

Pupil premium grant expenditure:
Evaluation report for website: Academic year 2017/2018

This report uses the academic year from September 2017 to July 2018. However PPG funding is based on a budget year from April to March.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	179
Total number of pupils eligible for Free School Meals	7
Total number of children eligible for PPG+	2
Total number of children eligible for Ever 6	0
Total amount of PPG received in April 2017	£6,600

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)		
	July 2017	July 2018
Good Level of Development (GLOD) at the end of EYFS	2 children - did not score a GLOD	4 children - 2 scored GLD - 50%
% of pupils making expected progress in Reading at end of KS1	2 children - 1 scored expected in reading	2 children - 100% at expected
% of pupils making expected progress in Writing at end of KS1		2 children - 50% at expected
% of pupils making expected progress in Maths at end of KS1	4 children - none achieved expected	2 children - 50% at expected
<i>Include additional performance measures relevant to your school phase</i>	Phonics - Y1 - 1 child did not pass	Year 1 Phonics - 2 children - 50% passed
	Y2 - both children passed (100%)	Y2 - both children passed (100%)

Summary of PPG spending 2017/18

Objectives in spending PPG:

To enable children to achieve age expected at the end of the year and to make good progress in line with their peers.

To improve speech, language & communication skills.

To provide specific support with phonics, reading, writing and maths.

To provide support for individual needs to develop self-esteem and confidence.

Summary of spending and actions taken:

First quality teaching in class using Learning Plans written co-productively with parents, teachers and Inclusion manager – cover for Teachers - £660

Part time TA 1 - Supporting 1:1 and small group work every morning for 3 terms – phonics, read write inc, first class at numbers. £7374

Part time TA 2 -1:1 support with 1 PPG child with specific needs from 8.30 to 12.00 for 2 terms - £3186.

Targeted phonics support daily with TA – Y1 and Y2 PPG children – small group x 20 mins daily 4 days a week for 2 terms

TA 3 - One to one time for PPG+ child – 30 mins daily - £1000

TA 4 - One to one time for PPG+ child - 15 mins daily - £200

Headteacher– one to one RWI 3 x a week and small group maths for 2 terms and writing groups for one term. (Initially 2 PPG children) - £1200

Senco - timetabling PPG provision, meeting with parents, attending training, direct support and training for specific children with 1-1 needs - £2665

School counsellor worked directly with 1 of our PPG children all year - £1616

Bought in time from locality Inclusion Advisory teacher - £1100

Yoga classes weekly in school time – all Y1 & Y2 children invited to attend this weekly over the year – cost came from PE money - £372

We have used some PPG money to fund a speech and language programme called Infant Language. This has then been administered by class TA's on some of our PPG children to identify language needs. £150

Total - £19, 373

The costing listed here are just the basics as we provide other areas through our day to day teaching. School does fund a lot of our PPG work.

Outcomes to date:**Record of PPG spending by item/project 2017/2018**

Item/project	Objective	Rationale	Outcome
Yoga – a weekly class for an hour during the school day	To enable the children to develop self-confidence, learn strategies for being calm, to follow instructions and to raise self-esteem. We also felt it would provide lifelong skills.	Prior experience	4 KS1 children accessed this weekly session and all were positive about the experience. <ul style="list-style-type: none"> Child friendship group started to build, really took in learning linked to zones of regulation - emotion work. By the end watching and joining in conscientiously. Child grew in confidence over the year and was able to voice concerns to adults. Child made improvements over the year and joined in. Child really enjoyed the relaxation and you could visibly see the benefit.

