

Pupil premium grant intended expenditure

Stedham Primary School's report to parents

2017/18



Pupil Premium grant (PPG) received 2017/18

Carry Forward from 2016-17	£0
Initial allocation of PPG	£17,160
Further allocation of PPG – August 2017	£7920
Total amount of PPG to be allocated in 2017/18	£25,080

Objectives of PPG spending 2017/18 financial year

1. To ensure eligible pupils (current FSM and Ever 6 children) make progress in maths, reading and writing.
2. To enable eligible Reception pupils to have the best possible chances of achieving a Good level of Development by June 2018.
3. For eligible pupils in Key Stages 1 and 2 to be given the best opportunities to enable them to be on track to meet age related expectations in reading, writing and maths in April 2018.
4. To enable eligible pupils to access out of hours learning, take part in school visits and extra-curricular activities to enhance and develop their attainment and progress.

Summary of main barriers to educational achievement faced by eligible pupils

There are three main barriers;

- Financial barriers mean that some pupils are unable to access some extra-curricular activities which may benefit their learning, progress and attainment.
- Variations in the levels of learning support given to children in the home context is a barrier for some of the eligible pupils.
- Emotional barriers mean that some children are not ready to learn, either long term or on specific days.

Summary of Planned Spending Allocations

Non class based Teaching Assistant to support eligible pupils academically and socially and emotionally both in and outside the classroom – 2 full days per week through the Autumn 2017 and the Spring 2018 terms.	£3500
Funded wrap around care (breakfast or after school club) - 5 hours per week per eligible pupil through the Autumn 2017 and the Spring 2018 terms.	£9360
Enrichment – drum lessons. 1 group lesson per week for 2 eligible pupils through the Autumn 2017 and the Spring 2018 terms.	£260
Funding for 2 school trips per year per eligible pupil.	£320
Additional non class based Teacher to academically support and extend eligible pupils – 2 full days per week through the Autumn 2017 and the Spring 2018 terms.	£11,640
Total	£25,080

Reason for this approach

Many of these children, for varied reasons, have less home support than some of their peers; they may get less opportunities for support with homework to consolidate their school learning, they are not able to read regularly to an adult or get support to learn spellings and times tables. Having additional adult support in school and in wrap around care means these children can have help to do these things. They can be supported with their learning, in or outside of class (and outside of school hours in wrap-around care), 1:1 or in small groups, to try and help narrow the gap between them and their peers where this exists.

We have chosen to employ a teacher because action research by the Education Endowment Foundation shows that teachers in this role have more impact upon pupil progress than teaching assistants, but we have also decided to employ a teaching assistant for two days. The reason for this is that the teaching assistant can work under the direction of the teacher to run follow up and consolidation work, but also they are well placed to be able to support and address the social and emotional barriers to learning which may be encountered. Some eligible pupils may come from homes where again, for a variety of reasons, there is less emotional stability. When a child's basic needs are not being consistently met, they are not ready to learn or cannot learn because they are thinking or worrying about what is going on at home. Additional Teaching Assistant hours means that there is someone available for them to talk to during a crisis or just to offload a concern. This can be informal or in timetabled sessions, depending on the needs and situations of the eligible children. By removing social and emotional barriers to learning we hope pupils will be more ready to engage and learn.

There are clear links between some extra-curricular activities and academic outcomes but for some families, due to financial constraints, access to these activities is not viable. For eligible pupils, providing opportunities for music lessons and access to after school clubs such as sports clubs will, we hope, enable them to develop skills and enjoyment in music and PE but also have impact on academic outcomes.

How we plan to measure the impact and effect of our expenditure

This will be done by collecting baseline data in October 2017 (the first assessment point of the new academic year) and end of year data (obviously data is also collected at interim points to ensure children are on track).

Children will have their maths, reading and spelling ages measured (and re-tested termly for reading and maths and six monthly for spelling) and are assessed against age related expectations in Reading, Writing and Maths (re-assessed every half term).

We will have attendance data from the wrap around care to see which eligible pupils chose to access it and what they took part in, which we can compare against extra-curricular attendance data for the previous year.

Review of the impact of PPG spending

A review of our pupil premium strategy will be undertaken at the end of the financial year after the April 2018 assessments.

Our final impact review will be when end of year data is available in July 2018.