

Spaldwick Community Primary School Pupil Premium 2017-2018 *Specific Pupil Premium funding Information for Governors [as recommended in 'Governor Matters' / Education Endowment Foundation EEF research] DATA / information on 8 PUPILS*

Summary:

1 Number of disadvantaged pupils: 11

3. How allocated Resources **Support Staff Level 2 360 hours April 2017 –March 2018. £2000 Funding for resources.**

4. Teachers aware of this pupil group: **Indicated with school SIMS system / Target tracker**

5 How evaluated: **measurable outcomes, programme evaluations, pupil-staff-parent discussions. Data from Assertive Mentoring Systems and Target Tracker**

6 Attainment expectations for this specific group of pupils. **Tracking using AM systems, pupil conferences.**

7 What are the barriers for attainment/achievement by these pupils.

Pupil's consistent engagement in their learning. Understanding/ Involvement of parents with their child's learning alongside consistency of support over time.

8 Does the school promote awareness of eligibility.

Information letters/ form given to all new school pupils. Email/ web posts to remind about funds.

9 What information is currently on school website.

Information on school website: SEND, Learning Curriculum, Attainment Milestones, Pupil support, Policies, Dates/ events.

Monitoring	Evidence to be reviewed termly by Head/ SENCO	Data Progress
Daily: reading intervention using 5 minute box, acceleread/ accelewrite. Speech and language 1-1 daily support, Support staff develop specific resources alongside the use of published/ purchased resources. Classteacher/ SENCO monitor impact of these interventions	Pupils' progress towards their identified targets can be seen. Use of intervention monitoring grids and AM benchmarking data. Accelerated progress may also be achieved.	<i>SEND audit March 2018, the evidence of monitoring / impact of interventions shared with LA Advisor</i>
Daily afternoon in the Reception class environment , to support specific pupils in: Activities linked to communication and language. Social skills	Pupil's progress towards their identified targets.	<i>PP/ FMS pupils. Foundation Stage Pupils Attainment Reading : Emerging x3 Writing: Emerging x3 Number: Emerging x3 At expected attainment x 3 Speech and Language support programme implemented</i>
Class support two mornings a week. Literacy and Numeracy intervention programmes [5 min box, accereread/write, daily mathletics]	Pupils' progress towards their identified targets can be seen. Use of intervention monitoring grids and AM benchmarking data. Accelerated progress may also be achieved.	<i>Summer 2: phonics intervention programme continuing [both PP pupils working towards phonics test outcome]</i>
Use of classroom reading recording systems Reading benchmark systems, evidence of progress in reading.	<i>Use of AM/ Milestone school system to monitor all pupil outcomes. Specific follow- up for PP/ Specific pupils. [Reading/ Writing/ Maths] Parent engagement through report, open classrooms, spring conferences</i>	<i>AM Milestone grids completed, gaps/ next steps identified. [see weekly planning] Further specific reading books been purchased to support readers in Y3/4.</i>
Weekly reading club takes place. Attendance by all pupils	Pupils attend the reading club. Class teacher/ class adults see increased confidence in reading. Y4-6 pupils, increased success on AR quizzing	<i>Lunchtime reading club established. Extended to two lunchtimes, with 2nd TA supporting</i>
Include the setting up of book/ story bags to support reading at home]	Literacy Co-ordinator identifies collection of books and the 'home Library' system set up, supported by two reading volunteers.	

<p>Use of mathletics monitoring system to show pupils engagement with this. Use of mathletics as part of Hoots weekly club</p>	<p>Supported pupils receive mathletics reports, certificates each half term.</p>	<p><i>Maths support – Computer support through specific programmes, eg focus on recall of multiplication facts ‘Hit the button’ programme successfully used by Y5 pupils in summer term. Ensure this programme available to all PP/FMS in autumn term</i></p>
<p>Individual small group support provided for the Hoots club session. Snack provided to support concentration and well-being.</p>	<p>Progress in reading, spelling and engagement in Mathletics with consequent progress in maths.</p>	<p><i>Hoots club attended by 6/9 FMS pupils Homework completed and Mathletics tasks completed. Improved home-school links for members of this group [increased communication on pupil’s wellbeing, support for pupil’s engagement in learning]</i></p>

Y1-6 8 PP/ FMS pupils 4 boys 4 girls	READING	WRITING	MATHS
Attainment. Pupil at / above age related expectations at end of academic year		1 12.5%	
Attainment. Pupil above age related expectations	3 27.5%	3 37.5%	3 37.5%
Progress. Expected progress made. 5 steps or above Steps made by PP/ FMS pupil in academic year AM1 [Sept 2017] – AM5 [July 2018]	2 25%	3 37.5%	3 37.5%
Progress 4 steps of above	6 75%	6 75%	3 37.5%
Progress made	8 100%	8 100%	8 100%
Low progress [3 steps or less]	2 25%	2 25%	2 25%
Review of lower progress	<p>Inconsistent level of support outside of school Low level of engagement by pupil – risk taking, self -application, low aspirations. Places offered at school learning support club and as part of Y7 transition project.</p>		
Yr – R 3 PP / FSM pupils 1 boy 2 girls	0% achieved GLD		