

**Pupil Premium Expenditure and Impact Evaluation**

**2017 – 2018**

**Financial Year 2017-18** Money : £24,600 Money Spent - £26400 Percentage of pupils receiving PP – 9%

The school was in the lowest 20% of all schools for the proportion of FSM (7.5%). The percentage of FSM in year 5 (19%) was higher than all other year groups. There was a larger than average decrease in the percentage of disadvantaged pupils between 2017 and 2018.

\*rework with walk to school and drop off Look at our PP leaflet for parents Allocation of an amount for parents

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| **Area** | **Amount** | **Activity** | **Impact & Evaluation** |
| Music Club | £600 | After school music paid for privately | Although not statistically measurable, the outcome for 2 PP children was an increased sense of achievement and therefore an increase in self -esteem. |
| School Trip contributions. | £1400 | Visits to: Caythorpe (PGL), Chester, the Space Centre Leicester, Twycross Zoo, Beaumanor, Leicester Museum and Legoland | All children in school able to access the wider curriculum. It’s important to keep this pot of money so that children are enriching their life experiences moving out of their immediate locality and seeing the opportunities available to them. |
| Additional adult support**Breakdown**Forest School wages on a TuesSEN TA Tas doing interventionsInterventions | £23450 | Buying in a qualified Forest School Practitioner | All children are provided with at least four sessions of Forest School throughout the year. Children have had the experience of gaining knowledge about their local environment and local wildlife and have focused on team work and problem solving as they have created dens and camp areas. |
| Supporting SENC0 and classroom teachers with interventions like – dyslexia, dyspraxia, lego therapy, numicon | Our nurture group was established last year and is led by the SEN TA – with 20% of the group being PP children. Increased progress against SEN targets have been noticed. Children in group are able to cope better with work in the classroom setting. Increased self- esteem because the children see quite clearly their achievements. |
| Big Moves | SEN TA ran a Big Move programme which is designed to strengthen the core and develop good posture. This then had an impact on handwriting within this group. |
| Pre-LearningMeemo – Working memory Overlearning | Re-allocation of TAs in the afternoon so that small group interventions can take place. Pre-learning for pupils was seen to be beneficial in reducing anxiety. So too was the use of Meemo to develop working memory and therefore to be able to cope with more complex tasks where a series of steps are needed to complete a task. |
| EWO Support | £1050 | Monthly visits from an educational welfare consultant. Where absences are causing concern, meetings between home and school are arranged and support put in place. | Those disadvantaged children on role were below the national figure for school sessions missed as well as the percentage for Persistent non-attendance. |

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|  | **All Pupil**  **25** | **Disadvantaged** **3** |
| **% of pupils attaining the expected standard or better** | **School** | **National** | **School** |
| **Reading** | 84 | 75 | 100 |
| **Writing** | 60 | 78 | 66 |
| **Maths** | 68 | 75 | 66 |
|  |  |  |  |
| **% of pupils attaining Greater Depth** |  |  |  |
| **Reading** | 24 | 28 | 0 |
| **Writing** | 4 | 20 | 0 |
| **Maths** | 4 | 23 | 0 |
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| **Average Scaled Score** |  |  |  |
| **Reading** | 107.3 | 106.1 | 105 |
| **Writing** | N/A | N/A | N/A |
| **Maths** | 103.2 | 105.4 | 100.3 |
|  |  |  |  |
| **% of pupils attaining the expected standard or better in Reading, Writing & Maths** | 60% | 70% | 33% |
| **% of pupils attaining Greater Depth in Reading, Writing & Maths** | 0% | 12% | 0% |