

Impact of Pupil Premium Spending 2017 - 18

Approach*	Barriers addressed:	Area of funding	Total (£)	Desired Impact	Impact
Behaviour and social emotional learning	Children face insecure or challenging home circumstances, limited opportunities and routines.	Wellbeing and Inclusion Team and resource	42999	Comprehensive Well-being support for children to achieve, regardless of barriers - offering strategies, such as: Place 2 Be counselling programme; TALC; sensory circuits; Early Help Assessment support; lunchtime support; behaviour programmes Success is measured through entry and end point data.	Behaviour in school is good (see Ofsted). Social emotional learning support facilitates all children, regardless of need, to access learning. Comprehensive Speech and Language systems in place. Entry and end point data for intervention programmes show positive impact.
		Breakfast club	1900	Children enjoy a sociable, energising and settled start to the day.	Breakfast club has full take-up.
		Attendance	1534	Attendance is at 95% +	2017 - 18 attendance was 96%
		Be the Best You Can Be - aspirations learning one day release time for deputy head	189	Children are aware of possibilities and able to express aspirations for their future lives.	Children had a Best You Can Be day and all children took part in a whole school aspiration day, leading to a BFG Dreams display in the school hall.
EYFS	Some of our children enter school without the school readiness skills needed, as shown by our baseline assessments.	Tapestry, teaching CPD and support staff and interventions	6670	Children with PPF made expected or greater progress from their baseline measures.	All children in receipt of PPF made at least expected progress from their start points.
Literacy and maths standards development	Children enter school attaining below age-expected standards. Funds are used to close this gap as children move through the school.	Leadership release time	1512	English and Maths attainment for PPF children is close to that of non-PPF children. This is gained through the systems, which are reviewed for effectiveness, through: Whole school monitoring systems High quality CPD - AFL; Speech and Language; EYFS; SEND; Inclusion Expert... Lead HLTA time for organisation and training of TAs to lead focused interventions in the afternoon sessions, including research driven programmes (Success @ Arithmetic, Better Reading; 1st Class @ Writing)	Attainment and Progress for children with PPF: - KS2 Reading: progress was 4.22, with 100% at expected standard, 40% higher standard. - KS2 Writing: progress was -0.39, with 70% at expected standard, 20% higher standard. - KS2 Maths: progress was 0.77, with 70% at expected standard, 10% higher standard. Phonics - 75% at Year 1, 100% at KS1
		CPD for leaders for: assessment for learning; outstanding teaching and learning literacy and learning to learn, reading, Inclusion	1750		
		Assessment training and reporting systems	250		
		Afternoon English and maths interventions	13678		
Support for teaching assistant development and leadership	Targeted support and interventions are led and run by well-trained staff.	TA leadership, training	11088	Homework club English, maths and phonics intervention programmes	TAs are trained to deliver evidence-based interventions with shown impact on children's learning: eg SALT, Better Reading, Write from the Start...
Digital technology	Resources at home can be a barrier to learning beyond the classroom.	Online learning resources	2590	Children can access learning independently using readily available technology in the home and be supported in their learning through the school library system	Widespread use of homelearning software - Mathletics, Reading Eggs, Junior Librarian, Purple Mash - positive parental feedback and child engagement.
Parental support and engagement	Families need support in understanding ways to support their children's learning and in accessing help available to them. Agencies need to be	Reading Café programme etc	100	Reading skills and school/family relationships are built up through a supportive environment.	Reading Café programme is run through the year and well attended.
		Parenting courses	500	Webster Stratton Parenting Course is available once a year for those families for whom support is needed, leading to improved support being in place for the children.	Webster Stratton Parenting Course was run or other options signposted.
Outdoor / adventure learning and learning environment	Children do not all have access to outdoor play and learning and do not have wider learning opportunities.	Outdoor environment - EYFS	2000	There is ready access to outdoor learning for PPF children, which is of high quality.	Improved resources, including sandpit renovation, in EYFS area.
		Trip subsidies	1000	Children can engage in a variety of enrichment opportunities that otherwise would not be feasible.	Wide range of trips run through the school year.
Health and nutrition	Children do not have a good understanding of healthy choices in eating.	Healthy living	500	Through this extra funding children have the opportunity to cook regularly and understand the food cycle, through growing plants in our vegetable garden.	All children engaged in gardening lessons.
Sports participation	Children cannot all access clubs at home.	Lunchtime resources	1000	Through our lunch time provision children are able to engage in active leisure and teamwork.	New lunchtime play equipment was purchased to enhance lunchtime experience for all. PPF children targeted for clubs.
Arts participation	Musical opportunities and the chance to perform as a choir or orchestra would be prohibitively expensive for many families.	Music	1445	Skilled music teaching and tuition, alongside festivals and two choirs enriches the learning of our PPF children.	New Music Leader is well informed and trained. Two choirs were run with many PPF children involved. Commended in Peterborough Music Festival. Three terms of violin tuition for Year 4 and ongoing small group tuition.
		Contribution towards musical instrument tuition	375		
		Total	91080		