



Purley Church of England (VC) Primary School

Pupil Premium Grant Report 2018-2019 (Financial year)

The Pupil Premium Fund is an allocation of funding provided to schools to support specific children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress, raise attainment and support the pupils in the participation of activities in the wider curriculum. All schools are required to report on the amount of funding received, how this is being allocated and the impact of this expenditure on educational attainment. The Virtual School Headteacher manages the LAC funding and is not included in this report.

Number of pupils and pupil premium grant (PPG) received		
Total number of pupils on roll at January census 2018	111	
Total number of pupils receiving the grant	10	£13,200
Total number post LAC	1	£2,300
Total Pupil Premium received 2018-2019		£15,500
c/f		£11,443
Total		£26,943

Summary of PPG 2018-2019
Objectives of spending <ul style="list-style-type: none"> To raise attainment of underachieving and vulnerable pupils to ensure they make better progress To improve self-esteem and confidence, removing social and emotional barriers to learning Support the pupils in the participation of activities in the wider curriculum

Summary of PPG spending 2018/2019			
Desired Outcomes	Strategies	Cost	Outcome/Impact
Children are in school on time having had breakfast and ready to work	Breakfast Club Cool Milk	£650	Children are in school on time having had breakfast and ready to work. High impact
Pupils who struggle emotionally are provided with support to talk through their issues in a variety of ways.	Draw and Talk WOLF club ELSA training ELSA support Friendship groups	£3,600	High impact on pupils Children report that the school cares for them as individuals and not only their academic progress. They report that they feel listened to. Children who attend friendship groups rate the provision as 10/10. They have also helped to build up a stronger relationship with the ELSA and pupils are comfortable in approaching her when in need. They quote the support they have had in dealing with friendship issues and anger management that then help them to

			deal with issues and to concentrate in the class. Children attending lunchtime WOLF club report as having much happier lunchtimes.
Specialist support for Emotional health issues through the Emotional Health Academy Emotionally vulnerable children and families have been supported as individual pupils and as families	Anxiety management groups Individual parent and pupil sessions. Mondays Structured conversations with parents- Class teacher and headteacher	£1760	Parents and children have been supported for a variety of issues. Parents have been grateful for the signposting to further support. Some children who have accessed a series of sessions continue to be supported either weekly or on a when needed basis. Anxiety, parenting, sibling support, depression are all areas that have been supported by this process. Parent reports that children are eating more healthily and back chat has decreased. Easier to get children to do homework. Children report effectiveness of support at 10/10 High impact on both pupils and parents.
Raise self esteem Increase parental engagement with the school Equal opportunities	Extra-curricular provision including trips, outdoor learning, music lessons etc	£1670	This has enabled pupils to access extra-curricular provision, visits and workshops. The self-esteem and confidence of the pupils have been enhanced. There is increased engagement with the school.
Prepare vulnerable pupils for SAT tests, addressing gaps, exam technique and confidence building	Providing small group work or individualised support with a specialist TA (Year 6)	£1,700	Children attending booster sessions all made accelerated progress. "I used to find English really difficult but now I am more confident" 100% ARE in RWM and 100% Greater depth in Writing (July 2018)
Teaching Assistant Intervention Programmes	SNAP maths, Catch up, Challenge groups etc	£1000	High impact. Child achieved ARE through this booster activity. Year 2 100 % ARE Writing and Maths 50% ARE in Reading (2 children) FS 100% ARE PPG Progress throughout the school averages at 12.24 months in 12 months.
Raise attainment in Maths through small group tuition. Improve children's ability to instantly recall Maths facts (KIRFS)	Maths specialist teacher. Individual KIRF support	£3800	High impact. Accelerated maths progress. 13.29 months progress in 12 months average throughout the school. 19 months progress in 12 months in Years 5 and 6
Management of anxiety levels	Sensory breaks and sensory circuits staffing and equipment	£1000	Anxiety is managed and pupils are able to access learning better.
Ensure spending is effective	Pupil progress is tracked. Pupil voice. Interventions organised and monitored.	£3280	All staff in school are aware of the needs of every PPG child. Staff make joint decisions on best support for a child. Children's views are gathered and acted upon.

Ensure children are supported in the classroom and there is a transference of skills taught into classroom work	Learning mentor	£1600	Children who have been previously or currently being supported with interventions and supported and reassured in the classroom improved learning behaviours. Pupil voice scores a learning mentor at an average of 9.1 out of 10
Appropriate resources available to support pupils and staff	Purchase resources	£40	Pupils have accessed materials to support their learning e.g. pencil grips, sensory cushion, books
Summary			
Total in year funding		£26,943	
Total in year spend		£20,100	
c/f		£6,843	

Planned expenditure 2019/2020	
Desired Outcomes	Actions
Children are in school on time having had breakfast and ready to work	Breakfast Club And Cool Milk
Pupils who struggle emotionally are provided with support to talk through their issues in a variety of ways to give them time to regroup, WOLF club.	Draw and Talk WOLF club ELSA training ELSA support Friendship groups
Raise self-esteem Increase parental engagement Equal opportunities	Extra-curricular provision including trips, outdoor learning, music lessons etc
Prepare vulnerable pupils for SAT tests, addressing gaps, exam technique and confidence building	Providing small group work or individualised support with a specialist TA (Year 6)
Management of anxiety levels	Sensory breaks and sensory circuits staffing, training and equipment
Spending is effective	Pupil progress is tracked. Pupil conferences are held. Interventions organised and monitored.
Ensure children are supported in the classroom and there is a transference of skills taught into classroom work	Learning mentor
Children are well presented and self-esteem is maintained	School uniform
Consolidate improvement in Maths attainment	Maths specialist teacher for Maths groups in KS2 All ability children to be supported to learn their KIRFS (Key Instant Recall Facts)
Nurture a positive mindset	Career / aspirations week
Development of friendship bench area	Enhancement of the outdoor area to hold friendship groups. Provide an area on the playground where vulnerable children can be supported during break times.