**Wymeswold C of E Primary School Pupil Premium Report**

The Pupil Premium is government funding which is allocated to support children from

families who are currently known to be eligible for free school meals (FSM) or have received FSM in the last 6 years.

This extra funding is to help schools provide the extra support children for and raise the attainment of disadvantaged pupils and close the gap between them and their peers. It allows all children to reach their potential and for the school to identify and challenge barriers to individual’s learning.

The allocation of PP per pupil is currently (2018 - 2019) £1320.

Currently we have of our pupils on roll receiving pupil premium.

This report is a summary of how pupil premium payment was spent and the impact it has had on progress for these pupils.

1. **Spending for 2017 – 2018**

|  |  |  |  |
| --- | --- | --- | --- |
| Funding for 2017 – 2018 was £7920. | | | |
| **Identified Barrier to Learning** | **Strategy to address these barriers to learning** | **Rationale for chosen strategy** | **Impact** |
| Increased attainment in writing and therefore progress | Feedback  Focussed next steps  LSA used to free teacher for focussed feedback sessions or to give the feedback themselves. | Feedback can be used effectively to increase pupils’ attainment. Data on the EEF toolkit shows that used effectively feedback can provide the greatest levels of improvement in progress. | All children made progress from their starting points. 3 children reached the expected level, one was emerging. The impact of focussed feedback can be seen to help children make specific changes to their work and increase their attainment and progress. |
| Increased attainment in reading and therefore progress | Reading comprehension First News – topical news stories and other relevant texts and text types used to teach comprehension  Reading comprehension strategies | EEF toolkit shows that reading comprehension sessions are more effective than phonics sessions for improving reading. With rise in expectation of reading level at end of KS2 focussed sessions should provide adequate challenge in texts used.  EEF toolkit shows that reading comprehension sessions are more effective than phonics sessions for improving reading. With rise in expectation of reading level at end of KS2 focussed sessions should provide adequate challenge in texts used. | All children achieved the expected standard in reading for their year group. All children made more than expected progress in reading across the year. |
| Increased attainment in maths and therefore progress | Feedback  Focussed next steps  LSA used to free teacher for focussed feedback sessions or to give the feedback themselves.  Pre teaching/ consolidation sessions for maths/ mastery learning | Feedback can be used effectively to increase pupils’ attainment. Data on the EEF toolkit shows that used effectively feedback can provide the greatest levels of improvement in progress.  We have found that pre-teaching can be very effective for improving maths progress as children can learn effectively in class. EEF toolkit suggests using mastery learning strategy for particularly difficult areas of maths | All children made more than expected progress from their starting points, however three reached the expected standard for their year group. Focussed feedback has shown to have a large impact on children’s understanding. |
| Children to have same opportunities as peers | Part funding residential trips | Residential trips are a way to develop skills in children not seen in the classroom. They are very popular at Wymeswold, with generally all children going yearly. | The ipact of chilcrne being able to join in like their peers and attend redidential and day trips has |
| Increased understanding of own emotions will aid learning in the classroom | Social and emotional learning – counselling sessions | EEF state that social and emotional learning research in England showed a link between SEL programmes and academic achievement, |  |

1. **Spending plan for 2018 – 2019**

Funding for 2018-2019 is £3960.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **When will you review implementation?** |
| Increased understanding in reading which will lead to increased attainment and progress. | Reading comprehension using quality texts in small groups/ whole class/ or individual. | EEF toolkit shows that reading comprehension sessions are more effective than phonics sessions for improving reading. With rise in expectation of reading level at end of KS2 focussed sessions should provide adequate challenge in texts used. | Monitoring of the reading sessions, pupil progress interviews and | Ongoing review to make sure the intervention is targeted and suitably challenging. |
| £450 |  |  |  |  |
| Increased attainment in maths and therefore progress | Feedback  Focussed next steps  LSA used to free teacher for focussed feedback sessions or to give the feedback themselves. | Feedback can be used effectively to increase pupils’ attainment. Data on the EEF toolkit shows that used effectively feedback can provide the greatest levels of improvement in progress. | Book scrutinies and pupil interviews.  Half termly data analysis | Each half term when data is collected  Summer 18 –class data/ end of KS data. |
| Improved attainment in maths | Pre teaching/ consolidation sessions for maths/ mastery learning | We have found that pre-teaching can be very effective for improving maths progress as children can learn effectively in class. EEF toolkit suggests using mastery learning strategy for particularly difficult areas of maths | Half termly data analysis  Observation of sessions | Data analysis over the year to ensure children are making at least expected progress. |
| £1610 |  |  |  |  |
| For children to have as much confidence and self-belief as their peers | Music lessons/ sports sessions for older children | EEF toolkit suggests that there are positive gains from arts involvements. In previous years we have seen that there have been gains for children receiving music lessons; although this depended upon the individual  child’s effort and desire to participate. Therefore this is offered for children if they are keen to take part | Weekly lessons organised in school time (music) or possibly after school if additional art/ sport | Termly discussion with individual children. |
| £500 |  |  |  |  |
| Children to have same opportunities as peers | Part funding residential/ day trips, school events | Residential trips are a way to develop skills in children not seen in the classroom. They are very popular at Wymeswold, with generally all children going yearly. | Parents are aware that there is support available, particularly for siblings where the cost can be large. | After the trip ask what the child has learned by being involved with the residential. |
| £1000 |  |  |  |  |
| Increased understanding of own emotions will aid learning in the classroom | Social and emotional learning – using new PSHE resource in lessons | EEF state that social and emotional learning research in England showed a link between SEL programmes and academic achievement, | Regular monitoring of pupil wellbeing by class teachers. | Via the monitoring of wellbeing and link to academic success. |
| £400 |  |  |  |  |

The date of the next Pupil Premium review will be July 2019.