

Pupil Premium Grant 2018-19

Allocation=£165 000 125 Pupil Premium children/53% of roll



Strategy	Delivery Method	Cost	Resource	Impact:																																																						
1. Secure accountability for the performance of Pupil Premium children	Strategic leadership to drive personalised learning through data analysis and staff development	0.1 x SLT	Leadership 0.1 non-contact: Cost includes 'on costs' to school	<p>Whole staff PPG training and ongoing support from DHT enables all Teachers to be familiar with PPG children, identify their needs and provide responsive support in class.</p> <p>PP children exhibiting poor progress identified quickly and issues/ strategies addressed with immediate effect alongside Class Teachers.</p> <p>Early identification of children with SEMH enabled prompt support by AHT in pastoral role.</p> <p>Children with SEND identified and appropriate provision provided by SEND team incl Ed Psych. 1 referral to support base at Holmwood School successfully managed. 1 child supported at RTMAT through timely intervention.</p>																																																						
2. Personalised Learning	1 additional class per phase in school facilitating smaller classes and a higher pupil to Teacher/ TA ratio	<p>3 x M4 £112,905</p> <p>2 x L3 TAs £33 404</p>	<p>3 experienced full-time teachers</p> <p>2 L3 TAs</p> <p>Cost includes 'on costs' to school</p>	<table border="1"> <thead> <tr> <th>%PPG</th> <th>Rec</th> <th>Y 1</th> <th>Y 2</th> <th>Y3</th> <th>Y 4</th> <th>Y 5</th> <th>Y 6</th> </tr> </thead> <tbody> <tr> <td>CRWM ARE</td> <td>64</td> <td>44</td> <td>68</td> <td>60</td> <td>67</td> <td>35</td> <td>38</td> </tr> <tr> <td>CRWM GDS</td> <td>5</td> <td>6</td> <td>9</td> <td>0</td> <td>10</td> <td>6</td> <td>0</td> </tr> <tr> <th>%NPPG</th> <th>Rec</th> <th>Y 1</th> <th>Y 2</th> <th>Y3</th> <th>Y 4</th> <th>Y 5</th> <th>Y 6</th> </tr> <tr> <td>CRWM ARE</td> <td>78</td> <td>71</td> <td>80</td> <td>58</td> <td>60</td> <td>60</td> <td>83</td> </tr> <tr> <td>CRWM GDS</td> <td>11</td> <td>12</td> <td>27</td> <td>33</td> <td>20</td> <td>10</td> <td>0</td> </tr> </tbody> </table> <p> Gap < 10% Gap >10% Gap >20% </p> <p>Attainment at ARE or above of pupils in receipt of PPG compared to those who are not, is mixed across cohorts with the gap being greatest in Y6 in 2019.</p> <p>ARE: <table border="0"><tr><td style="background-color: #FF0000;">2</td><td style="background-color: #90EE90;">2</td><td style="background-color: #90EE90;">2</td></tr></table></p> <p>ARE+: <table border="0"><tr><td style="background-color: #FF0000;">2</td><td style="background-color: #FFFF00;">1</td><td style="background-color: #90EE90;">4</td></tr></table></p> <p>It continues to be a key priority in school to improve outcomes for pupils in receipt of PPG and diminish the difference between this group and their non PPG peers.</p>	%PPG	Rec	Y 1	Y 2	Y3	Y 4	Y 5	Y 6	CRWM ARE	64	44	68	60	67	35	38	CRWM GDS	5	6	9	0	10	6	0	%NPPG	Rec	Y 1	Y 2	Y3	Y 4	Y 5	Y 6	CRWM ARE	78	71	80	58	60	60	83	CRWM GDS	11	12	27	33	20	10	0	2	2	2	2	1	4
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3.Enrich social and cultural experiences	i) Subsidised educational visits (including Residential) and curriculum 'Engage' experiences	<p>(53% school allocation)</p> <p>£2 660</p>	Robinwood Y5/6 Curriculum visits	<p>High level of pupil engagement. Evidenced through homework and quality of written work.</p> <p>Increase in use of 'Theme' learning as a stimulus for writing inspiration: KS1 WR increased 11% on 2017-18 with a small 7% gap between PPG and NPPG pupils. In KS2 WR increased 6% overall although the gap between PPG and NPP was wider at</p>																																																						

	ii) Develop individual confidence and promote creative excellence through singing and performing skills lessons weekly	£4 780	Emma Sheraton & Adam Gibson 1 x morning weekly delivering singing to whole school in phase groups; preparation for public performances (choir, Nativity etc)	19%. However, outcomes at GDS for PPG writing were much stronger and just exceeded NPP by 2.3%. EYs and KS1 Nativity performances assisted by ES/ AG in rehearsal and performance (KS1) Choir performances in the community raise profile of school and boost self-esteem of participants Very shy children engaging in public performance builds resilience.
4.Early support for writing	Improve auditory and physical skills in order to impact on early learning, particularly in writing	£2 500	'YogaBugs' Project Weekly Literacy, PSED & Physical learning programme for Reception children.	Physical development particularly strong in target children. Core strength and stability improvements support balance and proprioception. Greater control over gross motor skills notably impacts on fine motor skills for writing. Quality of writing evidenced at moderation was noted. Increase in Writing outcomes at ELG of 3% on 2017-18 64% PPG/ 78% NPP achieved expected standard.
5.Support SEMH to remove barriers to learning	Provide bespoke pupil support to those individuals at risk of disaffected behaviour or poor attitudes to learning; support children with social, emotional and mental health needs to access their learning fully	£2 000	Pastoral support at the time of need: AHT, PSA, SLT Play therapy, CATS etc as required.	Wrap-around pastoral support identifies children in need of SEMH intervention to remove barriers to learning. Support for families of 2 children has enabled children to make good academic progress – one to ARE; one to GDS in 2/3 subjects. AHT behaviour support for colleagues enables chn with SEMH to be managed back to class successfully.
	Total	£165,132		