** Stockham School **

**Impact of Pupil Premium 2017-18**

Schools are able to choose how best to spend the Pupil Premium. We are held accountable for how we have used the additional funding to support pupils from low income families.

At Stockham School:-

• We ensure that teaching and learning opportunities meet the needs of all of the pupils.

• In making provision for socially disadvantaged pupils, we recognise that not all pupils who received 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 allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

• Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

A full break down of information on individual pupil premium children is used for school evaluation and is kept confidential with the Head Teacher.

**Author:  R Burbank**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Children Eligible for Free School Meals now or at any time in last 6 years.**  **£1320 per child** | **Children**  **Looked After (continuously for more than 6 months)**  **Up to £1900 per child** | **Children from Service families**  **£300 per child** | **Total** |
| No. of eligible pupils | 26 | 1(PLAC) | 7 | **34** |
| Pupil premium funding received £ |  |  |  | **£38,320** |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Action** | **Target group** | **NC Year** | **Cost** | **Leading staff** | **Evidence and Impact** |
| **Playful parents program**  **Parent child attachment play sessions** | All years – parental course 11 weeks  As above | All | £2,299 Clear skies facilitator and leader.  Second course = £2000 due to 10% reduction for continued support.  £450 | RB, KR | 100% of parents felt that the course was very good. Parents had a significant increase in areas such as setting boundaries and control, empathy and improved relationships within their families. See playful parents’ evaluation for detailed report Sept-Dec 17.  Round 2 of playful parents is still in process and is showing a similar positive response from parents and families.  We will have a full evaluation of impact once this course is completed.  Confidential information held by school. |
| **3rd Space learning** | Mid ability vulnerable maths learners | Year 5 – 4 children | £229 per child x 8 = £1832  8 children = £5,970 | JB, BL | 4 children targeted this year from year 5.  100% of children made good or above expected progress in maths over the year. |
| **Gooseberry planet internet safety** | Staff, Parents and children | All years | £600 | JB | Evaluation of impact ongoing during year 18-19 |
| **Free Breakfast club for PP children** | All years PP children | All | 2 x TA support – (39 weeks)  Food hygiene certificate and training for HLTA.  Running costs and food | AD and DB | Up to 27 children attend this club. 5 are PP children and attend on a regular basis throughout the year.  Improved behavior/transition from home school life reported.  67% PP children made good progress (4 steps or more) in all areas (reading writing and maths) during 17-18. 100% of non-SEN PP children made good progress in all areas.  Breakfast club questionnaire results show: 100% children enjoy coming to breakfast club. 100% responses feel that the club helps parents get to work on time, reduce the stress of getting their child to school on time and agree that the club is affordable.  Comments for impact include improved social times with friends, improved punctuality, helping with emotional well-being and children feeling more secure and looked after by older children in the school. One parent expressed their thanks as the club improved positive behavior as main drop off time was not successful –which in the past has led to poor behavior at the start of the day.  Attendance rate of all PP pupils who attend breakfast club 17-18 is average of 98.82% compared to whole school data 97%. 3 PP children had 100% attendance across the entire year! |
| **Achievement for all coach (AFA)** | Selected vulnerable cohorts of children PP focus | 20 children Years 4-6 | Peter Crockett per year. | RB/KR | Structured conversations have greatly improved communication between home and school, enabling teachers to put in additional support for individuals and work as a team with families. 88% engagement rate achieved his year compared to 50% last year.  TAs have received excellent training on encouraging children to work independently and using effective questioning to support learning. TAs have had many observations and have improved their practice in the classroom.  SENCO has received excellent support in her new and permanent role.  AFA equality award achieved. (see AFA award information) |
| **Additional TA support for afternoon booster sessions** | Year 6  Children needing gaps closing in both English and Maths | Year 6 |  |  | 6 pp children attended. 100% non-SEND children met National expectations in all areas.  At the end of KS2:  3/6 PP children met National expectations in Maths  3/6 PP children met National expectations in Reading  3/6 PP children met National expectations in Writing  3/6 PP children met National expectations in SPAG |
| **Training for First Class @Number** | Maths lighter touch intervention | SEN support | Course cost and TA cover time | AD | PP child targeted made13 month’s progress in 9 months. Child achieved expected level in maths at end of KS2 test. |
| **1:1 TA tuition in Maths and English**  **children 1x a week after school** | Yr 6 (2 chn) | Yr6 | TA time after school | AD and SP running sessions after school | 4 children more confident in class and parents have asked to continue privately due to success.  Children consolidate learning in the classroom and prepare for next week’s learning focus.  Children more ready for SATS papers.  All children achieved National expectations in maths and reading. |
| **Maths club after school** | Sept to May | Year 6 to close gaps | TA supported teacher- 30 weeks | JB, CC, AR | 4/6 children attended.  Based on end of year SATs:  %PP achieving expected level in maths. = 75% |
| **Phonics** | Additional TA interventions in pm due to only 40% of whole class at expected in February | Year 1  Year 2 |  | KM/SM  SM and JB | Year 1 pp children phonics –whole class =77%  56% (5/9) of PP achieved expected score.  Year 2 - 97% accumulative score for retakes passed. 100% PP children passed retakes. |
