**Pupil Premium Report (2018/19)**

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| 1. **Summary information** | | | | | |
| **School** | Steam Mills Primary School | | | | |
| **Academic Year** | 18/19 | **Total PP budget** | 18,480 | **Date of most recent PP Review** | School Review: July 17 |
| **Total number of pupils** | 120 | **Number of pupils eligible for PP** | 15 + 4 EYPP | **Date for next PP Strategy Review** | September 2018 |

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| 1. **Current attainment** | | |
| As we are working with small numbers, percentages should be read with caution | *Pupils eligible for PP* | *Pupils not eligible for PP* |
| **% reached the expected standard in reading, writing & maths at Y2 and Y6** | **Reading: 25%, Writing 25%, Maths 75%** | **Reading 77%, Writing 80%, Maths 77%** |
| **% with expected or better progress at Y6 (2 children)** | **Reading 100% Writing 0% \*Maths 50 %** | **Reading: 80%, Writing 80% and Maths 67%** |
| **Whole school % objectives secure in reading** | **78** | **87** |
| **Whole school % objectives secure in writing** | **75** | **84** |
| **Whole school % objectives secure in maths** | **84** | **87** |

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| **With small numbers, issues tend to be individual but barriers to learning include:** | Oral language skills, including grammar which slows progress in writing and reading  Reading is not consistently practised at home with limited access to books |

**\*Writing progress measures are flawed as children can only achieve certain boundaries, so either completely miss or exceed their targets.**

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| **Initiatives in 2018-19** | **Reason for allocation** | **Evaluation** |
| 1:1 learning review time with class teachers, discussing work, next steps etc, pupil well-being etc | EEF studies show that quality feedback from class teachers is the most effective strategy for improved pupil performance. | * Pupil voice * Pupil Progress meetings * Implementation of strategies based on the sessions |
| Develop opportunities for PP children to improve their reading skills through work on comprehension | EEF studies show that for catch –up in reading, a range of approaches should be used including phonics, comprehension work etc. | * Classroom observations * Assessment information * Monitoring of homework * Pupil Progress meetings |
| Implementation of Talk Blast for children in Pre-School and YR with speech and language difficulties | Early identification of speech and language difficulties and provision of strategies for support | * Classroom observations * Discussions with SENCo, Class Teachers and parents |
| TA planning time and support/ intervention groups for literacy and numeracy. | Effective use of TAs depends on opportunities to discuss planning with the class teachers. This combined with training and allocated intervention time will enhance the literacy and numeracy skills of children who attract pupil Premium funding and develop an increased sense of confidence and independence when attempting tasks. | * Classroom observations * Assessment information * Pupil Progress meetings |
| Funding for Breakfast Club, extra-curricular visits and clubs. | To ensure *all* children are given the same opportunities to access Breakfast club and extra-curricular activities as their peers. | * Monitoring of participation at Breakfast Club, school trips and other extra-curricular activities |

**Evaluation of Initiatives in 2017-18**

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| Initiative | Action/Impact |
| 1:1 learning review time with class teachers, discussing work, next steps etc., pupil well-being etc. | The impact has been measurable, in terms of data, pupil voice and teacher views. The children report that they found the sessions useful as thy could identify what they needed support with and have help with it, ask questions that they didn’t want to ask in front of their peers and feel more confident that they were on the right lines when they went back into class. Teachers reported that they were able to spend quality time with the children, not only in terms of working academically but it also gave the time to support them pastorally.   |  |  |  |  | | --- | --- | --- | --- | |  | Reading (NFER standardised points) | Writing (percentage secure) | Maths (NFER standardised points) | | PP | +5 | +8 | +8 | | Non PP | +3 | +7 | +4 | |
| Continue to develop opportunities for PP children to improve their reading skills | The progress of Pupil Premium children did not match that of non pupil premium children this year. Whilst the children are doing well in phonics, pupil premium children are not being listened to at home or when more independent, are either not choosing to read or are limited in their choice of texts. This will be a focus for the 1:1 learning review time with teachers at KS2 next year, but also a key focus of the school in 2018-19. |
| Implementation of Talk Boost for children in YR and Y1 with speech and language difficulties | The Talk Boost sessions ran for the Autumn Term but were stopped due to high levels of input to low levels of impact.  Provision was switched to general support for PP children including : reading time, sentence work to support writing and maths work. |
| TA planning time and support/ intervention groups for literacy and numeracy. | Where implemented, the Learning Support Staff confidently support the children’s learning during the Literacy and Numeracy sessions in the morning. This has been especially effective for the school’s math provision where LSS support Maths meetings and independent work. |

Report written: July 2018

To be reviewed by: December 2018

Review completed: