

Pupil Premium Grant (PPG) 2017/18 – IMPACT OF STRATEGY

Number of Pupils eligible for the Pupil Premium Grant during academic year 17-18 (January Census information 2017)	27
Percentage of School Population	10%
Funding received (April 2017)	£30,360

Identified Barrier to Learning	Activities	Intended Impact	Actual Impact	
<p>Many disadvantaged children enter Reception with lower than average levels of Communication and Language skills.</p> <p>Some children eligible for the Pupil Premium Grant have lower levels of engagement including low self-confidence, affecting how they view themselves as learners.</p>	<p>Intervention Programme</p>	<p>Small group intensive interventions and booster sessions led by experienced senior teachers (Deputy/Assistant Head Teachers), focussing on Maths, Reading, Writing (including Moving & Handling for Reception) and Phonics skills. (equivalent to 1 day per week for this group of learners)</p>	<p>Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers, in comparison with 2016-17.</p> <ul style="list-style-type: none"> - A higher % PPG pupils will achieve a GLD in Reception and meet end of Key Stage expectations in Year Two. - A higher % of PPG pupils will achieve the benchmark in the phonic screening test. 	<p>- 81% (13 children), eligible for PPG, achieved at least the expected standard in reading and 69% (11 children) in writing and maths reached at least the expected standard. at the end of Key Stage One.</p> <p>- 100% (children) Year One children, met the Phonics Screening Check benchmark 2018, compared to 73% in 2017 and 81% (non disadvantaged) nationally.</p>
		<p>Targeted in-class interventions led by a TA for at least 60 minutes per day, as directed by the class teacher, to support children eligible for PPG with a varying range of needs and abilities, across the whole school.</p> <p>These will include:</p> <ul style="list-style-type: none"> - Phonics Groups - Writing Support Groups - Handwriting Groups - Maths support - Extra Reading on a 1:1 basis - Self-confidence and efficacy support for identified learners 	<p>Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers, in comparison with 2016.</p> <ul style="list-style-type: none"> - A higher % of pupils will achieve the benchmark in the phonic screening test. - A higher % PPG pupils will meet end of Year One and end of Key Stage expectations in Year Two. <p>Children will have improved self-confidence and efficacy, impacting positively on their mental health and wellbeing and ensuring they are ready to learn.</p>	
		<p>Targeted daily in-class and out of class interventions led by a TA directed by the Early Years Team Leader, to support children eligible for PPG with a varying range of needs and abilities, across Reception.</p> <p>These will include:</p> <ul style="list-style-type: none"> - Fine and gross motor skills including mark making skills (Moving & Handling) - Phonics - Counting and basic number skills - Speaking and Communication (including "Bucket" and "Time to Talk" groups) - Social communication/Friendship/Independence skills (Health & Self Care) 	<p>Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers.</p> <ul style="list-style-type: none"> - A higher % pupils will achieve a GLD in Reception compared to 2016-17. 	
	<p>Catch Up</p>	<p>Provision of a specifically trained member of staff to deliver a highly effective Literacy intervention out of school hours to enable all children to achieve their full potential. (Focus Year Two PPG children)</p>	<p>Raised attainment and rapid gains for identified pupils in English.</p>	<p>Catch Up Literacy contributed towards raised levels of attainment, (compared to original predictions), for targeted Year 2 children as follows:</p> <p>100% (2 children) in Year 2 reached the expected standard for the end of Key Stage One in reading, (compared to 81% of this group at Park Hill Infants and 79% nationally in 2016-17.)</p>
<p>Additional Reading 1:1</p>	<p>Provision of a volunteer (trained teacher) to support and actively teach reading to those who may not read regularly at home. This is to supplement reading opportunities already offered within the school day.</p>	<p>Improved levels of confidence and enthusiasm in reading, impacting positively on progress and attainment in this area.</p>	<p>81% (13 children), eligible for PPG, achieved at least the expected standard in reading, compared to 76% nationally in 2016-17.</p> <p>31% of this group (5 of 16 children) achieved a greater depth within the expected standard</p>	

