



Pupil Premium Impact Statement for Academic Year 2018/19

Pupil Premium Expenditure 2018-19	Provision	Impact
Pastoral support	On-going pastoral intervention for any pupil who needs support for as long as required	The majority of our pupil premium learners showed an emotional readiness in class to learn. This was further evidenced during a governor visit, where Mrs Robertson tracked a pupil over a morning with Mrs Parrott. (See report). In instances where a child had additional needs involving their emotional well-being, the support of external agencies was enlisted by the Inclusion Leader. Support included counselling, school nurse interventions for anxious behaviours and staff led nurture groups, working with LINKs and The Collett school for specialist outreach advice.
Inclusion leader	Contribution towards the planning and oversight for children's wellbeing: emotionally, socially and academically	The Inclusion Leader attended pupil progress meetings and met with all Class Teachers termly to set targets and monitor the progress of all pupil premium children. The Inclusion leader was well informed of pupil information and was therefore able to plan accordingly to meet the needs of individual pupils.
Maths/ Reading/ Writing intervention	Weekly tuition for pupils not on track with typical achievement/progress (2 days per week equivalent of teacher) and for more able pupils to accelerate their progress	The majority of our pupil premium children made either positive or significantly positive progress over the year in Reading/Writing and Maths. In some cases, where this was not achieved, the pupil had an additional special need which posed a barrier to learning therefore impacting progress.
Additional hours of TA time	Targeted reading, writing and maths interventions and support - small groups for maths and reading; and individual readers/writers to support pupils to make accelerated progress	Assessment data for reading/writing and maths interventions demonstrated a positive impact.
Helping with the cost of extra-curricular lessons or/ and school trips/uniform	School trips/activities	Pupil premium children across the school were given priority in attending a range of lunchtime and afterschool clubs. All pupil premium children in Year 3 attended swimming classes. All pupil premium children attended school in the appropriate uniform. All pupil premium children in every class attended school trips. All pupil premium children in Year 5 and 6 attended the residential trip with the appropriate adjustments in place.
Homework support, Inclusion leader	Lunch time and after school homework support	All pupil premium children attending the homework club completed their homework on a regular basis.
Personalised Learning Plans (PLPs)	Along with the Inclusion leader, teachers meet to discuss pupils who require a more intense level of support. For the pupils identified, a 6 week programme of assess, do, review is put in place.	With a combined, focused home/school learning plan, children made accelerated progress against their targets. For some pupils, where progress was not as expected, having the PLP in place allowed us to ensure early identification of additional provision was in place.
Senior Leadership team pupil conferencing	Each pupil entitled to pupil premium funding has an individual action plan. Discussions with the SLT are based on the actions identified e.g. raising the pupils profile and confidence	Pupils meeting with the SLT were able to articulate their feelings about how they were progressing. SLT discussed next steps for pupils from these meetings which were then addressed in pupil progress meetings.