% from 13% the last year and 6% in the previous year.</p> <p>53% of PP pupils with Year 3 baseline data achieved good or better progress in Reading which was below non-disadvantaged pupils 68%.</p> <p>Of the 5 More Able pupils eligible for PP, 100% achieved the expected standard and 20% achieved the higher standard in Reading. (Average scaled score of 107.8)</p>	<p>11 pupils were identified out of the cohort for the Reading intervention and 100% of pupils made progress from starting points. (Note that not all of these pupils were eligible for PP and a large majority had SEND. All had middle prior attainment from KS1)</p> <p>2 / 11 of pupils made very good progress = 18% 7 / 11 of pupils made good or better progress = 64%</p> <p>3 of the 11 pupils achieved a scaled score of 99+ although this was not unexpected as over half of the identified group were accessing lower than the Year 6 curriculum objectives for English.</p> <p>This intervention only ran for the autumn term and consisted of guided reading sessions. At the start of the spring term, it was felt that Writing were the greater need and therefore resources were then targeted to identified pupils by way of individual and small group writing catch up sessions.</p> <p>Overall, it is felt that there were some benefits to running the intervention but next year, continued focus will be given to Writing intervention 4 times a week as 100% of the pupils targeted in this group made good or better progress.</p>	<p>Based on JZ 1 hour/4 days per week, Sept 2017 to April 2018:</p> <p>£4,306</p>
<p>Improve outcomes for Year 3 pupils in Writing.</p>	<p>Small group intervention teaching delivered 4 times a week in Writing lessons by a specialist teacher.</p>	<p>11 pupils were targeted. 100% of the pupils were judged to have made very good progress throughout the year from their starting points. This represents accelerated progress for the targeted pupils – although only 2 were entitled to PP as there is a relatively low % of eligible pupils in this year group.</p>	<p>Children have greatly benefited from being in a small group for their English lessons, with slower pace and tailored teaching that is directed to their differing needs. Use of high quality visual and practical approaches has successfully developed their language and vocabulary skills. All children are now able to write independently.</p> <p>Overall it is felt that this is very good value for money and therefore we will continue with this strategy next year.</p>	<p>Based on LM 1 hour/4 days per week, Sept 2017 to July 2018:</p> <p>£6,897</p>
<p>Improve outcomes for Year 3 pupils in Maths.</p>	<p>Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.</p>	<p>13 pupils were targeted. All pupils progressed from their starting points but 77% of the pupils were judged to have made very good progress throughout the year.</p> <p>There was good evidence of accelerated progress for the targeted pupils – although only 1 was entitled to PP as there is a relatively low % of eligible pupils in this year group.</p>	<p>Children benefited from being in a small group where their needs could be effectively met. The pace was slower to break down tasks into simple achievable steps with a high degree of modelling and support.</p> <p>Tasks were personalised and greater visual and practical approaches were used to secure concepts. There was also a high emphasis placed on understanding of number, calculation and arithmetic / times tables.</p> <p>Overall it is felt that this is very good value for money and therefore we will continue with this strategy next year.</p>	<p>Based on LM 1 hour/4 days per week, Sept 2017 to July 2018:</p> <p>£6,897</p>

Improve outcomes for Year 4 pupils in Maths.	Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.	<p>Group 1: Of the 11 pupils targeted, 100% were deemed to have made very good progress from their starting points. (1 pupil targeted that was eligible for PP was able to catch up with her peers)</p> <p>Group 2: Of the 8 pupils targeted, 50% of pupils made very good progress and all pupils made good or better progress. (5 pupils eligible for PP were targeted in this group)</p>	<p>This group was flexible to accommodate the wider range of needs. The first group ran for the autumn term and the second group (many of whom had been previously targeted in Year 3, ran for the spring and summer terms)</p> <p>Children benefitted from time to revisit tricky concepts and consolidate learning. They were able to plug the gaps in their learning and develop their independence and confidence with Maths. There were a high number of girls targeted.</p> <p>Overall it is felt that this is very good value for money and therefore we will continue with this strategy next year. It may be better to target the majority of PP pupils in the autumn term next academic year.</p>	<p>Based on LM 1 hour/4 days per week, Sept 2017 to July 2018:</p> <p>£6,897</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve understanding of number and arithmetic skills for identified pupils in order to close the attainment gap.	