

Pennington C of E School

Impact of Pupil Premium Grant 2018-2019

Total Pupil Premium allocation: (FSM EVA6 £ 5300) (Adopted from care: £ 13800)

Eligible Pupils	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
FSM		1	2	1
CLA/previously CLA	3	1	2	
Forces				

Target pupils	Provision	Objective (s)	Outcomes for Pupils
Reception	1:1 learning support	To ensure pupil can access the curriculum and support with personal needs.	Good progress has been made since the beginning of the year and several personal targets have been met.
	Focus phonics session	To ensure pupils make good progress through the phases.	Through a lot of repetition reinforced daily and additional phonics, the pupils showed greater confidence and progress. 6, 5 and 5 points progress has been made in literacy since the beginning of the year and all three children are currently working at beginning phase three in phonics.
	Language and communication focus group	To increase level of attainment and promote progress in Communication and Language strand.	8, 6 and 5 points progress has been made in communication and language on Scholarpack since the beginning of the year and 2/3 achieved ELG with the third moving from 22-36 months emerging to 40-60 months developing.
	Fine Motor skills group	To ensure pupils make good progress in physical development.	7, 6 and 6 points progress has been made since the beginning of the year in physical development on Scholarpack and 2/3 achieved ELG with the third moving from 22-36 months emerging to 40-60 months developing.

Year 1	5 minute box- maths and literacy	To achieve progression in Maths, Reading and Writing	Motivation and confidence has increased due to these small bursts of learning. Small amounts of progress have been made towards Maths, Reading and Writing goals. Child has made 3,4 and 5 points progress in Reading, Writing and Maths on Scholarpack since the beginning of the year.
	Additional Reading	To raise level of achievement in reading.	With 1:1 support for reading activities and additional group reading sessions, levels of attainment have increased and 3 points progress has been made on Scholarpack since the beginning of the year.
	Focus phonics session	To ensure pupil makes progress through the phases.	Through a lot of repetition and reinforced daily and additional phonics, the pupil showed greater confidence and progress. Unfortunately the phonics screening check was not achieved.
	11 hours 1:1 learning support	To ensure pupil can access the curriculum and support with personal needs.	Through 1:1 support the pupil has been able to access all parts of the curriculum. The pupil's self-esteem has increased and through the 1:1 the pupil's concentration has improved, meaning they can focus on a task for longer which has had a positive impact on learning. 3,4 and 5 points progress have been made in Reading, Writing and Maths on Scholarpack.
	Sensory breaks	To allow pupil access to sensory equipment and activities to satisfy sensory needs and promote improved concentration.	Small amounts of progress have been made in concentration levels, but the accessibility to sensory activities will greatly benefit future progress as suggested by the Educational Psychologist.
	Equine Therapy	To promote teamwork, following instructions sensibly, having the responsibility to care for animals and the opportunity to do an activity they would not otherwise have access to.	The sessions were thoroughly enjoyed and children were extremely enthusiastic. They showed improved teamwork skills over the sessions and were respectful of the animals.
Year 2	Focus phonics session	To ensure pupil makes progress through the phases.	Through a lot of repetition and reinforced daily and additional phonics, the pupil showed greater confidence and progress. Child did achieve phonics screening check.

	Guided writing group and/or focus writing 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.	Pupil was able to stay on task for longer periods of time, focussing for up to 30 mins independently. With support and encouragement, the pupil has gained more confidence and can use repetitive strategies taught for independent tasks. Child did not gain the expected standard in KS1 SATS but did make 6 points Scholarpack progress since the beginning of the year.
	1:1 Reading, Reading Intervention 3 x 40 mins weekly SNIP Literacy 3 x 30 mins weekly	To raise pupils level of achievement in reading.	Reading ability and confidence has increased through the extra reading time, especially with it being 1:1. Child has made 7 points progress on Scholarpack since the beginning of the year and progress from book band yellow 1 to purple 2 has been made.
	Circle time group and Art Therapy	To increase self-esteem, self-belief, communication skills and develop friendships.	The pupils grew in confidence and self-esteem throughout the sessions. They also learned how to deal with their feelings in an appropriate way. Pupils' social skills and relationship building improved which is evident from the pupil questionnaire results.
	Maths support	Work in a small targeted group where work will be segmented into smaller and achievable targets.	Through focussed support, pupils found it easier to stay on task and as a result, the quality and quantity of work has improved. Child has made 6 points progress on Scholarpack since the beginning of the year.
	Circle time group and Art Therapy	To increase self-esteem, self-belief, communication skills and develop friendships.	The pupil grew in confidence and self-esteem throughout the sessions. They also learned how to deal with their feelings in an appropriate way. Pupil's social skills and relationship building improved which is evident from the pupil questionnaire results.
Year 4	1:1 Reading	To raise pupils level of achievement in reading.	Confidence has increased in leaps and bounds and progress has been made in word recognition and comprehension.

	2 x 30 min Word Wasp	To improve phonics and spelling strategies.	Though a focussed scheme of work the pupil has made good progress and confidence has improved. They have made progress in the Word Wasp book and have moved through at a steady pace. Child has made 4 and 6 points progress has been made in Reading and Writing on Scholarpack since the beginning of the year.
	11 hours 1:1 learning support	To ensure pupil can access the curriculum and support with personal needs.	Through 1:1 support the pupil has had access to the entire curriculum. Progress has been made academically and socially. 4, 3 and 4 points progress have been made in Reading, Writing and Maths on Scholarpack. 1:1 support has ensured that when the pupil requires it, time can be given for more personal support, for example, physical exercise to increase concentration.
	Literacy support/ Nessy spelling	To improve phonics and spelling strategies.	Nessy has been a great spelling tool to learn and reinforce sounds within words. An improvement of spellings for known and unknown words is evident and application of this in writing is becoming evident. Each child has shown increased spelling test scores since the beginning of the year.
	Maths support	Work in a small targeted group where work will be segmented into smaller and achievable targets.	Through focussed support, pupils found it easier to stay on task and as a result, the quality and quantity of work has improved.
	Circle time group and Art Therapy	To increase self-esteem, self-belief, communication skills and develop friendships.	The pupils grew in confidence and self-esteem throughout the sessions. They also learned how to deal with their feelings in an appropriate way. Pupils' social skills and relationship building improved which is evident from the pupil questionnaire results.
Year 6	Additional guided reading group.	To increase pupil's attainment to make expected progress in the curriculum.	With additional sessions, an engagement and interest for reading has been developed, which has influenced progress.
	Literacy support/ Nessy spelling	To improve phonics and spelling strategies.	

	Writing support within a small group lead by experienced teacher	To improve basic writing skills	<p>Nessy has been a great spelling tool to learn and reinforce sounds within words. Paired with the PAT spelling programme, pupils have made good progress with spelling.</p> <p>Pupils were able to stay on task for longer periods of time. With support and encouragement, the pupils have gained more confidence and can use repetitive strategies taught for independent tasks.</p> <p>Child achieved a score of 94 in KS2 SATS reading paper and working towards in KS2 SATS Writing. They also achieved 7 and 9 points progress in Reading and Writing on Scholarpack since the beginning of the year.</p>
	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 has developed. Child achieved a score of 90 in KS2 SATS Maths paper and achieved 6 points progress in Maths on Scholarpack since the beginning of the year.

All children from EYFS to Year 6 took part in a pupil voice interview in April 2019. All children said they were happy at school and all children said they get help when they need it.

All evidence is gained from half termly pupil progress meetings, analysing achievements and progress on Scholarpack.