Advice from locality Inclusion Advisory Teacher	To understand needs and find better ways to support	Prior experience	Child was happy, keen and enthusiastic in school. Slow to process everyday vocabulary – strategies shared. The Numicon catch up approach we are using is a good one. Benefit from someone sitting alongside when modelling. Advice enabled them to make progress.
One to one sessions with school counsellor	Raised confidence & self-esteem supporting a desire to learn.	Prior experience	<ul style="list-style-type: none"> • Self-confidence increased for one child. • As a result of raised self esteem child went from not being on track at the beginning of the year to achieving expected in all 3 subjects.
Daily individual time to build confidence in adults in school	Raised confidence & self-esteem supporting a desire to learn.	Impact from previous year.	Child values the time and it helps them manage their emotions.
Release time for PPG LP reviews/writing	To specifically target the needs of our PPG children working collaboratively with their parents	recommended	CT and IM meeting with parents to review and write the PPG LP's termly enabled us to work much more closely with parents and to make the outcomes more specific.
Jump Ahead small group working on gross and fine motor skills	Improved outcomes in Reading & Writing	OT advice	The post Jump Ahead Assessment showed an increase in child's body awareness and balance and this was also evident in PE and at home. This has begun to impact on handwriting.
Numicon catch up pair work	Improved outcomes in Maths	Recommended by Locality Inclusion Advisory Teacher	Child felt the group helped them a lot and that they were better at counting. In this 1:2 group child needed support but it was also possible to see their confidence in the concepts they were covering increase over the sessions. Child has made incredible progress in understanding of the number system. Child made 6 steps of progress in Maths in Year 1.
First Class at Number small group work	Improved outcomes in Maths	Numbers count research	The trained TA who is able to run this programme wasn't available to do so until the end of the academic year. The child focussed well and was more secure in understanding moving forwards to Y3.
Direct speech sounds work, activities set by IM and supported at home	Improved communication skills	SALT advice	Re-test following this work showed that the child achieved their outcomes in this area and resolved speech production.
Semantic steps small group support	Improved communication skills	SALT advice	Child made really good progress with noun vocabulary to start with and by the end child's vocabulary including verbs was increasing. Child achieved end of Year 2 expectations in reading.
Narrative Therapy small group support	Improved communication skills	EEF toolkit	<p>Both children made 6 steps progress in writing.</p> <ul style="list-style-type: none"> • Child found it hard, Locality Inclusion Advisory teacher recommends child does KS1 program next year. • Child accessed the group well and now needs more support to put this into writing.
Talkabout small group	Raise self-esteem and self-awareness	Prior use	<p>Following this group all children were confident to share learning and achievements both in and out of school with peers. Children became more confident, independent and keen to follow an enquiry through play. All 3 children made 7 steps progress in reading and writing.</p> <ul style="list-style-type: none"> • Child did not want to join in at first but grew in confidence over the sessions and became more open with how they were feeling. • Child joined in well, needing a little support at times. Confidence slowly developed over the sessions. Made lots of friends rather than relying heavily on one. • Child felt they were better at writing now and that the group had helped them a lot. Joined in well often copying other children's answers at the beginning but having some good ideas of their own by the end.
Language Link small groups	Improved communication skills	SALT advice	<ul style="list-style-type: none"> • LL assessment shows understanding of language is appropriate for age for one child who is now more confident to talk and share their learning. • Child raised understanding of language and met

			<p>expected following this work. Now very good at following instructions in the classroom with everyday instructions.</p> <ul style="list-style-type: none"> • Child raised language ability. • Child now has age appropriate understanding of language and passed the concepts section after doing specific concepts group.
Additional TA in class support	Target actions on PPG LP's	Prior experience	<p>Children had really positive transitions into school and developed strong friendships with peers and adults. Children trust and respond well to structure.</p> <ul style="list-style-type: none"> • With this support 2 children met expected in all areas, achieved GLD and made better than expected progress. • Child made better than expected progress and as a result is now on track in writing & math. • Child needed support settling into school and accessing learning. They made better than expected progress with 7 steps in writing and 8 in reading and number. • Child had a little in class support as mainly accessed small group and pair support as mentioned above. The support in class along with the group work helped them make 6 steps of progress in reading and writing and 5 in Maths • Child had adult support at key moments which enabled them to settle to an activity and plan work. This in turn gave them confidence to become more independent and show more of what they could achieve leading to them getting expected in all 3 areas at the end of Year 2. • Child had daily support and was very similar to above which enabled them to have the confidence to keep on task and organise own learning. They also had extra reading support in this time working specifically on comprehension which supported getting expected in reading at the end of KS1. Reading over year went from 6.2 to 7.8 - 16 months progress.
Phonological Awareness small group	Develop early literacy skills by improving phonological awareness.	Prior experience	Child made particular progress in alliteration and raised phonological awareness by 8 points.
Daily individual additional Reading	Improved outcomes in Reading & Writing	Prior experience	Parents noticed the child's reading had really improved and we have seen the benefits from this daily read in school bringing the child to age appropriate levels.
RWI with HT	Improved outcomes in Reading & Writing	EEF toolkit	<ul style="list-style-type: none"> • Child's spelling is fantastic, is spelling many CEW accurately and using phonics to make plausible attempts at other words, often spelling them accurately. • Child met expected in reading following the intensive support in this area this year. Went from 6.2 to 7.8 in reading over the year.
Maths/writing group with HT	Improved outcomes in writing and maths		<ul style="list-style-type: none"> • As a result of all the interventions child gained expected in all areas at the end of Y2. • Child's writing and maths improved and was only just below expected. Made 8 steps progress in reading and 7 steps in writing and maths over the year.

Total Amount of PPG spent	£9,240
PPG support funded by school	£10,133
Total	£19,373