

## **Pupil Premium Impact Report**

**Academic Year 2018 - 2019**



<b>School</b>	Spinfield School
<b>Academic Year</b>	2018 – 2019
<b>Total number of Pupils on Roll</b>	215
<b>Number of Pupils Eligible for Pupil Premium</b>	8
<b>Pupil Premium Grant for FSM (per pupil)</b>	£1,320
<b>Pupil Premium Grant for Ever 6 (per pupil)</b>	£1,320
<b>Pupil Premium Grant for Looked After Children (per pupil)</b>	£2,300
<b>Pupil Premium Grant for Post Looked After Children (per pupil)</b>	£2,300
<b>Total Pupil Premium Grant Allocation Amount 2018 - 2019</b>	£16,750.00
<b>Review Date of Pupil Premium Strategy</b>	September 2019
<b>Date for Next Review of Pupil Premium Strategy</b>	September 2020
<b>Barriers to Learning include:</b>	Attention, focus, motivation, emotional, confidence, socialisation with peers, memory, behavioural needs, Moderate Learning Difficulties (MLD), confidential medical needs.
<b>Impact will be measured by:</b>	Analysis of pupil questionnaires, uptake of resources / interventions offered – which will have an impact on pupil well-being, social and emotional development – attendance, progress and attainment data.

**Year on Year Attainment Performance, for 2016 – 2017, 2017 – 2018 and 2018 -2019, comparing All Pupil Premium with Pupil Premium without SEN:**

**NB: ARE: age-related expectations. Percentages in brackets in green text show comparative increase + / decrease - in pupil attainment with the previous academic year.**

**Group information:** 50% of pupils registered as Pupil Premium are also on the SEN register. 57% of Pupil Premium children are summer born. 38% are FSM. None are EAL. 62% are girls and 38% are boys. 1 pupil has not been included in the graphs due to being in EYFS.

**All Pupil Premium Pupils Analysis:**  
\*There has been a 12% decrease in the number of pupils on the Pupil Premium register who also have SEN.

These pupils have made good progress as the data on the following page highlights, however, they are not yet working at ARE.