Provision of LSAs to deliver the Number Sense Maths Intervention success@arithmetic to identified pupils.	<p>The following groups of pupils were targeted across the school:</p> <p>Year 3 = 8 pupils targeted, of which 75% made good or better progress and 40% made better than expected progress.</p> <p>Year 4 = 10 pupils targeted with 6 completing the programme. Of these 6 pupils, 83% made good or better progress and 50% made better than expected progress.</p> <p>Year 5 = 17 pupils targeted at differing times throughout the year. Of the 12 pupils consistently participating in the programme, 50% have made good or better progress with 33% making better than expected progress.</p> <p>Year 6 = 7 pupils targeted, of which 71% made good or better progress and 43% made better than expected progress.</p>	<p>Children who have specific gaps in understanding of number, calculation and arithmetic have received dedicated small group intervention to address gaps in their learning. The greater use of manipulatives has helped pupils transfer their knowledge back in to the classroom.</p> <p>Sandwell assessments completed by Year 4 in Maths have helped to indicate good rates of progress of individuals accessing this support. This needs to be rolled out across all year groups.</p> <p>Monitoring by Linda Storey, Maths Leader and Inclusion Leader have indicated that the programme is running well and the training is having a positive impact. Girls in Year 5 have responded particularly well to the support.</p> <p>The programme is more suited to Year 4 upwards. It is important to monitor how well children are progressing as the programme does not suit all. Overall, it is judged that this intervention is good value for money if it is well monitored and pupil progress is tracked. LSAs who are particularly skilled in the intervention will take a great ownership of this next year across the school.</p>	<p>Based on LSA cost per hour S3 Max: £14.50 per hr/ 3 times a wk/ 38wks a year for 9 children £14,877</p> <p>Training Linda Storey: £2,425</p> <p>Resources box £345</p>

<p>Improve outcomes for pupils whose progress has slowed and children are not reaching their potential.</p>	<p>1:1 or 1:2 tuition for identified pupils in Year 6 in Reading, Writing and Maths who were working just below ARE or who had not made enough progress from KS1. Some pupils were higher attaining pupils.</p>	<p>21 pupils/sessions were run at times throughout the year for identified pupils. (8 of these were for pupils eligible for PP)</p> <p>9 pupils were targeted for 1:1 tuition in Maths: 4 / 9 pupils made very good progress = 44% 8 / 9 pupils made good or better progress = 89%</p> <p>15 pupils were targeted for 1:1 tuition in Writing: 4 / 15 pupils made good or better progress = 27% 12 / 15 pupils made good progress = 80%</p> <p>7 pupils were targeted for 1:1 tuition in Reading: 4 / 7 pupils made good or better progress = 57% 7 / 7 pupils made good progress = 100%</p>	<p>Children benefited from targeted support by an experienced teacher to address misconceptions during their individually tailored sessions. These sessions were also focussed on building pupils' confidence.</p> <p>Overall, pupils achieved well in these sessions and almost all made good or better progress. There were often special circumstances why those targeted children did not perform as well. One LAC also performed well as a result of dedicated tuition.</p> <p>It is unlikely that this provision will be available next year due to cuts in funding.</p>	<p>Based on total cost of Pat Clarke for Sept 2017 – July 2018:</p> <p>Approx £4,000</p>
<p>Improve outcomes for identified pupils, include more able.</p>	<p>Year 6 booster classes were delivered by Class Teachers either after school or during available afternoon sessions. Some pupil groups were for higher attaining pupils.</p>	<p>Sessions were run by class teachers throughout the year largely after school.</p> <p>Reading – 22 pupils targeted 18 / 22 achieved good or better progress = 82% 15 / 22 achieved the exp. standard or more = 68% <i>(3 identified as eligible for PP with 1/3 making good or very good progress)</i></p> <p>Writing – 29 pupils targeted 22 / 29 achieved good or better progress = 76% 24 / 29 achieved the exp. standard or more = 83% <i>(6 identified as eligible for PP with 5/6 making good or very good progress)</i></p> <p>Maths – 16 pupils targeted 14 / 16 made good or better progress = 88% 11 / 16 achieved the exp. standard or more = 69% <i>(5 identified as eligible for PP with 3/5 making good or very good progress)</i></p>	<p>Children benefited from targeted support by their own Class Teacher to address misconceptions that have been identified through class sessions / assessments. This then helped to feed into lessons. Analysis shows that Writing boosters were most successful in number of children achieving the expected standard although in Maths, children made the most progress from their starting points throughout the year.