

Pownall Green Primary School

Love learning, love life!

Pupil Premium Strategy

Reviewed: September 2018

Next review: September 2019

What is Pupil Premium funding?

1. The Government is committed to narrowing the achievement gap between the families that are on lower income households and those that have higher incomes.
2. It has therefore given a set amount of money per child for every child that has been eligible for free school meals, has been in the care of the local authority in the last 6 years or has been adopted in the last 6 years.
3. It is then up to the school to decide how to spend the money so that all children can reach their potential.
4. Our champions for Pupil Premium children are Nina Nikolaides (Inclusion Coordinator) and Richard Henshaw (Chair of Governors).

How are we using Pupil Premium Funding to support pupil progress this year?

For the current financial year (2018-19) we are allocated £40,200 of pupil premium funding.

At present, 5.3% of our pupils are eligible for the extra funding.

Summary of main barriers faced by eligible pupils

1. Motor skills of children less developed than peers
2. Literacy skills (reading and writing) and / or mathematics less developed than peers
3. Low self-esteem and confidence
4. Low aspirations

Barrier targeted	Chosen action/approach	Rationale for this choice	Cost £'000	How will impact be measured	Expected outcomes/Impact
2,3, 4	A Pupil Mentor provides a range of additional support to individuals, targeting their particular needs. This includes academic support (Spoken Language, Reading, Writing and Maths); pastoral support; additional motivation and challenge.	Our pupil mentor works with individuals from the time they start school with us in reception until they leave us in Y6. She develops positive relationships with the children and families and provides important continuity at transition points. She is able to provide one-to-one targeted support for individuals to overcome their personal barriers. The differentiated and personalised approach cements learning and leads to better outcomes.	15.3	Case studies of individuals Pupil progress data	Consolidation of understanding. Increased progress of targeted children. Increased confidence and engagement in whole-class learning. Improvements in self-confidence.
2	Additional Literacy Support with a Learning Mentor for identified pupils.	Raising literacy levels is the key to raising achievement across other curriculum areas and at every stage of education.	0.5	Case studies of individuals Pupil progress data	Improvements in phonics, reading and writing. Enhanced confidence and engagement with learning.
1	Motor Skills United groups for identified pupils.	Improvements in motor skills lead to enhanced participation across the curriculum and to greater levels of self-confidence.	0.5	Case studies of individuals	Improvements in: <ul style="list-style-type: none"> - fine and gross motor skills. - balance and coordination - confidence and self-esteem - handwriting and dexterity - sequencing and organisational skills - visual and auditory perceptual skills
3, 4	Thursday Club (Nurture group) for identified pupils.	Enhanced self-esteem enables children to feel happier and more at ease. Improvements in social skills	0.5	Case studies of individuals	Enhanced self-esteem. Development of social skills.

		enable children to participate more confidently in group tasks and to gain more enjoyment from playtimes.			
2	Computer-based reading programme for identified pupils.	Computer based programme is motivational for children and can also be accessed at home.	0.1	Case studies of individuals Pupil progress data	Increased engagement with reading. Improvements in word-reading skills and comprehension.
2, 3, 4	Personalised support from a teaching assistant for identified pupils.	Working with the same teaching assistant on a regular basis over time enables the pupil to develop a high level of trust and the adult to develop a sound understanding of individual need. This support can be flexible and tailored specifically to changing needs, whether they are pastoral or learning needs.	5.5	Case studies of individuals Pupil progress data	Enhanced sense of self-worth. Improvements in self-management skills. Increased engagement in learning. Consolidation of recent learning, leading to solid foundations for future learning.
4	Subsidise extra-curricular visits.	To increase engagement in school and widen horizons.	2.0	Case studies of individuals	Increased engagement in school. Raising aspirations. Widening horizons. Improved relationships and cooperation within the class.
4	Subsidise extra-curricular activities (including music lessons and sports).	To widen horizons and raise aspirations.	5.0	Case studies of individuals	Curriculum enrichment. Raised aspirations. Widened horizons.
2	Investment in Numicon resources	To improve confidence in maths by enhancing understanding	1.0	Case studies of individuals	Increased engagement with maths. Improvements in mathematical understanding
2, 3	Computer equipment to enable pupils to access computer based English and Maths resources	Computer based programmes are motivational for children and English and Maths skills can be enhanced	2.0	Case studies of individuals Pupil progress data	Improvements in word-reading skills and comprehension. Improvements in mathematical understanding. Enhances computer literacy
3,4	Support from school's Inclusion Coordinator	Our Inclusion Coordinator works with pupils and	5.3	Case studies of individuals	Enhanced home / school relationships.

