



Pupil Premium Impact Report 2017 - 2018

1. Summary Information					
School	Netheravon All Saints				
Academic Year	2017-2018	Total PP Budget	£53,390.65	Date of the most recent PP review	July 2018
Total number of pupils	182	Number of Pupils eligible for PP	105	Date of next internal review	
Current attainment (2017-2018)					
	Pupils eligible for PP		All Pupils		
EYFS (pupils)	2		30		
% of pupils achieving Good Level of Development	0%		40%		
KS1 (pupils)	30		31		
% of pupils meeting expectations in Maths	71%		71%		
% of pupils meeting expectations in Reading	82%		71%		
% of pupils meeting expectations in Writing	76%		68%		
KS2 (pupils)	10		18		
% of pupils meeting expectations in Maths	50%		44%		
% of pupils meeting expectations in Reading	60%		61%		
% of pupils meeting expectations in Writing	50%		56%		



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Spending and Impact Summary

Summary of spending and actions taken:

- **Vulnerable learner Lead / SENCo (AMBDA accredited and Every Child Counts specialist teacher) released from classroom responsibilities for one day a week. (Ever 6, AFC)**
- **Classroom Teaching Assistants are used in every classroom to support the teaching and development of all pupils. In order to support the emotional, behavioural and educational needs of PPG children, classroom teaching assistants work further hours to provide this support.**
- **English Resources. Purchase of resources to support teaching and learning in English**
- **Maths Resources. Purchase of resources to support teaching and learning in English**
- **First Quality Teaching Intervention Employ a Qualified Teacher for a minimum of 2 afternoons a week to deliver English and Maths Interventions.**
- **Emotional Literacy Support Assistants (ELSAs) Three full time teaching assistants working with FS, KS1 and KS2 are trained to support the emotional, social and behavioural needs of pupils.**
- **Peripatetic Music Lessons Weekly individual music lessons with a qualified music professional.**
- **Educational Trips and Visits School pay in full for curriculum related trips and visits.**

The number of disadvantaged pupils in receipt of Pupil Premium in July 2018 is 17, which is approximately 9% of the school.

Table to show numbers of Pupil Premium (including disadvantaged pupils) in 2017 - 2018

	YR	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Pupil Premium (incl CiC)	17	25	11	19	16	17	10



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Item/Project	Cost	Objective	Notes/ Impact
<p>Vulnerable learner Lead / SENCo (AMBDA accredited and Every Child Counts specialist teacher) released from classroom responsibilities for one day a week in order to enable:</p> <ul style="list-style-type: none"> Monitoring provision of vulnerable learners Timely assessment and identification of need Planning and provision of support for targeted intervention Further develop communication between parents and schools Further parent / carer workshops Provision of staff training and advice Liaison with and referral to specialist agents Completion of Common Assessment Frameworks Provision mapping Completion and review of My Support Plans Oversight of ELSA support 	£9,555.81	<p>Early identification of needs and intervention especially of those children from service families who may have been to a number of different schools and join us at varying points in the year.</p> <p>Support and accelerate progress of children with Dyslexia or Dyscalculia.</p> <p>Build strong relationships with parents to ensure children receive relevant and appropriate support both at school and home.</p> <p>Remove barriers to learning and raise self-esteem of pupils who find academic activities more challenging.</p>	<p>SENCo was released from class for 2 half days a week. Whilst this enabled her to identify and assess children to ensure they received timely support with their education, had the time been provided in one whole day, further support could have been provided.</p> <p>SENCo has identified the need for a termly plan of assessments that need to be carried by herself and class teachers.</p> <p>No parent/carers workshops have taken place.</p> <p>SENCo has led staff training on the SEND provision, and has updated the My Support Plans to ensure they are robust.</p>
<p>Classroom Teaching Assistants</p> <p>Classroom Teaching Assistants are used in every classroom to support the teaching and development of all pupils. In order to support the emotional, behavioural and educational needs of PPG children, classroom teaching assistants work further hours to provide this support.</p>	£23,675.00	<p>Ensure all PPG children are given the support in these key areas during the normal school day in order to make as much progress and attainment as possible.</p>	<p>Teaching assistants have been effectively used to support all PPG children as and when needed. This has had a positive impact on behaviour from FDS to Year 4. There are challenges in Year 5 and 6 which are being addressed. KS2 projections were higher than expected. Teaching assistants led booster groups for those children who were slightly below expected standard. Compared to 2017 national data, KS1 pupils achieved broadly in line in maths and writing, and slightly below in reading. Phonics results remain significantly below and this is a priority for next year.</p>
<p>English Resources</p> <p>Purchase of resources to support teaching and learning in English. These are to include; SPAG resources, reading and comprehension materials and computing resources to support writing.</p>	£1,500.00	<p>Ensure all pupils in receipt of PPG can access appropriate materials in order to raise progress and attainment levels.</p> <p>Ensure appropriate resources are available to challenge higher achieving children to make better than expected progress.</p>	<p>Resources were purchased to support reading and comprehension, however compared to 2017 data, KS2 pupils achieved slightly below in reading and significantly below in writing. In KS1 pupils achieved broadly in line in writing and were slightly below in reading.</p> <p>Writing across the school continues to be a priority for next year.</p>
<p>Maths Resources</p> <p>Purchase of resources to support teaching and learning in Maths. These are to include; resources to support place value recognition, CDs, games, puzzles and ICT equipment.</p>	£2,500.00	<p>Ensure all pupils in receipt of PPG can access appropriate materials in order to raise progress and attainment levels.</p>	<p>Resources were purchased to support maths. Compared to 2017 data, KS1 pupils achieved broadly in line in Maths and in KS2 pupils achieved significantly below in Maths.</p>