</p> <p>It is difficult to judge the full impact as many of the children were also accessing a number of other interventions. More able pupils particularly benefited from the additional support provided and this was less effective for pupils with PP due to attendance.</p> <p>Next year this support will focus particularly on developing arithmetic skills as this it is felt that this would benefit children most earlier on.</p>	<p>Based on Booster Classes for CR/LK Sept 2017 – Jul 2018:</p> <p>Approx £3,000</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Improve attendance of pupils in this group</p>	<p>The HSLW has been used to support families who are requiring additional support.</p> <p>There has been frequent monitoring of attendance of pupil premium children on a regular basis (at least termly).</p> <p>Some eligible pupils requiring additional support coming in to school have been invited to Breakfast Club.</p>	<p>The attendance rate for pupils eligible for pupil premium for 2017-2018 was: 93.66% - which rose substantially from 86.64% in the previous academic year.</p> <p>Attendance rates have been closely monitored through HT monitoring (termly) with the Attendance Lead in school as well as the Pupil Premium Leader. Staff have also been proactive in raising their concerns when they notice poor attendance or lateness.</p> <p>The HSLW has also been involved in supporting families with difficulties getting their children into school through offering support and guidance on routines and ways to improve attendance.</p> <p>The invitation only Breakfast Club has been particularly effective in supporting the ongoing needs of a variety of pupils who in the past have struggled with coming in to school. Last year 14 pupils accessed Breakfast Club, of which 10 pupils were eligible for pupil premium.</p>	<p>Attendance panel meetings held in the spring term with targeted parents dramatically improved the attendance of disadvantaged pupils and were deemed a success. The number of persistently absent pupils across the school was 3.6% for 2017-18- significantly below the target set by the EWO of 5%.</p> <p>We feel that the Breakfast Club has a positive impact on pupil attendance, whilst also preparing children in the morning for learning. It makes for a positive, supportive and effective start to the day – whilst also easing pressure on home life.</p> <p>We know that children who attend school regularly do not have as many gaps in their learning and do not miss out on catch up intervention programmes. We will continue to target attendance of disadvantaged pupils next year.</p>	<p>Based on HSLW for Sept 2017 – Jul 2018: £9,000</p> <p>Cost of Breakfast Club for Sept 2017 – Jul 2018 NC: £1100 plus other expenses (food) £100</p>
<p>Support the social and emotional wellbeing of identified pupils so that they are able to access learning effectively.</p>	<p>Targeted children have been provided with access to 1:1 ELSA sessions or 1:1 HSLW sessions to discuss their worries and help develop coping strategies to deal with anxiety.</p>	<p>Last year, the HSLW worked with, or directly supported the families of 11 pupils eligible for the Pupil Premium. This dropped to 5 by the end of the academic year, because good progress had been made in supporting families with a range of difficulties.</p> <p>Over the course of the year, the ELSA trained member of staff worked with 19 pupils, of which 4 were eligible for the pupil premium. Evaluations of the work undertaken show that the support sessions were highly effective in supporting the emotional development of pupils.</p>	<p>Attendance of pupils who access regular support in school is improved because parents have confidence that their child is being well supported. Children also feel that they have someone to talk to and unpick their problems with. As a result, their resilience grows.</p> <p>We will continue with ELSA and HSLW support next year, providing ongoing support to existing vulnerable pupils as well as to new cases. This is because we recognise that building resilience helps children to deal with anxiety, improves attendance and helps support academic development as a result.</p>	<p>Based on 10 children x 1 hour of ELSA support</p> <p>£145</p>

