

Pennington C of E School

Impact of Pupil Premium Grant 2017-2018

Total Pupil Premium allocation: (FSM EVA6 £ 3960) (Adopted from care: £ 7600)

Eligible Pupils	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
FSM		1	1	1
CLA/previously CLA	1		2	1
Forces				

Target pupils	Provision	Objective (s)	Expected Outcomes
Reception	5 minute box-maths and literacy	To achieve progression within Maths and English ELGs.	Increased motivation and confidence. Progress made towards Maths and English ELG's.
	Additional Reading	To raise level of achievement in reading.	1:1 support for reading and additional group reading sessions will increase levels of attainment.
	Focus phonics session	To ensure pupil makes progress through the phases.	Repetition and reinforced daily and additional phonics will ensure very good progress.
	10 hours 1:1 learning support	To ensure pupil can access the curriculum and support with personal needs.	With support, increased concentration and focus ensures independence and access to all areas of the curriculum.
Year 1	Guided writing group and/or focus writing skills session	To ensure progress in writing. To provide individual support/scaffold to children to ensure they are aware of their next steps and can improve their learning.	With some support and increasing independence, improved fine motor skills and dexterity, ability to write letters and words.
	1:1 Reading	To raise pupils level of achievement in	Increase in reading ability and confidence.

		reading.	
	Focus phonics session 2x weekly	To accelerate progress on phonics to ensure pupil scores at least as well their peer group in the phonics screening.	Increase in progress and confidence.
	Confidence and social skills group	To increase self-esteem, self-belief, communication skills and develop friendships.	Increase in self-esteem and communication with peers encouraging friendship building.
Year 3	Inclusive multi-sports morning	To ensure pupils have a wide range of experiences and promote a healthy, active lifestyle while building confidence and communication skills.	Improved self-confidence and self-esteem in own abilities and development of team skills. Increase in general well-being
	1:1 Reading	To raise pupils level of achievement in reading.	Confidence, enthusiasm and progress in word recognition and comprehension.
	Guitar Lesson 45 mins	To improve concentration during focussed activities and to build on social and emotional skills.	Increase in self-belief and confidence. Recognising other strengths and broadening skill base.
	2 x 30 min focussed phonics intervention	To improve phonics and spelling strategies.	By following a structured, intensive programme, children to make rapid progress and achieve the phonics standard.
	10 hours 1:1 learning support	To ensure pupil can access the curriculum and support with personal needs.	Access to the whole curriculum. Progress made academically and socially. Time for more personal support, for example, physical exercise to increase concentration.
	Literacy support/ Nesy spelling	To improve phonics and spelling strategies.	Dyslexia friendly, progressive, interactive approach to spelling ensures increased progress.
	Maths support	Work in a small targeted group where work will be segmented into smaller and achievable targets.	Quality and quantity of work improved and progress made in all aspects of maths.

	Confidence and Social skills group	To increase self-esteem, self-belief, communication skills and develop friendships.	Ability to recognise how to deal with their feelings in an appropriate way. Pupils' social skills and relationship building improved.
Year 5	Additional guided reading group	To increase pupil's attainment to make expected progress in the curriculum.	An engagement and interest for reading developed, which influenced progress.
	Power of 2 Maths intervention	Work in a small targeted group where work will be segmented into smaller and achievable targets.	Increase in confidence and self-esteem while an enthusiasm for maths is developed.
	PAT spelling programme 5x 20 mins	To increase pupils attainment in regards to spelling.	Pupils confidence grows as spelling ability increases and is transferred into written work.
	Literacy support/ Nesy spelling	To improve phonics and spelling strategies.	Dyslexia friendly scheme paired with the PAT spelling programme, pupils have make good progress with spelling.
	Inclusive multi-sports morning	To ensure pupils have a wide range of experiences and promote a healthy, active lifestyle while building confidence and communication skills.	Improved self-confidence and self-esteem in own abilities and development of team skills. Increase in general well-being
	Writing support within a small group	To improve basic writing skills	Pupils able to stay on task for longer periods of time. Improvement in standard of writing shown across the curriculum.
Year 6	Inclusive multi-sports morning	To ensure pupils have a wide range of experiences and promote a healthy, active lifestyle while building confidence and communication skills.	Pupils' self-confidence improved and all came away with a desire to get involved in more sports activities.
	PAT spelling programme 5x 20 mins	To increase attainment in regards to spelling and increase confidence.	Pupils' confidence grows as spelling ability increases.

	Literacy support/ Nessy spelling	To improve phonics and spelling strategies and improve self-belief.	Dyslexia friendly scheme paired with the PAT spelling programme, pupils have made good progress with spelling.
	1:1 Reading	To raise level of achievement in reading.	Confidence increased and progress made.
	Swimming 1x weekly	To ensure confidence in water and improve social skills and communication.	Pupil makes progress and shows confidence in swimming ability and social skills improved.

Impact

Child in EYFS :

- has developed language and communication skills which have impacted on all other areas of the curriculum
- has made progress in all areas of development as identified in EYFS profile

Child in Key Stage 1:

- has made good progress in maths and writing as identified on half termly assessments.
- has made some progress in reading.
- has improved self confidence and enjoys school life

Children in Lower Key Stage 2:

- have made good progress in reading, writing and maths
- have developed social and communication skills
- have improved self-esteem and enjoy school life
- have gained confidence and independence

Children in Upper Key Stage 2:

- have made good progress in maths
- one has made some progress in reading and writing, one has made excellent progress in reading and writing
- have grown in confidence and gained more independence

All children from EYFS to Year 6 took part in a pupil voice interview in March 2018. All children said they were happy at school and all children said they feel well supported and receive help when they need it.

All evidence is gathered from termly pupil progress meetings and through internal half-termly tracking measuring achievement and progress. The senior leadership team hold more specific information about individuals.