



**Pupil Premium Strategy  
Expenditure 2017-2018**

**What is the Pupil Premium?**

The Pupil Premium Grant (PPG) was introduced in 2011 as additional funding given to schools to support their disadvantaged pupils and close the attainment gap between them and their peers. Pupil Premium Grant is primarily aimed at pupils who are from low-income families and are eligible for Free School Meals (FSM). This category now includes any child that has been registered for FSM in the past 6 years (known as 'Ever 6' FSM). This funding also covers Children Looked After (CLA), children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order. Schools also receive a service premium for pupils whose parents either serve in the armed forces or are in receipt of a child pension from the ministry of Defence.

As a school we are accountable for ensuring that the funding is spent in the right way; making a difference to the progress and attainment of the pupils who are in receipt of this support.

**Pupil Premium Grant 2017 – 2018 – Based on the January 2017 census**

<b>Overview of the school</b>	
Total number of pupils on roll	353
Total number of Free School Meal (FSM) pupils on roll	45
Total number of Forever 6 pupils entitlement	87
Total number of Service family pupils	4
Total number of children looked after	4
Total number of children adopted from care	
Total grant for FSM PPG entitlement	£114,840
Total grant for Service children	£1,200
Total grant for Adopted from care	£1,900
<b>Total amount of funding received</b>	<b>£117,940</b>

**Main barriers to educational achievement**

- Low on entry baseline data
- Language and communication
- Emotional well-being
- Identified learning needs

SS Osmund and Andrew's employ a specialist SEN lead for 8 days per month and 2 learning mentors. These staff are trained in the delivery of a number of named interventions and support throughout school.

Additional support programmes for children identified with a learning need are all costed, planned, evaluated and monitored closely. Impact is measured at the end of an intervention, evidence is kept in school records and shared with the appropriate staff. Half termly progress meetings are held with teaching staff and data analysis completed termly.

Priority issues identified for 2017-18 are speaking and listening, reading and writing.

Area of spend	Allocation	Activity	Intended outcomes	Impact
Learning mentors	£5,600	Learning mentor and support staff to provide nursery narrative and reception narrative. One to one speech and language therapy for identified children.	Children make good progress towards meeting GLD.	Gap closing – increase from 20% to 33% of PP children achieving GLD. Progress from entry is notable.
	£4,000	To use the expertise of a learning mentor to deliver appropriate interventions <ul style="list-style-type: none"> <li>• Toe by Toe</li> <li>• Working memory</li> <li>• Numeracy support – skills of early number</li> </ul>	Pupil progress measures showing that children have made good progress and are closing the gap on their peers.	Reviews of provision mapping shows interventions to be highly effective.
Funding towards teaching assistant salaries	£83,500	Teaching assistants to deliver intervention programmes on a daily basis. Small group supervision with focussed provision on PP children in order to address gaps in learning. Specific 1 to 1 skilled programmes following on from learning mentors work.	High quality teaching and learning in place impacting on attainment and achievement.	Progress scores for the end of ks2 are above average (reading), well above average (writing) and in line with national average (maths). All increased from 2017.  Progress for disadvantaged children has improved for all children (ks2) – notably in reading.  Attainment across Ks1 increased in reading, writing and maths.
	£20,000	To support PSHE and give emotional support to children with ASD. The following programmes to be delivered weekly through school <ul style="list-style-type: none"> <li>• Lego therapy,</li> <li>• You Talk I listen</li> <li>• Nurture group</li> </ul>	Data shows pupil premium children doing well when measured against their peers Children who are struggling with emotional and behaviour issues are able to overcome difficulties and access the curriculum.	
Training for staff on talk for writing and Alan Peat	£800	Staff in KS1 and KS2 to attend appropriate training to deliver these teaching programmes effectively.	Children improving rapidly in early reading and writing skills shown in termly data.	Attainment in writing in EYFS and KS1 increased. Progress across ks2 is 'significantly above'. (3.8%)
Continue to provide quality reading resources and areas around school	£3,000	To improve the quality of the school reading resources and provide more choice for taking books home and sharing with adults.	Improved reading enjoyment, understanding and fluency for all children. PP children data comparable with non PP children.	Reading significantly improved across all key stages in both progress and attainment. Average progress for reading in ks2 was 2.33.
Curriculum enhancement	£1,000	To subsidise educational visits to enable children to experience activities that are not otherwise affordable	Children benefit from residential and other trips and school experiences.	All children had equal opportunity and access to trips and visits.

### **Intended outcomes/impact for all pupils pupil premium and non pupil premium children**

All children benefit within school from the interventions and expertise of the learning mentors regardless of pupil premium eligibility. The impact will be measured on improvement in readiness to learn, behaviour, progress and overall attainment.

**Dates for pupil premium strategy review this academic year are: Governors meetings Autumn, Spring and Summer**