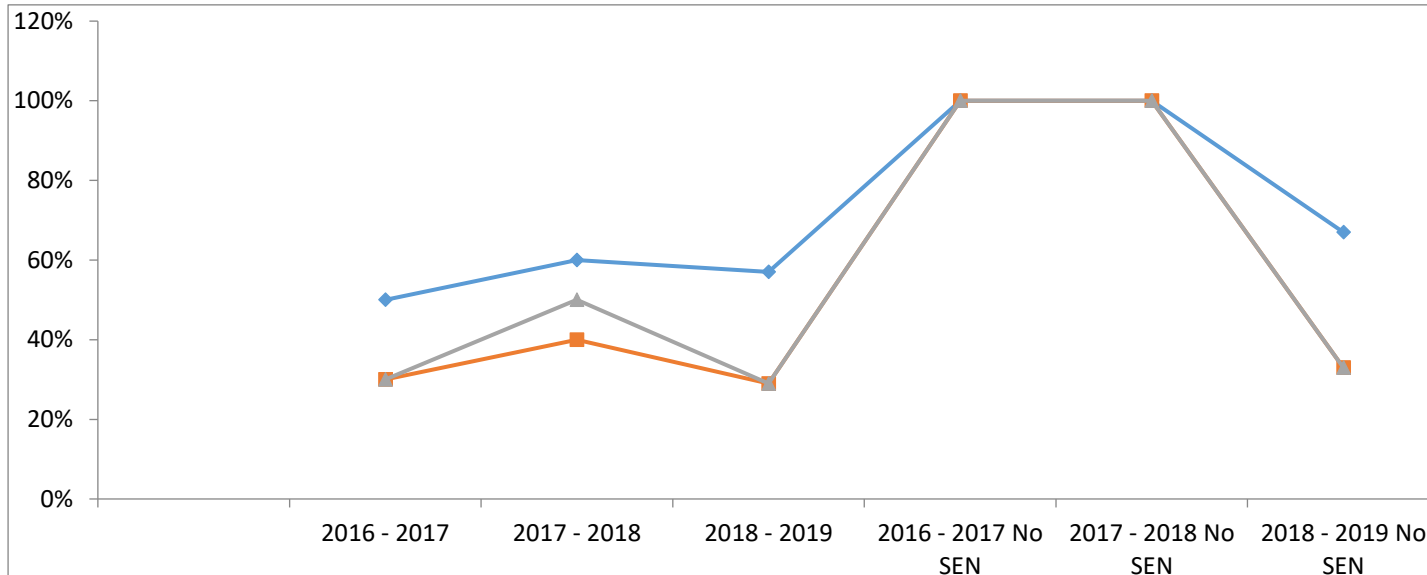
**Pupil Premium Pupils without SEN**

**Analysis:**

67% of pupils in this learner group have met ARE in reading, 33% of pupils in this learner group have met ARE in writing and maths. We will continue to support them through intervention.

All Pupil Premium Pupils (inc SEN)	Not Met ARE 2016 - 2017	Met ARE 2016 - 2017	Not Met ARE 2017 - 2018	Met ARE 2017 - 2018	Not Met ARE 2018 - 2019	Met ARE 2018 - 2019
Reading	50%	50%	40%	60% (10% +)	42%	57% (3% -)
Writing	70%	30%	60%	40% (10% +)	71%	29% (11% -)
Maths	70%	30%	50%	50% (20% +)	71%	29% (21% -)

Pupil Premium (without SEN)	Not Met ARE 2016 - 2017	Met ARE 2016 - 2017	Not Met ARE 2017 - 2018	Met ARE 2017 - 2018	Not Met ARE 2018 - 2019	Met ARE 2018 - 2019
Reading	0%	100% (equal)	0%	100% (equal)	33%	67% (33% -)
Writing	0%	100% (25% +)	0%	100% (equal)	67%	33% (67% -)
Maths	0%	100% (25% +)	0%	100% (equal)	67%	33% (67% -)



<b>Current Progress Summer 2019:</b>  <b>Group information:</b> 50% of pupils registered as Pupil Premium are also on the SEN register. 57% of Pupil Premium children are summer born. 38% are FSM. None are EAL. 62% are girls and 38% are boys. 1 pupil has not been included in the graphs due to being in EYFS.  <b>All Pupil Premium Pupils Analysis:</b> Between 25% and 50% of children in this learner group are making at least good progress. The children who made less than 3 steps progress, also have SEN needs or are receiving additional interventions. 1 pupil with an EHCP was reported as finishing year 6 is PK5.  <b>Pupil Premium Pupils without SEN Analysis:</b> 12.5% - 25% of children in this learner group are making at least good progress. The pupil who has made 4 and 5 steps progress in each subject has made excellent progress (+1 and +2 steps) since the spring term, as a result of Pupil Premium interventions in place.	<table><tr><th>All Pupil Premium <b>inc. SEN</b> (4 pupils)</th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>6 steps progress</td><td></td><td></td><td></td></tr><tr><td>5 steps progress</td><td>12.5% (1)</td><td></td><td>12.5% (1)</td></tr><tr><td>4 steps progress</td><td></td><td>12.5% (1)</td><td></td></tr><tr><td>3 steps progress</td><td>37.5 (3)</td><td>12.5% (1)</td><td>12.5% (1)</td></tr><tr><td>2 steps progress</td><td>12.5% (1)</td><td>37.5 (3)</td><td>37.5 (3)</td></tr><tr><td>1 step progress</td><td></td><td></td><td></td></tr><tr><td>b3 step progress (SEN)</td><td>12.5% (1)</td><td></td><td>12.5% (1)</td></tr><tr><td>b2 step progress (SEN)</td><td></td><td>12.5% (1)</td><td></td></tr><tr><td>b1 step progress (SEN)</td><td></td><td></td><td></td></tr><tr><td>0.5 steps PIVATs progress (SEN)</td><td></td><td></td><td></td></tr><tr><td>0 steps PIVATs progress (SEN)</td><td></td><td></td><td></td></tr><tr><td>0 steps progress</td><td></td><td></td><td></td></tr></table>	All Pupil Premium <b>inc. SEN</b> (4 pupils)	Reading	Writing	Maths	6 steps progress				5 steps progress	12.5% (1)		12.5% (1)	4 steps progress		12.5% (1)		3 steps progress	37.5 (3)	12.5% (1)	12.5% (1)	2 steps progress	12.5% (1)	37.5 (3)	37.5 (3)	1 step progress				b3 step progress (SEN)	12.5% (1)		12.5% (1)	b2 step progress (SEN)		12.5% (1)		b1 step progress (SEN)				0.5 steps PIVATs progress (SEN)				0 steps PIVATs progress (SEN)				0 steps progress			
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<b>Objectives in Spending</b>	<ul style="list-style-type: none"><li>• To support the emotional needs of pupils, improving their self-confidence, resilience and perseverance.</li><li>• To support pupils in achieving their individual targets in reading, writing and maths.</li><li>• To provide support for a smooth transition to the next phase of each child's education.</li><li>• To improve teamwork and fine and gross motor skills.</li></ul>																																																				
<b>Summary of Spending</b>	<p>The PPG has been spent to provide:</p> <ul style="list-style-type: none"><li>• Mind Up nurture groups and 1:1 support. Individual targets relate to resilience, self-confidence and individual academic targets in reading, writing and maths.</li><li>• 1:1 tuition and intervention groups to support individual pupil targets in reading, writing and maths.</li></ul>																																																				

