**Tritlington School Pupil Premium Information**

Pupil premium is additional to main school funding and is allocated to schools for children who have been registered for free school meals at any time in the last 6 years, those who have been looked after continuously for more than 6 months or whose parents are currently serving in the armed forces. After April 2014 in addition, it was allocated for children who have been looked after for one day or more, are adopted or leave care under a Special Guardianship or Residence Order. The aim of the funding is to help address the current inequalities which exist between these children and their peers by raising achievement and improving outcomes.

Since September 2012 we have been required to publish online information about how we have used the funding and the impact it has had on the attainment of our disadvantaged children. We review this strategy termly.

**Expenditure in 2018-2019**

It is important to note that, once again, the needs of all groups of identified pupils, including pupil premium, are included on the School Development Plan for this academic year and progress towards targets will be rigorously monitored and reported on the School Data Dashboard which is regularly shared with governors.

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| **OUTCOMES OF SUMMER EXPENDITURE 2018**  **All 3 PP children left school for Middle school** | | | |
| **Amount** | **What we plan** | **Why we used the allocation in this way** | **IMPACT** |
| 1hr TA time per week x 13 weeks = £117 | 1:1maths interventions using Plus 1 – Times tables focus | To support the children in learning and remembering basic mathematical concepts.  Evidence indicates that one to one tuition has a moderate impact for a high cost but can be effective; on average accelerating learning by approximately five additional months’ progress (Source EEF Toolkit). | End of year results show all the children met age related expectations, with 1 above. From their EYFS scores, these children had made expected progress. |
| 1 hrs TA time per week x 13 weeks =  £117 | TA literacy interventions:  Intensive use of Catch Up reading groups | To develop reading strategies  Reading interventions have a moderate impact for very low cost, based on very extensive evidence (Source EEF Toolkit). | End of year results show all the children met age related expectations, with 3 above  From their EYFS scores some of these children had made more than expected progress |
| *4 hrs TA time per week x 13 weeks =*  *£468* | *TA literacy interventions:*  *Intensive use of Read write inc for 1 group* | *To develop phonetic knowledge and ability to read both real and nonsense words*  *Phonics interventions have a moderate impact for very low cost, based on very extensive evidence (Source EEF Toolkit).* | *Not used by this group as they all passed the phonic check in year 1* |
| 1 hrs TA time per week x 13 weeks =  £117 | TA literacy interventions:  Intensive use of Speed up/ Write for Action for 1 group | To develop coordination skills and improve handwriting. Participating children have specific targets  Literacy interventions have a moderate impact for very low cost, based on very extensive evidence (Source EEF Toolkit). | End of year results show all the children met age related expectations, with 1 above. In order to reach this outcome, making expected progress from their EYFS scores, they all had to make strong progress across years 3 and 4. |
| £200 | Supporting school visits and outings including :  Whole School visits | Trips support and enrich our curriculum and broaden the life experiences for our children. These interventions almost always improve emotional or attitudinal outcomes, Improvements appear approaches are embedded into routine educational practices Moderate impact for moderate cost (Source EEF toolkit). | All the PP children took part in the trips offered.  The impact has been in terms of social confidence when going to new places and meeting new experiences to broaden their vocabulary in writing and their general knowledge in a creative and inspiring way. |
| 2x £5 = £10 tbc | Extra Transition visits for our SEN/PP children in year 4 | An opportunity to increase their self-esteem, confidence and have higher expectations of themselves | All the PP children took part in the extra trips offered.  The impact has been in terms of social confidence when going to new places |
| £40 attendance fees | Subsidise attendance at after School Clubs – during the summer term 5/6 of the pupil premium attend some/all of the After school clubs on offer | After School Clubs offer children an opportunity to increase their self-esteem, confidence and have higher expectations of themselves. It is an opportunity to develop social skills and relationships with other adults and peer groups. Evidence suggests that after school provision will have a moderate impact for moderate cost (Source EEF toolkit). | All the PP children took part in the clubs offered.  The impact has been in terms of social confidence and accessing a broad range of opportunities |
| *£1500* | *Introduction of Thrive as a whole school programme to support SMSC: Emotional and mental Health* | *A focused intervention opportunity to increase their self-esteem, confidence and have higher expectations of themselves. It is an opportunity to develop social skills and relationships with other adults and peer groups. Evidence suggests that after school provision will have a moderate impact for moderate cost (Source EEF toolkit).* | *Not used –course postponed* |
| Total= £1069 |  |  |  |