<p>Support the social and emotional wellbeing of identified pupils so that they are able to access learning effectively.</p> <p>Support the additional needs and requirements that children may have as a result of being a Young Carer.</p>	<p>Disadvantaged pupils also identified as Young Carers will be offered support through JT our Young Carers Champion.</p> <p>At least once a half-term, they will meet together as a support group with JT overseeing this.</p>	<p>Children who are registered Young Carers met with Mrs Toth, our Young Carers Champion approximately every 3 months last year. Of the 9 pupils targeted, 6 were also eligible for the Pupil Premium.</p> <p>Children benefited from an adult who was looking ahead to possible problems that may face Young Carers and having the opportunity to discuss things which may be upsetting them or they may find difficult. The children benefited from being with our pupils who also have a Young Carer responsibility and special activities helped them to feel at ease with their personal situations.</p> <p>Additional assistance with homework, participating in extra-curricular activities, and just having a key adult to check in with have all been helpful actions undertaken.</p>	<p>A Young Carer policy was also developed last year to support this group in school.</p> <p>We feel this approach has been very effective in helping children (who care for another person) to feel well supported to deal with all aspects of school life as well as their home life. We plan to continue this approach next year, trying to increase the frequency of meetings.</p> <p>We also plan to use assemblies and Surrey Young Carers to help raise the profile of this group to the whole school.</p>	<p>Based on 1 hour of JT x 6 half terms (£14.5/hr x 6)</p> <p>£87</p>
<p>Ensure that all children have access to wider school activities through providing assistance with the associated costs.</p>	<p>Providing financial assistance to children eligible for FSM and Pupil Premium (when requested by parents) to help ensure full participation with educational trips and activities.</p> <p>Providing assistance with transportation to and from activities such as inter-school sports.</p> <p>Pupils eligible for FSM have been directed to apply for the Surrey Arts programme of free music tuition.</p> <p>Free places at fee paying clubs have been commissioned and offered to individuals as and when they become available.</p>	<p>Our commitment has been to make a financial contribution, mainly to high cost trips and activities, however we found that most parents who could not afford activities such as residential trips, were unable to cover the remaining costs. As a result of significant budget cuts, the school has been unable to meet full costs of residential trips - therefore, we made no large contributions last year. We did cover the cost of one pupil to attend Young Voices.</p> <p>We did however, assist 3 children in attending the Year 4 Sayers Croft residential through special application to a bursary for disadvantaged pupils – which covered the entire cost of the trip.</p> <p>We have assisted with transportation of eligible pupils to and from G&T Art activities as well as some sporting events which otherwise, they would not have attended.</p> <p>We have also met with representatives from Surrey Arts regarding free music tuition and have signposted at least one family to receive free lessons.</p> <p>One pupil was also offered dedicated Maths tuition to help them reach their potential – which was outside of the existing extra provision offered in school.</p>	<p>Children who access a wide range of activities develop a wider skills set and can develop their talents. They also have the opportunity to grow and develop in the same way that their peers do.</p> <p>At our school, we know that pupils appreciate it when adults help to facilitate their involvement in extra-curricular activities and children and parents are especially thankful to staff. This has been the case for the individuals we have helped this year.</p> <p>We will continue to be mindful of finding creative approaches to helping disadvantaged pupils access extra-curricular activities by helping with costs, transport and equipment wherever possible and within budgetary constraints.</p>	<p>Based on £50 per PP child per residential. 3 residential (Years 4, 5 and 6, PP children attending all residential will be 33:</p> <p>£1,650</p>

<p>Enable identified pupil premium children, particularly those who are more able, to have the opportunity to take part in inter-school quiz.</p>	<p>Inter-school quiz included children from vulnerable groups: SEND / FSM and PP.</p>	<p>The quiz went ahead, as organised by the Pupil Premium Leader and included 7 pupils eligible for Pupil Premium.</p> <p>This was successful in terms of increasing participation in school life and helping develop inclusion of vulnerable groups in academic challenges.</p>	<p>We aim to further increase participation of disadvantaged pupils in wider / extra-curricular activities next year, particularly those G&T pupils.</p> <p>We also aim to improve the representation of pupils eligible within School Council and other roles – in order to increase the 'voice' of this group in decision making and school improvement.</p>	<p>Based on 1 hour of SM time:</p> <p>£39 per hour</p>
<p>Total costs of all actions undertaken in previous academic year:</p>				<p>£70,378</p>

6. Additional detail

Our full strategy document for improving outcomes for pupils entitled to the Pupil Premium Grant can be found within our **School Development Plan**. Please also see **Progress and Attainment data for Year 6 Intervention Groups July 2018** for a pupil level breakdown of the data to support this report.