		families from the time they join the school until year 6. She provides professional advice and ensures pupils are supported in the most appropriate ways		Pupil progress data	Appropriately focussed interventions.
1,3	Playground development	Equipment to develop pupils' motor skills, enhance self-confidence and engagement with learning	2.5	Case studies of individuals	Improvements in gross motor skills, balance and coordination Enhanced self-esteem

How did we use Pupil Premium Funding to support pupil progress last academic year?

Last financial year (2017-18) we received £33,260 of pupil premium funding.

Barrier targeted	Chosen action/approach	Rationale for this choice	Cost £'000	How will impact be measured	Outcomes/Impact
2,3, 4	A Pupil Mentor provided a range of additional support to individuals, targeting their particular needs. This included academic support (Spoken Language, Reading, Writing and Maths); pastoral support; additional motivation and challenge.	Our pupil mentor works with individuals from the time they start school with us in reception until they leave us in Y6. She develops positive relationships with the children and families and provides important continuity at transition points. She is able to provide one-to-one targeted support for individuals to overcome their personal barriers. The differentiated and personalised approach cements learning and leads to better outcomes.	10.9	Case studies of individuals Pupil progress data	Consolidation of understanding. Increased progress of targeted children. Increased confidence and engagement in whole-class learning. Improvements in self-confidence.

2	Additional Literacy Support with a Learning Mentor for identified pupils.	Raising literacy levels is the key to raising achievement across other curriculum areas and at every stage of education.	4.3	Case studies of individuals Pupil progress data	Improvements in phonics, reading and writing. Enhanced confidence and engagement with learning.
2	Teaching assistants working in class with identified pupils.	Supporting identified children to enable them to better access the curriculum.	5.6	Case studies of individuals Pupil progress data	Consolidation of understanding. Increased progress of targeted children.
1	Motor Skills United groups for identified pupils.	To develop children's fine and gross motor skills.	1.0	Case studies of individuals	Improvements in fine and gross motor skills.
2	Computer-based reading programme for identified pupils.	Computer based programme is motivational for children and can also be accessed at home.	0.5	Case studies of individuals Pupil progress data	Increased engagement with reading. Improvements in word-reading skills and comprehension.
1	Specialist Gymnastics Coach for identified pupils	To develop children's motor skills	1.0	Feedback from coach Observations during PE lessons	Improved core stability, balance and coordination
4	Subsidised extra-curricular visits.	To increase engagement in school and widen horizons.	1.0	Case studies of individuals	Increased engagement in school. Raising aspirations. Widening horizons. Improved relationships and cooperation within the class.
3,4	Thursday Club (Nurture group) for identified pupils	To develop children's self-esteem and confidence to enable them to feel happier and more at ease in school	2.0	Case studies of individuals Pupil voice	Enhance self-esteem. Development of social skills
4	Subsidised extra-curricular activities (including music lessons and sports)	To widen horizons and raise aspirations.	7.0	Case studies of individuals	Curriculum enrichment. Raised aspirations. Widened horizons.

So what was the benefit to the children last year?

Last year 6.7% of children in the whole school were eligible for Pupil Premium funding. These children were able to access the provision they needed, as outlined above.

In Year 6, 13.6% of children were eligible for Pupil Premium funding. 25% of these pupils had special educational needs.

The percentages of Year 6 pupils eligible for Pupil Premium funding who attained at least in line with national expectations were:

Reading ~ 87.5%

Writing ~ 75%

Maths ~ 87.5%

The percentages of Year 6 pupils eligible for Pupil Premium funding who were working at Greater Depth were:

Reading ~ 25%

Maths ~ 37.5%