

Coughton C of E Primary School

Pupil premium grant (2017-18)

How do we spend our pupil premium grant?

The Pupil Premium funding is used for academic interventions; in particular, small group and 1: 1 tuition which is led by teachers and teaching assistants. Coughton C of E Primary School acknowledges that the attainment and progress of children can be affected by a child's self-esteem and wellbeing. Therefore the pupil premium can also be used for pastoral support and enrichment activities such as play therapy, emotional support, swimming lessons, music tuition. We also use Pupil Premium funding for staff CPD (Continuing Professional Development) as the quality of the staff delivering our interventions is of the utmost importance.

How do we measure the impact of PPG spending?

We continuously review our provision, and our evaluation focuses on academic gains and how pupils' self-confidence has developed as a consequence of the intervention. Where an intervention is not working, we either change how we are doing it, or stop it altogether. Our school governors have a good understanding of the Pupil Premium funded activities and their impact, and challenge our school to narrow the achievement gap.

We measure the impact of Pupil Premium Grant spending by tracking every pupil's progress and knowing every child's needs. We measure the impact of quality class teaching and every intervention, using a variety of impact data, including:

- Lesson observations
- Work in books
- Pupil interviews
- Parent and carer surveys
- Attendance data
- Individual pupil target-setting data

Pupil Premium Allocation for 2017 - 2018

| | |
|---|---------|
| Total number of pupils on roll | 163 |
| Total number of pupils eligible for PPG on roll | 11 |
| Total amount of PPG for 2017-18 | £14,300 |
| Carry Forward for 2018-19 | 0 |

Impact of Pupil Premium

What has been the impact of the 2017-2018 Pupil Premium?

| % Expected | Reading | Writing | SPaG | Maths |
|-----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| All Year 6 (25 pupils) | 88% | 84% | 84% | 96% |
| Pupil Premium Year 6 (1 pupil) | 100% attainment 100% progress | 100% attainment 100% progress | 100% attainment 100% progress | 100% attainment 100% progress |
| All Year 2 (30 pupils) | 83% | 76% | 77% | 76% |
| Pupil Premium Year 2 (1 pupil) | 0% attainment 100% progress | 0% attainment 100% progress | 0% attainment 100% progress | 0% attainment 100% progress |

Expenditure

Through the analysis of data the following areas were identified: Accelerated progress is required for pupils in two key areas: SPaG and Maths. In addition, funding has been allocated to have a Forest School Leader to build emotional and physical resilience in an outdoor setting and a TA to support and teach a specific group of children with low self-esteem and resilience. Many of the pupils would benefit from curriculum enrichment to address these issues. Below is a comprehensive list of what the Pupil Premium money was spent on in the 2017-18 academic year.

| AREA OF SPEND | FOCUS | 2017-2018 |
|--|--|------------------|
| TA support to deliver intervention programmes, Forest School sessions, 1:1 support and supporting inclusion in all areas provide additional adult in class. | English and maths | £9900 |
| Play Therapy | Personal and social | £2,000 |
| School Dog | Personal and social. English and maths. | £1,000 |
| Funding for school trips and residential (PGL). Increased financial support for educational visits, after school clubs and curriculum enrichment, e.g. music lessons | English and maths | £500 |
| Purchasing of resources to improve attainment and progress. Reading resources, TT Rockstars | Additional learning resources | £400 |
| TOTAL | | £13,900 |

| Item/Project | Objective | Outcomes |
|---|--|--|
| One to one and small group tuition | | |
| Maths intervention Y6 | to close the gap to meet expected standard - focus on the 4 rules with TA support and class teacher focus intervention | evidence shown in maths calculation scores on arithmetic tests evidence in maths books showing progress and independent application of the 4 rules. |
| Maths GD intervention Y5/6 | To ensure challenge for GD children and to raise GD attainment | Children scored highly in end of term assessments. Children make progress and evidence of explanations, reasoning and problem solving is shown |
| Homework support club | children have a positive attitude to completing homework | children are taught the skills of how to do their homework and what to do if they are unsure |
| SPAG intervention Y6 | to close gaps and raise attainment to expected levels (with TA support once a week) | evidence is shown in books, skills from session are being transferred to independent work |
| Reading support Y6 | To use whole class reading strategy – VIPERS and promote a love of reading. | objective is met through evidence of scores on reading papers and understanding of text is shown |
| Emotional support Y1/2 | To develop confidence and self-esteem with Happy To Be Me Group | pupils are beginning to develop coping strategies and are becoming more confident in whole class situations |
| Emotional support Y3/4 | To develop social skills games group | Children have built relationships and are more able to turn take. |
| Fine and gross motor skill Y3/4 | to improve letter formation through fine motor activities | evidence of correct letter formation is shown in books |
| Emotional support in Y3/4 | To provide emotional support, develop confidence and self-esteem through gardening club | Pupil is beginning to develop coping strategies and is becoming more confident when dealing with emotions. |
| Maths intervention Y3/4 | to close the gap to meet the expected standard | objective is met, child makes progress and evidence is shown in their books |
| Maths intervention booster Y2 | Increase confidence in maths. Focus on number bonds, place value and times tables. | objective is met, child makes progress and evidence is shown in their books. |
| Fine and gross motor skill Y2 | to improve letter formation through fine motor activities and daily handwriting activities | evidence of correct letter formation is shown in books |
| English intervention Y2 | to improve writing skills to enable child to make accelerated progress | objective achieved and books show clear progress |
| Fine motor Y1 | to improve letter formation through fine motor activities | evidence of correct letter formation is shown in books |
| Specialist | | |
| One to one mentoring | Develop skills for children struggling emotionally | Pupils are using coping strategies to help them |

| | | |
|--|---|---|
| Forest School | Building emotional and physical resilience through Forest School linked to curriculum | Pupils tackling tasks in Forest School and in whole class situations with more resilience. |
| Emotional support with school dog | Calming and developing empathy and opportunities to talk about feelings | Pupils are more emotionally resilient after time spent with school dog |
| Play Therapy | develop confidence and self-esteem and have space to understand feelings (ran individually on a weekly basis) | Pupils are beginning to develop coping strategies and are becoming more confident and emotionally resilient in whole class situations |
| Activities | | |
| Music lessons | ensure access is given to new experiences, improve confidence and relationships | objective is met with impact on attitude to learning visible in the classroom |
| After school clubs | to increase self-esteem which impacts on attitude to learning | impact on attitude to learning visible in the classroom |
| ACE (Attendance compliance enforcement agency) | to monitor the recording & reporting of whole school attendance | increased attendance for children especially those who were initially below 95% |
| Other | | |
| Item/Project | Objective | Outcomes |
| Staff training | ensure that staff are continuing to further their development, up to date with latest practice. (e.g. use of visual literacy) | staff skill set continues to be developed and children receive outstanding provision |
| School trips (inc residential to PGL) | ensuring that all pupils have access to school trips | Children attend school trips; have memorable opportunities that impact on their learning and enthusiasm with the curriculum. |