

Pendock C E Primary

Pupil Premium Impact Report (2017/18)

Schools are now allocated a sum of money to support the provision for children from low income families. The purpose of the funding is to support pupils to make good progress.

"Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium." (DfE)

Summary of main barriers to learning for children eligible for Pupil Premium.	Under-developed reading, spelling and numeracy skills of some children eligible for Pupil Premium Low self-esteem and related social skills in identified pupils Financial difficulties of disadvantaged families can limit wider experiences and opportunities
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For the year 2017-2018, Pendock CE Primary will be allocated £7800 for children who attract Pupil Premium funding. This is planned to be used as follows:

Initiatives in 2017-18	Reason for allocation	Success Criteria	Evaluation/Impact
Training for staff. Planned expenditure: £1100 Actual expenditure £850	To train staff to incorporate Talk for Thinking and Learning strategies to enhance literacy and numeracy provision To train staff to understand Attachment Awareness and use learning to promote optimal brain development	Standards of attainment and progress for children attracting pupil premium will match or exceed those of all other pupils nationally.	<p>Impact on practice: All staff attended INSET led by David Reedy on Talk for Thinking and Learning. As a result all staff developed their practice still further in supporting children to develop their oracy skills.</p> <p>All staff attended INSET Attachment Awareness Training facilitated by Kate Cairns Associates. As a result staff developed greater knowledge and understanding of the impact of early childhood trauma and ways to support children effectively in the school setting.</p> <p>Learning from both courses was taken forward into classroom practice.</p> <p>Impact on children's learning and well-being: Small cohort sizes make it difficult to draw conclusions when comparing children nationally. Each child's individual circumstances are taken into consideration and targets and interventions set according to need. We can report that</p>

			<p>100% of children attracting pupil premium achieved the expected standard in Phonics in Year 1.</p> <p>The cohort retaking the Phonics test at the end of Year 2 did not reach the standard but did make very good progress from their starting point.</p> <p>100% of children attracting Pupil Premium achieved the expected standard in Reading and Writing at the end of Key Stage 2.</p> <p>This was not matched in Numeracy and as a result the school will continue to place high priority on raising standards in Numeracy for children attracting Pupil Premium.</p> <p>100% of parents reported that their children were happy in school</p> <p>Action: Continue to support funding for staff CPD in 2018-19 to enable high quality teaching. All teaching staff to receive training in Maths, Mastery and Mindset to support raising standards of achievement in mathematics.</p>
<p>TA/Teacher one to one support/ intervention groups for literacy and numeracy.</p> <p>Planned expenditure: £4884</p> <p>Actual expenditure £5869</p>	<p>To enhance the literacy and numeracy skills of children who attract pupil Premium funding and develop and increased sense of confidence and independence when attempting tasks. To support any child not achieving the expected standard in Phonics by the end of Year 1 to do so by the end of KS1.</p>	<p>Learning from Talk for Thinking and Learning to be applied to providing effective feedback and dialogue with pupils.</p> <p>Teachers and teaching assistants to apply research findings from the Education Endowment Foundation on Feedback to support greater progress.</p> <p>Standards of attainment and progress for children attracting pupil premium will match or exceed those of all other pupils nationally.</p>	<p>Impact on practice:</p> <p>During lesson observations and informal observations in 2017-18 effective feedback by teachers and teaching assistants was observed.</p> <p>Smaller teaching group sizes supported teaching staff to give effective personalised feedback where children were given specific guidance on how to improve. Research by the Education Endowment Foundation highlights effective feedback to be an effective use of funding. In</p>

			<p>our small setting with a wide range of ages and abilities in each class it is crucial that we have sufficient staff to deliver high quality teaching that includes effective feedback.</p> <p>Impact on children's learning and well-being: As above.</p> <p>Small group provision and targeted intervention has supported children to achieve learning targets.</p> <p>Action: Continue to support funding Teaching Assistants to deliver one to one support/intervention groups for literacy and numeracy in 2018/19.</p> <p>The effective use of Teaching Assistants will be an area of focus for monitoring purposes.</p>
<p>Purchase of resources to support children with specific additional needs.</p> <p>Planned expenditure: £150</p> <p>Actual expenditure: £68</p>	<p>To ensure children have access to materials and resources specific to their needs.</p>	<p>Standards of attainment and progress for children attracting pupil premium will match or exceed those of all other pupils nationally.</p>	<p>Impact on practice: Teachers and teaching assistants were able to provide targeted support to individual children.</p> <p>Impact on children's learning and well-being: As above</p>
<p>Uniform grants.</p> <p>Planned expenditure: £300</p> <p>Actual expenditure:</p>	<p>To enhance self-esteem and well-being.</p>	<p>Self-esteem and feelings of well-being will be enhanced. Families will feel supported.</p>	<p>The findings of the Sutton Trust suggest that uniform grants have no impact on achievement. (The purpose of Pupil Premium being to raise standards). However, parents have appreciated the financial support and the children's well-</p>

£110			<p>being and self-esteem have been supported as they have equal access to uniform as their peers and whole family feeling of well-being supports children's well-being.</p> <p>Parents reported that they valued the opportunity to access uniform grants. Parents reported feeling supported.</p> <p>Impact on children's learning and well-being:</p> <p>As above.</p>
<p>Funding for curriculum enhancement activities (including Residential for children in Years 5 and 6 and Swimming for pupils throughout the school).</p> <p>Planned expenditure: £1366</p> <p>Actual expenditure: £903</p>	<p>To ensure all children have access to curriculum enrichment activities.</p>	<p>All children will be able to access curriculum enhancement activities.</p> <p>All children will meet or exceed expectations for standards in Swimming by end of Key Stage 2.</p> <p>All children will have opportunity to engage in Outdoor and Adventurous activities, further develop social skills through mixing with pupils from a different setting and develop sense of independence through attending Residential.</p>	<p>Impact on children's learning and well-being:</p> <p>100% of children enjoyed access to curriculum enhancement activities that supported their health and emotional well-being.</p> <p>100% of children exceeded expectations for standards in Swimming by the end of key Stage 2.</p> <p>These opportunities appear to have supported, along with other provision in school, smooth transition to High School as we have received positive verbal reports on the children's transfer to their new phase of education.</p> <p>Action: Continue to fund curriculum enhancement activities in 2018-19</p>