

# Pupil Premium Strategy 18-19 evaluation

## Amount of Pupil Premium funding received 2018-19

Number of pupils eligible	6	Total PP received	£ 17 760
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All Y6 pupils entitled to Pupil Premium made strong progress as a result of partnership with parents and ongoing support.

### Identified barriers to educational achievement

1. Equality of opportunity/ experience
2. Access to high quality reading material
3. Oral language skills
4. Low attainment on entry
5. Slow/ late development of early reading/ writing Skills
6. Limited vocabulary
7. Low aspiration
8. SEN

### Outcomes/ actions and planned expenditure

	Desired outcome	Action/ approach	Evidence for the choice of approach	monitoring	Cost	Evaluation/ Next steps
1	Pupils are socially included, are confident, ready to learn and have high self-esteem	Ensure cost is not barrier to any activity the school offers/ random seating Playtime support	School data including Leverhulme assessment of wellbeing and involvement- improvement over time Social skills participation in a range of clubs Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities	SW/ LF School records	£5000	<b>Achieved, next step linked to mindset and metacognition including parental involvement. Increase opportunities for parental involvement in learning.</b>
2	Pupils report enjoyment of reading/ have access to a range of texts/ experiences	Author visits, Library bus visits Book talk, Membership of Library services: power reads Purchase books	School data Pupil interviews	Pupil interviews observations	£3000	<b>Sustain the culture of reading- continued membership of CLS.</b>
3 - 6	Pupils achieve GLD at the end of Foundation/ ARE by the end of Y2	Talk boost, Write away together, FFT literacy, Forest schools Development of external area	Sutton Trust evaluations Previous experience of these interventions	Pupil progress meetings termly	£3000	<b>Writing- for all pupils- at KS1 has a lower starting point and a lower end point- Look to accelerate progress.</b>

<b>7</b>	Pupils use the language of growth mindset/ self-assess as having good learning habits and show pride in their achievements	Whole school focus Forest schools Parental information sessions	Carol Dweck- mindset, John Hattie- Visible learning, Ron Berger Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential.	Pupil interviews observations	<b>£2000</b>	<b>Further development needed in 2018/19 to ensure that mindset and metacognition are linked for pupils. In creased information for parents on how to support the development of positive learning habits.</b>
<b>8</b>	Pupils make good progress	Range of support	School data	data	<b>£5000</b>	<b>Pupils made strong progress- greatest barrier remains attendance and this has most impact on maths. Increase information available for parents on induction on impact of low attendance.</b>
<b>TOTAL</b>					<b>£18000</b>	

- The Pupil premium strategy will be reviewed annually and the impact on pupils discussed at pupil progress meetings termly.
- The success of actions taken to improve outcomes for pupils in receipt of pupil premium is discussed termly with teachers at pupil progress meeting and with governors at the finance committee and curriculum committee.
- The strategies identified maybe used to support any vulnerable pupil