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|  | **OUTCOMES OF AUTUMN EXPENDITURE 2018**  **New PP Children identified in school (3)**  **Barriers to learning include: social and emotional issues, progress with learning English and Maths and Speech concerns** | |  |
| **Amount** | **What we plan** | **Why we used the allocation in this way** | **IMPACT** |
| 1 hrs TA time per week x 13 weeks =  £117 | Continued use of streamed and focussed Read write Inc to support specific phonic needs | To develop phonetic knowledge and ability to read both real and nonsense words  Phonics interventions have a moderate impact for very low cost, based on very extensive evidence (Source EEF Toolkit). Evidence indicates that one to one tuition has a moderate impact for a high cost but can be effective; on average accelerating learning by approximately five additional months’ progress (Source EEF Toolkit). | Results for the Pupil premium children at the end of the autumn term show they still need this provision and are working in groups outside their age group |
| £312 | To borrow up to date library books via the Schools Library service in order to develop higher order reading skills through topic based reading materials | To raise the profile of reading among our more able reading Pupil premium children, as well as providing varied reading material for our younger readers. On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. | Results for the pupil premium children in reading show some progress, but they enjoy reading varied fiction and non fiction over and above the reading scheme books. |
| £1400 for the year | To pay for musical instrument lessons through the County music SLA;  Accordion and clog dancing | Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary with greater effects have been identified for younger learners.  (Source EEF toolkit). | Results for the pupil premium children show full participation and confidence gained in suggesting opportunities for developing cross curricular music and dance opportunities |
| TA time for training and 1:1 buddies interviews, and follow up support  1hr x 10 sessions = £90 | LIST Buddy training and support | To use the second intake of a buddy scheme which will develop the children’s awareness of safety, promote emotional wellbeing and consolidate their social skills. This opportunity will raise the children’s ability to communicate, work as a team and look out for each other; taking responsibility for the care and safety of all on our site. Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. In cross-age tutoring, an older learner takes the tutoring role and is paired with a younger tutee or tutees. Moderate impact for very low cost (Source EEF Toolkit). | Results for the pupil premium children show that they participated and trained as buddies. They have joined the rota from October 2018 |
| TA to cover teacher 4 hrs per term  £108 | Feedback opportunity – one afternoon per half term when class teachers meet the children and provide feedback in order to agree realistic targets | Feedback studies tend to show very high effects on learning. (Source EEF Toolkit). | Results for the KS 2 pupil premium children show that they participated in these discussions and were proactive in developing and understanding their targets |
| £2027 |  |  |  |
| **TOTAL £3096** | | | |

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|  | **OUTCOMES OF SPRING 2019** | |  |
| 1 hrs TA time per week x 13 weeks =  £117 | Intensive use Read Write Inc to support specific phonic needs in 1:1 | To develop phonetic knowledge and ability to read both real and nonsense words  Phonics interventions have a moderate impact for very low cost, based on very extensive evidence (Source EEF Toolkit). Evidence indicates that one to one tuition has a moderate impact for a high cost but can be effective; on average accelerating learning by approximately five additional months’ progress (Source EEF Toolkit). | Used by all the pupil premium children.  Progress has been made by most of the children in reading.  Progress in writing is evident in books, but at a slower pace |
| £312 | To borrow up to date library books via the Schools Library service in order to develop higher order reading skills through topic based reading materials | To raise the profile of reading among our Pupil premium children, as well as providing varied reading material for our younger readers. On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. | Used by all the pupil premium children.  Progress has been made in actively writing about areas of interest with one child. |
| TA to cover teacher 4 hrs per term  £108 | Feedback opportunity – one afternoon per half term when class teachers meet the children and provide feedback in order to agree realistic targets for KS1 and KS2 | Feedback studies tend to show very high effects on learning. | The children in KS2 set their own targets in discussion with the teacher so that they know and own their improvements.  In KS, the targets are discussed with the children and reminders given.  In EYFS oral feedback is given |
| *1 hrs TA time per week x 13 weeks =*  *£117* | *Use of Talk Boost to support speaking and listening development* | *On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. (Source EEF Toolkit).* | *NOT USED THIS TERM* |
| £1500 | Introduction of Thrive as a whole school programme to support SMSC: Emotional and mental Health | A focused intervention opportunity to increase their self-esteem, confidence and have higher expectations of themselves. It is an opportunity to develop social skills and relationships with other adults and peer groups. Evidence suggests that after school provision will have a moderate impact for moderate cost (Source EEF toolkit). | Staff member under training |
| 1 hrs TA time per week x 13 weeks =  £117 | Use of SALT Planning to support speaking and listening development | On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. (Source EEF Toolkit). | Progress made against the actions in the plan |
| 2.5 hrs TA time per week x 13 weeks =  £292.50 | Continued use of Read Write Inc to support specific phonic needs | To develop phonetic knowledge and ability to read both real and nonsense words  Phonics interventions have a moderate impact for very low cost, based on very extensive evidence (Source EEF Toolkit). Evidence indicates that one to one tuition has a moderate impact for a high cost but can be effective; on average accelerating learning by approximately five additional months’ progress (Source EEF Toolkit). | Used by all the pupil premium children and by stage not age.  Progress has been made by most of the children in reading.  Progress in writing is evident in books, but at a slower pace |
| £2446.50 |  |  |  |
| **TOTAL £5542.50** | | |  |