



## Warter C.E. Primary School

### Pupil Premium

Pupil Premium is additional funding provided to schools for supporting children who are at a greater risk of under-achievement.

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#### Children eligible for Pupil Premium include:

- Children who are in the care of the local authority (known as Looked after Children)
- Children adopted from care on or after 30 December 2005 or left care under
  - a Special Guardianship Order on or after 30 December 2005
  - a Residence Order on or after 14 October 1991
- Children whose family qualify for, or have qualified for in the past six years, free school meals by household income.
- Children of armed services personnel.

#### Terms in which the Pupil Premium Grant is allocated to school:

The grant may be spent in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

The grant does not have to be completely spent by schools in the financial year in which it is received; some or all of it may be carried forward to future financial years.

## Principles:

- We ensure that teaching and learning opportunities meet the needs of **all** pupils
- We ensure that children belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and provision is made to meet their needs
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free schools meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils that the school deems to be socially disadvantaged

## Academic Year 2017-18

Total numbers of pupils eligible for PPG: 10

### Allocation for 2017-18:

All the work through pupil premium will be aimed at accelerating progress, moving children to at least age related expectation; initially this will be in English and Mathematics. Pupil premium resources may also be used to target able children who are eligible for funding to achieve Greater Depth within the expected standard at the end of KS1 and KS2. The school will publish information on how they have used their pupil premium grant to address the issue of "healing the gap" for socially disadvantaged pupils. The number of children eligible for the pupil premium grant at Warter is relatively small therefore each child is very well known and the individual needs can be met.

### How pupil premium was spent in 2017-18:

- Small group interventions for phonics, reading, writing and mathematics.
- Circle Time/Friendship Groups to support social and emotional development.
- Teaching assistant support for one to one development of social and emotional needs.
- Subsidising educational visits and residential trips to enrich the curriculum.
- Daily reading groups and intervention.
- Daily support for basic skills in English - e.g. handwriting, spelling and grammar

### The impact of PPG at Warter C.E. Primary School in 2017-18:

#### EYFS

	PPG	Non PPG	Difference
Reading	100%	90%	+10%
Writing	100%	90%	+10%
Mathematics	100%	90%	+10%
Good Level of Development	100%	90%	+10%

#### Phonics Screening Test (Year 1)

	PPG	Non PPG	Difference
Pass	100%	100%	0%

#### Attainment at KS1 (Age Related Expectations)

	PPG	Non PPG	Difference
Reading	100%	94%	+6%
Writing	100%	94%	+6%
Mathematics	100%	100%	0%
Science	100%	100%	0%

#### Attainment at KS2 (Age Related Expectations)

	PPG	Non PPG	Difference
Reading	100%	94%	+6%
Writing	100%	94%	+6%
SPaG	100%	100%	0%
Mathematics	100%	100%	0%

Pupil Premium children at Warter C.E. Primary School experience accelerated progress throughout the seven years they are with us resulting in a reversal of the attainment between PPG and Non PPG children at the end of key stage 1 and key stage 2. The number of PPG children is small and therefore the impact of attainment is often the progress from the starting point in the reception year to year 6 which demonstrates the rapid and sustained progress achieved.

## Results for 2017-18 - All Pupil Premium Pupils

### Reading - End of summer term 2018

Tracking grid	Below	W1	W2	W3	At age related standard	Greater depth at age related standard
Year 1				50% (1/2)	50% (1/2)	50% (1/2)
Year 2					100% (1/1)	
Year 3					100% (1/1)	
Year 4					100% (2/2)	
Year 5						
Year 6					100% (2/2)	
Whole school(PP)				12.5% (1/8)	87.5% (7/8)	12.5% (1/8)

### Mathematics - End of summer term 2018

Tracking grid	Below	W1	W2	W3	At age related standard	Greater depth at age related standard
Year 1					100% (2/2)	50% (1/2)
Year 2					100% (1/1)	
Year 3					100% (1/1)	
Year 4					100% (2/2)	
Year 5						
Year 6					100% (2/2)	
Whole school(PP)					100% (8/8)	12.5% (1/8)

### Writing - End of summer term 2018

Tracking grid	Below	W1	W2	W3	At age related standard	Greater depth at age related standard
Year 1					100% (2/2)	50% (1/2)
Year 2					100% (1/1)	
Year 3					100% (1/1)	
Year 4		50% (1/2)		50% (1/2)		
Year 5						
Year 6					100% (2/2)	50% (1/2)
Whole school(PP)		12.5% (1/8)		12.5% (1/8)	75% (6/8)	25% (2/8)

