

Pupil Premium Strategy 2018 – 19

(i) **Grant Amount**

The Pupil Premium Grant for 2018/19 will be £37 520

(ii) **Main barriers to educational achievement**

Limited opportunities to:

- to extend spoken & written language beyond school
- to access outdoor resources which aids physical fitness
- to access outdoor educational opportunities
- to access to reading materials outside of school
- to extend reading beyond the classroom and school
- to extend mathematical skills in real life situations

iii) **How you'll spend Pupil Premium to overcome barriers and the reasons**

Proportion of salary of Higher Level Teaching Assistant targeted support

- Continuation of 1st class interventions to support writing
- Leading social speaking groups

Reason:

- offer wider range of opportunities to extend language skills both written & verbal

Impact/Review:

- 10 children (59%) achieved Age Related Expectation (ARE); 7 did not
- 12 children (70%) achieved Fisher Family Trust (20) target; 5 did not
- Reports from Pupil Progress meetings suggest that children involved in the social speaking groups enjoyed the sessions and their confidence has grown
- Still a significant number of children not achieving FFT or ARE targets
- Evidence from book scrutiny suggests that, in some cases, interventions having little impact on quality of work

Proportion of salary of Teaching Assistant Posts to support maths across school

- Continuation of 1st interventions to support maths

Reason:

- offer wider opportunities to extend and apply mathematical skills beyond the classroom

Impact/Review

- 12 children (60%) achieved ARE; 8 did not
- 13 children (65%) achieved FFT (20) target; 7 did not
- Significant number of children not achieving ARE or FFT target
- Evidence in books and from Pupil Progress meetings suggests that children are working well in the intervention groups but are struggling to transfer skills when working in class

- i) Proportion of salary of Teaching Assistant Posts to support reading across the school
- Continuation of Reading Intervention strategies

Reason:

- opportunities to develop and extend reading skills beyond the classroom

Impact/Review

- 9 children (50%) achieved ARE; 9 did not
- 13 children (72%) achieved FFT (20) target; 5 did not
- Children did benefit from the Reading Intervention strategies
Evidence suggests a number of these children are not reading at home and they are benefitting from additional 1;1 support
- Evidence also suggests that having additional staff to support groups during Guided Reading also has impact

Subsidising after school clubs – proportion of staff salary

Reason:

- offering opportunities to extend and develop interests and experiences beyond the classroom

Impact/Review

- participation in clubs has varied throughout the year – 10 children (55%) at the lowest, rising to 13 children (72%) during the summer term
- spending in this area has had impact and will continue next year

Subsidising school trips – East Barnby & London

Reason:

- Ensuring access to outdoor learning experiences for specific pupils

Impact/Review

- Without the subsidy a significant proportion of children could not have taken part in the residential
- All children gained a great deal from the residential both in terms of learning and in the growth of their confidence

Provision of a staff to lead Booster groups for maths and English.

Reason:

- Allowing PP children in Yr 6, where there is limited support from home, the opportunity to maximise their preparation for End of Key Stage SATs

Impact/Review

- All PP children in Yr 6 accessed the Booster group, which enabled them to extend their learning and deepen their understanding
- Results in SATs varied in terms of attainment of ARE, but all children were able to access the tests at their level and were able to try boosting self- confidence and resilience

Continued development of the Forest Schools area

Reason:

- ensuring access to stimulating outdoor learning resources

Impact/Review

- an excellent resource for all children – providing wider learning opportunities outside the classroom; developing confidence and resilience