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		Ensure appropriate resources are available to challenge higher achieving children to make better than expected progress.	The school uses White Rose Maths to support the teaching and learning of Maths, and the Maths Manager is working to improve the teaching using the scheme, and the use of the resources to raise standards. A review of Maths is due to take place in the Autumn Term with the LA Maths Advisor to identify areas of need, and ways forward.
First Quality Teaching Intervention Employ a Qualified Teacher for a minimum of two afternoons per week from Term 3 to deliver English and Maths interventions as identified in Pupil Progress meetings.	£2,862.00	Diminish the difference between PPG groups of children and non PPG groups ensure that rapid progress is made and attainment is raised. Ensure higher achieving children are being supported by extra, targeted intervention to challenge and raise attainment beyond expected level.	Targeted support delivering Maths and English interventions, has meant that the attainment of PPG groups of children has been raised. Predictions rose from an initial baseline of 23%, and 39% of children in KS2 achieved the expected standard in Reading, Writing and Maths combined. Maths continues to be a priority for the school and a review of Maths is due to take place in the Autumn Term with the LA Maths Advisor to identify areas of need, and ways forward.
Emotional Literacy Support Assistants (ELSAs) Three full time teaching assistants working with FS, KS1 and KS2 are trained to support the emotional, social and behavioural needs of pupils.	£11,757.71	Positive mental health and well-being. To support and improve; self-esteem, behaviour management, anger management, anxiety, social skills, friendship issues, bereavement and loss and transition.	ELSAs are used effectively to support eh mental health and wellbeing of children. We now have three trained ELSAs. Mrs Cranham supports FDS, Year 1 and Year 2 children, Mrs Watt supports, Year 3 and 4 children, and Mrs Richardson supports children in Year 5 and 6. The ELSAs have regular meetings with the ELSA lead from the LA, and meet every three weeks with the SENCo. Time to Talk has been introduced across the school, for children with 'little' worries' that they need to talk to someone about.

Other Costs

Provision	Cost	Objective	Notes/ Impact
Trips and residential	£1080.00	Inclusion, raising attainment through contextual understanding.	We fund residential and other educational trips for children in receipt of the Pupil Premium to allow them to have equal access.
Peripatetic Music Lessons	£460.00	Positive mental health and wellbeing, inclusion and raising aspirations.	We fund music lessons for children in receipt of the Pupil Premium to allow them to have equal access.
Total PPG Received	£53,390.65		
Total PPG expenditure	£53,390.52		
PPG remaining	13p		