	<ul style="list-style-type: none"> <li>• SALT 1:1 sessions to develop age-related skills in spoken language to improve attainment and progress outcomes in all subjects and increased personal confidence.</li> <li>• Cognition and Learning assessments for specific SEND pupil/s.</li> <li>• External Professional support to support the wellbeing, achievement and progress of SEND pupils or pupils identified with potential SEND needs.</li> <li>• Music tuition to improve self-confidence to identify personal strengths and talents (everyone is good at something) and perseverance.</li> <li>• Extra-curricular clubs (sport, dance, cookery) to improve self-confidence to identify personal strengths and talents, team work, perseverance, fine and gross motor skills.</li> <li>• Transition to secondary school sessions to ensure a smooth transition to the next setting and to equip pupils well for the next phase of their education.</li> <li>• Educational visits, outside of the classroom, to provide an enriching and inclusive curriculum.</li> </ul>
<b>Outcomes to Date</b>	<ul style="list-style-type: none"> <li>• Pupil progress and attainment is at least good, with improvements evident in year on year measures (for evidence of this, please see charts on page 2 of this document).</li> <li>• Pupils are applying the skills and attitudes learnt in Mind Up sessions in their learning in class and at home, as reported by teachers and reflected in progress and attainment.</li> <li>• Pupils have responded positively in Pupil Voice surveys conducted, regarding the interventions they have received. Increased focus for child on their personal talents and interests.</li> <li>• Pupils have reported that they feel well supported and well prepared for transitions to the next year group, Key Stage or secondary school setting.</li> <li>• Observations of pupils in school and in class have shown increased self-esteem.</li> <li>• Parents have been consulted in how they would like the funding for their child to be allocated and prioritised. Parental uptake of interventions and feedback has been positive.</li> </ul>

<b>Record of PPG Spending by item / project</b>	
<b>Item / project</b>	<b>Cost</b>
<b>Mind Up</b>	£9080.00
<b>Music tuition</b>	£1185.00
<b>1:1 reading, intervention groups and support in class (as per Intervention Documents)</b>	£1900.00
<b>Circle therapy/SALT sessions</b>	£3255.00
<b>Cognition and Learning Assessments</b>	£500.00
<b>Educational / residential visits</b>	£485.00
<b>Cookery projects</b>	£100.00
<b>Extra-curricular clubs (sports, swimming, dance, band, choir, cookery, art, book club, Chill Skills)</b>	£968.00

<b>Total Spend</b>	<b>£17,473.00</b>
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