

A key priority of Pupil Premium money is to raise the attainment of disadvantaged\* children. The government has allocated a specific Pupil Premium grant to every school, beginning in 2011/12. In 2018/19 the school received £1320 per child and a total of £24,740 of funding.

Percentage of pupils in receipt of Pupil Premium at St Paul's Walden School

April 2019	20% of pupils in receipt of Pupil Premium
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The school has strived to ensure that the Pupil Premium funding received is utilised to its full benefit to support all children who are disadvantaged.

<u>Learning opportunities/support</u>	<u>% of Pupil Premium grant spent</u>	<u>Impact</u>
Teaching assistant support targeted at disadvantaged pupils, including: Personalised 1:1 English provision 1:1 reading boost 1:1 mentoring Additional in class support in Rowans/Silver Birches/Oaks	33%	<u>Personalised English provision:</u> As learning is being targeted at the pupil's specific gaps in skills/knowledge, pupils are making good progress. Mindset towards learning is positive. <u>Reading Boost:</u> Tracking shows that children's reading age and confidence is increasing from baseline. Identified that some KS2 pupils need experience of acquiring inference skills, which within a term, the pupils demonstrated greater confidence with inference questions, because the reading boost was matched to their needs. <u>Mentoring:</u> Mentoring such as Jepecca support has strengthened expectations regarding school life and given individual children an adult who they feel listens and supports them. Children openly discuss the benefits of mentoring. <u>Additional in class support:</u> The impact is that this allows further small group learning, including: addressing misconceptions 'in the moment' and using assessment for learning strategies to move children on to greater challenge.
Teacher led 1:1/small groups	20%	Facilitated sessions with the pupil's class teacher to review success and address misconceptions. Children who have worked with the teacher outside of class, have then demonstrated greater and independence in class sessions.
Staff training: Herts advisers for maths and English advising teachers how to support PP pupils.	30%	To increase the attainment and progress of pupil premium children. Strategies suggested and adaptations to work done in class to ensure appropriate differentiation. Advisors worked with small groups of children.  Teachers received more training on monitoring progress and tracking PP progress to further support them.
School Transport	>1%	Pupils to arrive at school safely and on time.
Pupils to attend residential and other trips	1%	Pupils able to access all areas of school life.
Teaching and learning adviser		Professional development supported teachers with planning learning which sustained disadvantaged children's interest/more visual approaches to maths problem solving. Also allowed for exploration of strategies e.g. writing mats/echo reading/choral reading
Peripatetic music lessons	1%	Opportunity to try a new experience and learning a new skill. Equal access to curriculum.

\*disadvantaged children: in receipt of Free School Meals at any time during the past 6 years/service children/looked after children.