

PUPIL PREMIUM SPEND PROJECTION 2017/2018

Percentage of pupils eligible for Pupil Premium Grant	42%
Total amount received	£95, 040

Initiative	Cost	Aim	Proposed Impact	Actual Impact
Non-class based Senior Leaders – Deputy Head and 0.7 Inclusion Leader - with designated time to develop, assign and monitor interventions, to teach small groups and to cover to enable observation of good practice.	£32, 000 contribution to salaries	To teach children in smaller teaching groups in core subjects and to enable personalised learning and opportunities for children to work in focused guided groups	Improved outcomes for individuals and groups, particularly for those who fall under a number of vulnerable groups, e.g. PPG children who are also identified as having EAL and a specific SEN.	<p>Quality of teaching across the school was at least good in all year groups.</p> <p>Focused group teaching has ensured that all children make good or better progress.</p> <p>78% children in Reception achieved GLD.</p> <p>76% of PP children achieved GLD.</p> <p>For 4 who did not, it was in writing and for one child with SEN, for PSED.</p> <p>2 children are in the early stages of English language acquisition. They are being closely supported to overcome challenges in relation to their learning and progress with specific emphasis on developing aspects of the Early Years curriculum as they move into Year 1.</p> <p>In Early Years, Non PP children outperform PP children in Reading, Writing and Maths, though the difference is negligible (see Appendix A below). Those children who did not make ARE/+ have SEN, some started school mid year and some are new to English. They are all making expected progress except one child with an EHC plan.</p> <p>In Year 1 outcomes for show that Non PP children outperform PP children in Reading, Writing and Maths, though the difference is negligible and the gaps are closing (see Appendix A below).</p> <p>In Year 2, PP children outperform their peers in Reading and the gaps have closed in Writing and Maths as Non PP children (see Appendix A below).</p>

Unqualified teacher to support specific groups and individuals in making rapid progress to close gaps in attainment.	£25, 000 salary	To provide additional support for children who are falling behind.	Focussed interventions for identified children and groups to challenge and support learning as necessary	<table border="1"> <thead> <tr> <th>Y1</th> <th colspan="2">Pupil Premium</th> <th colspan="2">Whole cohort</th> </tr> </thead> <tbody> <tr> <td>Number of pupils</td> <td colspan="2">24</td> <td colspan="2">57</td> </tr> <tr> <td></td> <td>Number</td> <td>%</td> <td>Number</td> <td>%</td> </tr> <tr> <td>expected in Reading</td> <td>17</td> <td>71%</td> <td>43</td> <td>76</td> </tr> <tr> <td>expected and above in Writing</td> <td>14</td> <td>53%</td> <td>34/40</td> <td>61/68</td> </tr> <tr> <td>expected and above in Maths</td> <td>16</td> <td>65%</td> <td>44</td> <td>77</td> </tr> </tbody> </table>				Y1	Pupil Premium		Whole cohort		Number of pupils	24		57			Number	%	Number	%	expected in Reading	17	71%	43	76	expected and above in Writing	14	53%	34/40	61/68	expected and above in Maths	16	65%	44	77
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Speech and Language Therapy provision for identified children	£12, 000	To tackle specific issues that are leading to underperformance; to build self-esteem and confidence in order to aid learning and progress; to provide small group intervention that focuses on specific and identified need that is a barrier to learning.		Children have made excellent progress and progress measures for all children attending SaLT have been at least good, even if age-related expectation has not been reached. Many children receiving SaLT also have other needs and, where this is the case, the therapy has enabled better access to the curriculum.																																	
HIST advisor to work in partnership with school to put in place SOCIAL STORIES and TALKBOOST group.	£8,500 (part cost of buy-in to BPSI services)	To raise attainment and ensure progress for identified children who have barriers to learning due to social and emotional needs.		This partnership has supported the school in identifying strategies for a range of children who have entitlement to PP and other needs too. PSPs and meetings with parents have been well supported and the impact is evident in plans that have been put in place to support the PP children who attend these sessions.																																	
Support with uniform and equipment costs	£3,000	To enable children to develop a sense of belonging and feel a part of a wider community To ensure all children are able to feel confident, happy and part of the Whitehall Park family, ready for learning.	To enable every child to feel a part of our Watling Park School wider community To develop confidence and self-esteem for all children To ensure that no child feels different or isolated	A number of families been supported with uniform costs with replacement and additional uniform provided where necessary. For play, lunchtimes and special days and events, children have access to spare items and additional dressing up clothes have been purchased. This has enabled children to feel part of a wider community, develop confidence and self-esteem, feel a part of the school.																																	

<p>Subsidised Before/After school activities and clubs</p>	<p>£5,500</p>	<p>To ensure all children have a wide range of activities through extended schools opportunities – 2 free clubs provided each week for each child To enable all children to access a wide range of opportunities</p>	<p>Learning clubs support children’s learning and progress before and after school. Children are able to access a wide range of different activities to enhance in-class learning and to help them to make links and have new experiences and opportunities. . A range of opportunities is provided for children which will broaden their skills and experiences of life, culture and religion.</p>	<p>The vast majority of PP children have access to free additional clubs and breakfast clubs. A wide range of different activities and clubs (19) including sports street dance, arts and crafts, football, singing etc. have broadened skills and experiences of life, culture and religion. Clubs have supported children’s learning and progress. Attendance and punctuality have improved which has impacted outcomes (See Appendix A). PP children access</p>
<p>Purchase additional materials and resources for the teaching of key aspects of the curriculum, e.g. reading, including books, phonics materials and resources and for maths with 5</p>	<p>£2000</p>	<p>To provide additional specific interventions for individual children</p>	<p>To ensure that the school has sufficient resources to provide children with the key resources and equipment they require to support learning to close the gap using practical hands-on materials Attainment and progress in all year groups is in line with children not in receipt of PPG and comparable to peers nationally</p>	<p>71 % Y1 PP children passed the phonics screening check 50% Y2 PP children re-take passed the phonics screening check. Those who did not will continue to be taught phonics in target groups in Year 3.</p>
<p>Reading books to improve home - school reading and provide wider range of reading materials and resources within school</p>	<p>£3000</p>	<p>To ensure that there is a variety of texts and resources to enhance learning for children in need of additional support in order to reach ARE (Age expectations) challenge and those working at a higher ability</p>	<p>To improve outcomes for all children in terms of reading To ensure there is a wide range of reading materials that every child can enjoy and access at home, even if they have to read alone.</p>	<p>In Reception 81% PP children in achieved the required standard in reading, 71% in Year 1 and 90% in Year 2 Continued support in phonics for those children in Y1 who did not meet the standard will be necessary as they move to year 2. These children are new to the school mid-year and are new to English.</p>
<p>Total Expenditure</p>	<p>£94, 000</p>			



EYFs	Pupil Premium		Whole cohort	
Number of pupils	18		53	
	Number of PP pupils %		Number of pupils %	
Number achieving GLD	76%		78%	
Number at expected and above in Reading	15	81%	46	85%
Number at expected and above in Writing	14	74%	44	83%
Number at expected and above in Maths	16	89%	48	91%

Y1	Pupil Premium		Whole cohort	
Number of pupils	24		57	
	Number	%	Number	%
expected in Reading	17	71%	43	76
expected and above in Writing	14	53%	34/40	61/68
expected and above in Maths	16	65%	44	77



Year 2	Pupil Premium		Whole cohort	
Number of pupils	29		57	
	Number of PP pupils	%	Number of pupils	%
Number at expected and above in Reading	26	90%	46	81%
Number at expected and above in Writing	22	76%	43	76%
Number at expected and above in Maths	22	76%	43	76%

	GLD	Phonics Screening Y1
PPG	76%	71%
Non PPG	78%	74%