Research shows that nationally, some children from disadvantaged backgrounds have a reduced use of vocabulary and often limited language skills, compared to their non-disadvantaged peers	Speech and Language Intervention	A structured intervention programme to boost communication and build language skills that are a basis for accessing all other aspects of the curriculum. This intervention will increase the achievement of learners, improve the quality of teaching and further develop pupil's behaviour for learning.	Children eligible for the PPG, who have been identified as having additional speech and language needs, will make at least expected progress in their 'Speaking and Listening' Levels from their individual starting points.	<ul style="list-style-type: none"> •The 'Reception EAL Group' was successful for 100% of children as all children made accelerated progress (more than 6 steps) in this area of learning. •The 'Reception Confidence Group' was successful for 100% of children as all children made accelerated progress in this area of learning. •The 'Reception Expressive Language Group' was successful for 100% of children as all children made accelerated progress in this area of learning.
Targeted children eligible for the Pupil Premium Grant, require additional provision to support with attachment and well-being. Sometimes children also need support with emotional and behavioural challenges. Levels of wellbeing and confidence impacts on levels of progress and attainment across the curriculum.	School Counsellor & Home/School Support Worker	Provision of a trained mentor to work with identified pupils with specific emotional needs which are creating a barrier to their learning (individual and group sessions). Support for parents through counselling, advice and home visits to improve relationships between home/school in order to improve educational outcomes for PPG children.	Social, emotional and mental health support for pupils and their families. Promoting well-being and readiness for learning. Pupils and families who are struggling with a variety of differing needs will be able to access specialist support. This will ensure that all pupils have the opportunity to make at least good progress, despite home life situations. Nurture groups will promote positive attitudes and enhance pupils' self-efficacy.	Children who were identified with specific social, emotional or mental health needs were signposted to this intervention either in a small group or 1:1. Teachers and parents reported through SDQ's (Strengths and Difficulties Questionnaires) and individual feedback that this intervention has supported children with their learning behaviour in the classroom and contributed to raised progress and attainment for this group of children, in relation to their individual starting points. Data analysed by the Support Worker and Inclusion Leader demonstrated the impact for each child and identified whether further intervention is required.
Some families require additional support to improve attendance for their children, allowing them to access the full provision at school.	Educational Welfare Officer	Provision of a trained officer to work with pupils and families to improve attendance in order to accelerate levels of progress and attainment.	Attendance will be improved for this group of learners, impacting positively on rates of progress and levels of achievement.	Attendance for this group of children has increased to 94.9%, significantly above the National average of 92.5%
Some children have limited access to enrichment activities and experiences, outside of school, which could limit limiting aspirations and future choices.	School trips	All children have access to and benefit from experiences on offer regardless of their financial situation through subsidy of trips/ educational experiences (if requested). This will ensure all children are able to participate in all aspects of our personalised curriculum.	Raised attainment and outcomes for children eligible for the PPG. Broad and rich experiences, promoting opportunities to learn about the world around them and to experience and explore future interests/employment.	100% children attended school trips offered to them, subsidised by the school, contributing towards the vast majority of children across the school making at least expected progress.
	Extra-Curricular Activities and Clubs	All children will have access to and benefit from after-school activities on offer, regardless of their financial situation through subsidy of club fees by the school (if requested). This will ensure <i>all</i> children are able to participate in <i>all</i> aspects of school life, including children eligible for the PPG, who have been identified as having a particular aptitude or talent, but may not have regular access to these activities.	Broader and richer experiences, promoting opportunities to learn about the world around them and to experience and explore future interests/employment. This will impact positively on children's well-being and mental health, including promoting a positive self- image. Attitudes to learning, progress and attainment within school will improve as a result.	92 places in school clubs throughout the year were subsidised for PPG children including Multi-skills, Modern Jazz, Tap Dance, Football, Gymnastics and Recorder Clubs. This led to opportunities and experiences being broadened for this group, enabling children to try activities they may not have had the advantage of trying without the funding available.
	Swimming	All Key Stage One children will have access to swimming lessons to promote important life skills and a healthy lifestyle regardless of their financial situation through subsidy of lessons by the school (if requested).	Children will have full access to the school curriculum, also supporting their physical development and providing them with opportunities to enhance their social, emotional and physical skills. Raised awareness amongst the school community of the need to reduce obesity	100% (KS1) children eligible for the PPG attended swimming sessions, subsidised by the school, promoting healthy and active lifestyles for all and enabling children to learn a valuable life skill.

Some families lack the resources to enable to support their young children's learning effectively.	Home-School Learning Packs	All children eligible for the Pupil Premium Grant will be given a home-school learning pack, including basic equipment to support learning at home including pencils, paper, a whiteboard and pen, counting equipment and support tools, phonics flash cards, word cards and books.	Children and their families will have the necessary and basic equipment to practise and consolidate key concepts and skills learned throughout the school day, particularly in reading, writing and maths. This will lead to improved outcomes for this group of learners and increase their rate of progress, narrowing the gap between them and their non-disadvantaged peers.	Home School Learning packs were replenished for all children in Key Stage One. Resources and further homework packs (for identified children) were also included to support children and their parents with their learning at home, contributing to increasing their rate of progress and consolidating key skills.
Some families require support to ensure their children are ready to learn at the start of each school day,	School Milk	As requested by parents, school milk cost can be subsidised in order to maximise wellbeing/ readiness for learning.	To provide children with a healthy diet and ensure children are ready to learn.	14 PPG children requested milk daily, paid for through the PPG funding
	Early Birds Breakfast Club	To provide an opportunity for children in Reception to make/eat breakfast, ensuring that they are ready to learn, to enhance social skills and offer more speaking and listening opportunities.	Children will be ready to learn and have an opportunity to enhance their social skills and speaking and listening opportunities.	Identified children across FS and KS1 were involved in Early Birds Club for part of the year. This was continued for some children in the latter part of the year, through offering breakfast for children who may have missed this vital part of the day as part of their morning routine.
	Provision of Uniform	To provide books bags, uniform, PE Kits, swimming kits and other clothing needed for school, for disadvantaged families. Subsidised school uniform can be requested by parents of children eligible for the PPG or may be identified as a need by members of school staff.	Children will be ready for learning and feel confident that they are equal to their peers. Children will be safe and warm and ready to learn in all situations.	Children eligible for the PPG were offered book bags free of charge. Some were also provided with uniform, PE kits and swimming kits this year, enabling children to feel confident and in line with their peers. It also ensured that all children could be included in all parts of school life including PE and swimming lessons.
The amount received by the school during 2017-18, was heavily subsidised by the school's budget so that we could provide the best possible opportunities for all children eligible for the PPG, enabling children to fulfil their potentials and achieve their best.				