



# Wolston St Margaret's C of E Primary School

LEARNING, BELIEVING AND ACHIEVING TOGETHER

## Pupil Premium Grant Expenditure

### Report – 2017/18

#### Overview of the school:

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils eligible for PPG	25 – 17 boys and 8 girls
Total PPG received	£34,880
Number of pupils eligible for free school meals in the last six years (FMS6)	19
Amount of PPG received for FSM 6	£25,080
Number of pupils who are LAC	0
Number of pupils who are post-LAC	5
Amount of PPG received for post LAC	£9,500
Number of service children	1
Amount of PPG received for service children	£300

## PPG Rationale

### **Principles in spending PPG:**

- Highest quality teaching and learning is the key to good progress for pupils from disadvantaged backgrounds. This remains the school's continued aspiration and focus for all pupils. In addition to this, targeted intervention and support strategies are deployed in order to:
- Improve learning for all children, but especially for vulnerable children where a lack of attainment or progress in literacy and numeracy may limit access to the full curriculum;
- Close attainment gaps between PPG children and others, relative to school averages;
- Enhance reading, writing, mathematics and communication skills as the cornerstone of future success;
- Engage and develop learning through comprehensive extra-curricular provision;
- Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils;
- Support pupils in becoming aspirational, confident and successful learners

NB: In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to utilise the Pupil Premium funding to impact on school provision that helps all pupils we have legitimately identified as being socially disadvantaged.

### **Purpose and Deployment of PPG:**

Our principles in allocating PPG funding, are to:

- target any areas of underperformance and continually raise standards
- ensure that all children make progress, narrowing the gap between all pupils and those who may be at a disadvantage
- enrich learning opportunities and aspirations of learners
- support access to learning through family and social/emotional support
- provide interventions, assessment and monitoring to reduce barriers to learning

In order to achieve this, our overarching areas of expenditure for 2017-18 are as follows:

- Training staff in better understanding of how to plan each child's provision, and the most effective strategies to impact on outcomes;
- Ensuring that staff are supported in developing their awareness of effective provision for children with Special Educational Needs and Disabilities;
- Monitor pupil progress closely and identify where children may require additional support, planning for their provision accordingly;
- Ensuring that barriers to learning were minimised or removed, so that children could access learning and succeed against their own goals;
- Securing good attendance so that learning habits are well instilled and that families were assisted when facing challenges in helping and supporting their child

## Record of PPG spending by item/project 2017/18

Item/project	Cost	Objective
Small group / individual work led by TA – SEN and social skills	£10,275	To overcome gaps in learning, build self esteem and help develop positive learning strategies
Specialist SEN and speech and language teachers to plan programmes for small groups and individuals and complete diagnostic work	£1,426.75	To overcome specific individual barriers to learning to achieve or exceed personal targets
1:1 tutoring for Y6 disadvantaged pupils	£1,200	To overcome gaps in learning, promote self confidence and enable learners
Additional TA support for intervention in maths, reading, writing and phonics in EY, KS1 & Y6	£12,762	To develop functional literacy and numeracy skills at the end of each key stage and to support children to reach expected standards in phonics To develop children's self esteem
Individual support for pupils	£2,232.36	To remove barriers to learning for children experiencing difficulties, including providing education for pupils at home
Enable inclusion in extra curricular activities, including residential trips	£995	To promote inclusion and self esteem, and provide the opportunity for children to access a wide range of experiences to enrich their learning.
Release time to complete paperwork and attend meetings such as Early Help and work with parents	£4,056	To reduce barriers to learning and support children and families
Purchase of additional resources in order to support learning, such as books and manipulatives	£3,000	To improve children's reading and comprehension skills. To improve how children move between concrete to pictorial to abstract
Subscription to online tracking program	£1,900	To monitor and track progress of individual children to be able to identify gaps in learning

**This totals £37,847.11 in expenditure**

## Impact of PPG on Outcomes

### Reception – 1 Disadvantaged Pupils (1 SEN)

- 1 child did not achieve an overall Good Level of development but did make good progress and achieved the expected level in Physical Development and Personal, Social and Emotional Development

### Year 1 – 2 Disadvantaged Pupils (1 SEN)

- 1 children achieved the expected level in Phonics – 50%

### Year 2 – 3 Disadvantaged Pupils (2 SEN)

- 2 children achieved expected standard in reading – 67%
- 1 children achieved expected standard in writing – 33%
- 2 children achieved expected standard in maths – 67% with 1 child also achieving greater depth 33%

### Year 6 – 5 Disadvantaged Pupils (3 SEN )

- 4 children achieved expected standard in reading – 80%
- 2 children achieved expected standard in writing – 40%
- 3 children achieved expected standard in SPAG – 60%
- 3 children achieved expected standard in maths – 60%

\*\* Those disadvantaged children who did not meet expected levels through the school are also children with a special educational need, and these needs are complex in most situations.