## Pupil Premium Spending Breakdown 2017-18

Post looked after children -  $2 \times 1900 = \text{£}3800$

Ever 6 children (Pupil Premium)  $6 \times 1320 = \text{£}7920$

Early Years Pupil Premium  $1 \times \text{£}140$

Service Child  $1 \times \text{£}300$

Total funding available = **£12,160**

Intervention Group	Cost
Phonic support - Bear Mountain Program	£66
TA delivery of program	£366
Lexia	£100
Mathematics - Power of 1, Power of 2.	£50
TA delivery of program	£366
One to one teaching assistant support for emotional and social development.	£1240
	£2286
Reading and English (sentence) support	£780
Spelling support	£200
Reading comprehension intervention	£560
Speech and language support group	£560
Reading time (additional daily reading)	£1950
Friendship group	£505
Year 2 reading intervention boost	£400
Enhancements to boost self-confidence with residential visits, educational visits and visitors to school.	£216
	£40 cookery club
0.1 teacher to enable group activities to support mathematics, reading, writing and grammar activities.	£3240

The additional spend is supported from the school budget.



Warter C. E. Primary School

Pupil Premium Strategy Statement 2018-19

Summary information					
School	Warter C.E. Primary School				
Academic Year	2018-19	Total Pupil Premium Budget	£13040	Date of most recent PPG review	n/a
Total number of pupils on roll	133 (163 inc nursery)	Number of pupils eligible for PPG	9 (6.8%)	Date of the next internal review	September 2019

Pupil Premium Breakdown	
Grant	Funding
Ever 6 children (Pupil Premium)	7 X £1320 = £9240
Post looked after children	2 x £1900 = £3800
<b>Total</b>	<b>£13,040</b>

Planned Expenditure			
Barrier to Learning	Provision Offered	Desired Outcome	Proposed spending cost
Children have difficulty expressing themselves orally.	Small group interventions. Reading clubs. Friends groups. Speech and language support. First Steps in Language.	Improved oral skills for all children	£550

Children have difficulty organising learning and responding to individual and group learning situations	1-1 teaching assistant support		£4000
Children need help developing their listening to and understanding of oral instructions.	Friends Group activities Reading club activities Small group interventions Yellow Box	Improvement in children's ability to listen to and understand instructions.	£500 £365
Children have social and emotional needs and need help and support to understand their emotions and how to respond in different situations.	One to one tuition opportunities One to one support to access the curriculum at an age appropriate level. Friends' Group activities Circle Time ELSA activities One to one support for social and emotional needs.	Improvement in children's positive responses in social situations. Improvement in co-operation and an eagerness to learn alongside a small group of peers in the classroom. An improved self-confidence to attempt unfamiliar activities. An improvement in the children's resilience in difficult situations.	£3525
Children need to develop their written responses to the standard of their oral responses.	Small group teaching opportunities. One to one tuition opportunities.	Improved quality of sentence structure and use of ambitious vocabulary. Improved use of age appropriate punctuation and grammar. Improved correct spelling of age appropriate words.	£100 £50 £66 £3888
Children need to improve the pace of reading and the quantity and quality of books read.	Daily one to one reading. Reading clubs Small group intervention	A greater enjoyment and desire to read a wide range of books Improved reading pace and comprehension skills leading to greater self - confidence in the	



		class to respond in group and class situations.	
Children need to develop their spelling and grammar skills to age appropriate expectations.	Daily spelling intervention Use of Lexia daily Small group intervention. Focused teaching opportunities.	Improved spelling of age appropriate words in all written work. Improved application of age appropriate grammar in all written work.	
Children's confidence in their skills and knowledge is lower than their actual ability.	Circle time Positive praise/House points Time to talk one to one to a trusted adult. Extra-curricular clubs and activities. Residential and school visits/visitors Small group interventions	Children's self-confidence and resilience will improve. Children's confidence in their skills and knowledge will be improved to reflect their actual ability and attainment.	£295 £360
Children may have limited experiences and understanding of the world around them.	Educational visits and visitors Residential visits Theatre group visits Extra-curricular clubs and activities Possible Music Lessons	Children will gain an understanding of the world around them. Children will have opportunities to experience events and activities which are new and enable the children to build up a vocabulary of experiences.	