| **Less able and Gifted and Talented workshops to include PP children** | Foundation subjects | All | Additional PE clubs | JDB  Turn it on company  science | Less able children achieving in foundation subjects – boost morale, sharing to others in assembly, improved behavior noted in lessons.  Increased enjoyment of children working with new resources and professionals in their field of work  Increased awareness for More able ICT users in internet safety. Programming course improved children’s knowledge.  Led by Heena Brown  Gold award in PE achieved 4 years running. PE lead aiming for Plantinum award in 2019. Children are better prepared for competitions, raised self confidence in own ability See Sports premium report. |
| **Whole school resources –**  **Mathletics, SEN reading scheme (Badcock), Espresso and Espresso coding** | All (focus on Lower attainers, SEN and pp) | all | Subscription fees | All staff | Children are able to access maths resources out of school. Teachers can set homework and monitor what the children have done out of school, including how much time they have spent on mathletics.  Teachers/TA’s are able to access a range of multimedia resources the curriculum to help engage and inspire children. |
| **Trip/experiences short fall** | All PP (if relevant) | All | Estimated  £1600 | Nay/ RB | All children offered all experience regardless of cost.  Year 6 children were financially supported to attend residential PGL trip. PP children supported to take after school clubs that they would not usually be able to provide. See parent PP support letters for evidence of support with trips. |
| **Elsa (Emotional support)** | 9 children Sept-Dec 17  Jan 18- Easter 5 children attending sessions | 11 week sessions | 1 morning TA time  39 weeks a year  continued supervision (yearly cost) | RB, SP | Emotional, conduct and learning QCA behavior assessment.   1. x pp children:   Child 2 49/90 in Sept to 65/90 by December 17  Child 2 57/90 in Sept to 77/90 by December 17  Teachers report that children are more settled at school, arriving with a smile, more confident and has better relationships with the adults in the school. Children manage their behavior better and make positive choices. |
| **Arch** Reader to work with selected pupils to improve reading skills and phonics. | Year 2  9 children a year | 2 x afternoons | Cost of volunteer | RB, KM | New Volunteer –Keith worked with six Year 2 children supporting reading and social skills.  End of year results – 6 children worked with Mr Goddard. With 4 steps representing good progress, 100% of children made good progress in reading. 50% made accelerated (5 steps) progress.  100% PP children reached phonics re-takes pass level. |
| **Clear skies play sessions** | 4 children in total this year. | confidential | 2 x hours a week (Mondays in the bungalow)  Yearly cost | RB/LB | Improved anxiety levels in children  Confidential reports on individual children with Head Teacher and shared with parents. |
| **Home-school link worker** | Suzanne Clark | All | Yearly cost, visit every Tuesday morning | RB | 10 families- Children supported in school time with worries, anxieties, health issues. Parents are supported and advice given at home for routines, behavior support…EHA and TAF meeting support. Social services support for school and families. Two families are currently receiving BE FREE YC sibling young carers support. |
| **Educational Psychologist support** | Ann-Marie Bavistock | All | 3 days a year plus additional time if needed. | KR/RB | Support and advice given to school. |
| **SNAST support** | Jo Allott | All | ½ a day every fortnight | RB, KR, JA | Support for the school SENCO (KR).  Carrying out of observations and assessments across the school and provision mapping. The SNAST is supporting 13 SEN PP children. 39% % of our PP children are SEND. Year group break down of children with SEND and PP:  F =0%, Yr1=60%, Yr2=40%, Yr3=0%, Yr4=25%, Yr5=29%, Yr6=50% |
| **Forest school** | Year 1,3 and 5 |  | Additional TA hours – 3 hours a week for 39 weeks (Wednesday morning)  Shed for storage  Resources  3 day First aid course | SW/BL | Children enjoy learning outside of the classroom, learning new skills and have shown increased confidence when taking on new challenges such as fire lighting.  Children have had the opportunity to learn outside of their comfort zone.  Improved team building and sharing skills.  Parents comment positively on how much their children want to attend school on forest school/den day. Some children delayed their unauthorized holiday because it was den day! There has been noticeable improvement in behavior. Children who are less academic have the chance to shine in other school areas. |
| **Opportunity to attend paid after school clubs through school funding** | All PP | All | 4 x PP children (Forces and FSM) | RB and SE | 4 x PP children attended a 10 week block of Pottery club |
| **Website training** | E schools |  | Training costs | RB | Vulnerable/PP children parents kept informed through blogs, photos, video clips for school PGL trip in Year 6. This allowed additional children to attend due to anxieties from parents. |
| **New books for emotional library (front entrance)** | Vulnerables | All | Cost of additional books | RB | Parents have borrowed books from the library during stressful/emotional family times – positive comments show that the children have enjoyed the books and helped the children to understand their situations. |
| Total spend to date– £33,560 | | | | | |

**Stockham School Pupil Premium Grant Allocations 2018/19**

The grant is based on information obtained from our January 2018 census, and is made up as follows:

DPP £1320 x 30 = £39,600

PLAC £2300 x 2 = £4,600

Service £300 x 6 = £600

Total 38 children **£44,800**

Actions for PP spend in 18/19

Resources for fine motor skills

Picture only books for early reading in Foundation class

Play resources for Year 1 –Car mat and tuff spots

Notes: - Information which identifies individual pupils remains confidential and is not reported to parents or governors.

* Schools decide on the most appropriate way to spend their allocated Pupil Premium– funding is not tied to specific solutions.
* Governing Bodies are required to report online annually to parents on the impact of Pupil Premium, however schools and governor committees are likely to monitor more frequently as part of the school’s regular assessment process.