** Stockham School **

**Impact of Pupil Premium 2018-19**

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.

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| Estimated figures based on Sept 18 intake | Total attracting PPG | FSM/Ever 6 | Post LAC | Service Children | **Total Funding 2018** |
| **Total** | 38 | 30 | 2 | 6 | **£44,800** |

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| **Action** | **Target group** | **NC Year** | **Cost** | **Leading staff** | **Evidence and Impact** |
| **Playful parents program** | All years – parental course 11 weeks | All | £2,000 Clear skies facilitator and leader. | RB, KR | **Programme evaluation**  100% of parents rated the programme overall as ‘Very good’ or ‘Excellent’  100% of parents rated the effectiveness of delivery as ‘Very good’ or ‘Excellent’  91% of parents rated the knowledge of facilitators as ‘Excellent’  Parent testimonials  “It has given me a new perspective on parenting and I’m enjoying time with my  children”  “The group being willing to listen to each and share ideas”  “I feel less alone”  “[my child] was excited about it and enjoyed the special attention”  “[my child] has been sharing with [their] sister”  [my child] is much calmer”   “We as a family use our toolbox as much as possible”  See end of session confidential report for more focused evaluation scores. |
| **3rd Space learning** | Low/Mid ability vulnerable maths learners | Year 5 children | £3222 (6 invoices throughout the year) | JB, BL | 4 children targeted:  Mid year assessments should show 3 steps progress A – 4.1+ to a 5.2 (4.5 steps)  B – 4.2 to a 5.1 (3 steps)  C – 3.3 to a 4.2 (3 steps)  D – 4.1 to a 4.3 (2 steps)  Average progress of 3.1 (good progress with some accelerated learning)  End of year shows accelerated progress for the group:  A – 4.1+ to a 5.3 (5.5 steps)  B – 4.2 to a 5.2+ (4.5 steps)  C – 3.3 to a 4.3 (4 steps)  D – 4.1 to a 4.3 (2 steps) |
| **Gooseberry planet internet safety** | Staff, Parents and children | All years | £600 | JB | Internet safety day in February focus around themes from Gooseberry planet. Parents receive information about potential threat to children online e.g. Momo info. Teacher’s use scheme of work to supplement the ICT curriculum. Online games used to provide online safety to children in a fun way. NSPCC visit also supported keeping safe and sign posting for help. |
| **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  £3,900 | AD and DB | Up to 37 children attend this club. 8 are PP children and attend on a regular basis throughout the year.  Improved behavior/transition from home school life reported.  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. |
| **Achievement for all coach (AFA)** | Selected vulnerable cohorts of children PP focus | 20 children Years 2-6 |  | 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 |  |  | There were 8 PP children in Year 6  90% of all pupils met expected in writing 100% PP children met National expectations in Writing  75% PP children met National expectations in SPAG  75% PP children met National expectations in Reading  88% PP children met National expectations in Maths  75% PP combined R,W,M |
| **Training and delivering First Class @ writing intervention Dragon Hunters** | Year 3 | 4 –children (Close the gap) children | Course cost and TA cover time | JB | 4 steps would be expected progress by June assessments   |  |  |  | | --- | --- | --- | | Child | Reading EOY | Writing EOY | | a | 4 steps | 5 steps | | b | 4 steps | 5 steps | | c | 5 steps | 5 steps | | d | 4 steps | 5 steps | |
| **1:1 TA tuition in Maths and English**  **children 1x a week after school** | Yr 6 (3 chn) | Yr6 | TA time after school | CE, AD and SP running sessions after school | All children made more than 4 steps of progress in reading, writing and maths. |
| **Maths club after school** | Sept to May | Year 6 to close gaps | TA supported teacher- 30 weeks | JB, CC, AR | 100% PP children achieved expected or above. |
| **Phonics** | Re-assessment in April for children with less than 25 as raw score | Year 1  Year 2 | Additional phonics groups, homework packs and afternoon short burst sessions. | AK  KM | |  |  |  | | --- | --- | --- | | Child | October raw score | March Pass/fail | | a | 15 | 13 Pass | | b | 13 | 20 Pass | | c | 31 | 39 Pass | | d | 22 | 22 Pass | | e | 20 | 20 Pass |   32 pass mark  5/5 PP children passed = 100%  Overall class reached 94% (National is 83% ) |
| **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  PE lead achieved Plantinum award in 2019. Children are better prepared for competitions, raised self confidence in own ability See Sports premium report. Fitness has improved across the whole school. |
| **Whole school resources –**  **Mathletics, SEN reading scheme (Badcock), Espresso and Espresso coding, Twinkle account, sing up, Pira and puma Assessments for maths and reading and spag.** | All (focus on Lower attainers, SEN and pp) | all | Subscription fees  £4800 | 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. |
| **Trips/experiences** | All PP (if relevant) | All | Estimated  £1950 | Nay/ RB | All children offered all experience regardless of cost.  Year 6 children are being 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)** | 6 children Sept-Dec 18 | 11 week sessions | 1 morning TA time  39 weeks a year  continued supervision (yearly cost) | RB, SP | Emotional, conduct and learning QCA behavior assessment:  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  £350 | RB, KM | Volunteer –Keith worked with 3 Year 2 children supporting reading and social skills.  End of year reading progress –   |  |  |  | | --- | --- | --- | | A | 5 steps | EAL | | B | 3 steps | SEN | | C | 5 steps | SEN | | D | 3 steps |  | | E | 4 steps |  |   Average progress of 4 steps. |
| **Clear skies play sessions** | 4 children in total this year. | confidential | 2 x hours a week (Thursdays in the bungalow)  Yearly cost  £3500 | RB/CO | 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  £2400 | RB | 9 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 | 4 days a year plus additional time if needed.  £2250 | KR/RB | Support and advice given to school. Support with EHCPs and TAFs. |
| **SNAST support** | Jo Allott | All | ½ a day every fortnight plus additional needs  £4000 | RB, KR, JA | Support and advice given to school. Support with EHCPs and TAFs. |
| **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  £2300 | 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.  See Forest school questionnaires for more information. |
| **Opportunity to attend paid after school clubs through school funding** | All PP | All | 4 x PP children (Forces and FSM)  £280 | RB and SE | 2 x PP children attended a 10 week block of Pottery club –this is also ongoing for next year. |
| **Website training** | E schools |  | Training costs  £100 | 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. |
| Total spend to date– £41,900 | | | | | |

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.