

Four Elms Primary School Pupil Premium Report

The Pupil Premium (PP) was introduced by the Government in April 2011. It is currently allocated to support the progress of pupils eligible for Free School Meals (FSM), children who have been looked after by an English local authority (LAC) for at least one day, and Service children (children whose parents are in the regular armed forces or are in receipt of a child pension from the Ministry of Defence). The premium is designed to make an impact on attainment for those who achieve less well by ensuring that money to tackle disadvantage reaches the pupils who need it most. The funding comes into school on 1st April each year.

During 2017-2018 12 children were eligible for the Pupil Premium grant and this equates to 11% of the school population, which compares with the January 2018 National figure of 13.6%

The Pupil Premium is additional to main school funding and will be used by Four Elms Primary School to address any underlying inequalities between children eligible by ensuring that funding reaches the students who need it most to support and improve their learning.

Objectives

Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students. The funding will be used to narrow and close the gap between the achievement of these students and their peers. As far as its powers allow, Four Elms Primary School will use the additional funding to maximise achievement for children eligible for Pupil Premium. We will also look to support Pupil Premium children's participation, where appropriate, in extra-curricular activities and music lessons.

We will monitor this additional funding to make sure it reaches the students who need it most and that it makes a significant impact on their education and lives. Reports will be presented at the appropriate school leadership meetings and an annual report made available to parents on the school's website.

Each PP pupil is allocated £1320. As a school our total grant is: £15840

Spending the pupil premium grant:

During 2018 – 2019 we will continue with our tried and tested list of provisions this academic year and in addition we will use the following approaches:

Approach/provision	Desired impact
Additional teacher for 1 day a week to work with individuals and small groups who are not reaching expected levels of attainment or making anticipated progress in maths.	All pupils eligible for the Pupil Premium grant achieve age related expectations.
Targeted teaching assistant support to accelerated progress in the classroom, and in small group interventions, including reading, vocabulary, speech & language, writing and handwriting practise.	Pupils accessing these interventions will make better than expected progress.
Targeted teaching assistant support to work with allocated pupils to improve pupils' well-being through friendship groups and transition support for vulnerable pupils	Increase in pupils' well-being and self-esteem.
Subsidies for on and off site curriculum enrichment eg. Summer school at Sevenoaks School, School visits, residential trips and attendance at extracurricular events.	Increase in pupils' well-being and self-esteem

This will be reviewed by the Executive head, Head of school, Inclusion manager and finance Officer.

Pupil Premium Progress 2018-2019:

Whole School	<i>All Pupils eligible for PP at Four Elms Primary</i>	<i>All Pupils not eligible for PP Nationally 2018</i>
% achieving ARE in reading, writing and maths	56% (50%)	65%
% making or exceeding ARE in reading	91%(50%)	73%
% making or exceeding ARE progress in writing	78%(50%)	78%
% m making or exceeding ARE progress in maths	64%(50%)	79%

Pupil Premium 2018-2019:

Pupil premium used for	Is this a new or continued activity?	Cost £	Brief summary including year groups, pupils and time scales	Specific intended outcomes	How the activity will be monitored, when and by whom.	Actual Impact: what did the activity actually achieve? How could it be improved?
Booster teacher in Maths	Continued	6193	Fully qualified teacher is used in class for to target small groups of pupils to address specific needs and accelerate progress	Accelerated progress, reduce gaps in knowledge	Monitored through Pupil Progress Meetings and data tracking	80% of Class 4 pupils eligible for the Pupil Premium grant achieved Age Related Expected Level+
Reading intervention	Continued	1546	Includes a range of weekly reading interventions run by TAs	Children receive booster sessions to bring them in line with peers or ongoing support to help with progress towards peers	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	Children making progress – most children finding comprehension written tasks more difficult but verbal discussions are strong
KS2 Social groups	Continued	640	30 minutes weekly discussing behaviour and working with others and understanding relationships.	Children have fewer behavioural incidents and better friendships to allow for more concentration within lessons	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	Children's self-esteem improved and their friendships are more sustainable. Children are dealing with emotions better resulting in less incidents in the behaviour books.
KS1 Social Group	Continued	530	30 minutes weekly discussing behaviour and working with others and	Children have fewer behavioural incidents and better friendships to allow for more	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	This intervention has seen more impact with some children than others. Most are identifying emotions and dealing with them

			understanding relationships.	concentration within lessons		more effectively resulting in better friendships. Less children in group at end of intervention
Sensory Circuits	Continued	1357	15 mins am and pm, 4 children key stage 2	Children are able to participate in lessons more actively due to better concentration span	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	Pupils are calm and ready to learn after sensory circuits.
Fine Motor skills	Continued	642	30 minutes weekly, 7 chn total	Fine motor improves which in turns positively impacts handwriting	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	Positive improvement seen, better pencil grip and use of scissors etc.
Pre teaching vocab	New	612	30 minutes weekly, varying groups depending on need	Children receive booster sessions to bring them in line with peers or ongoing support to help with progress towards peers	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	This has had a positive impact, children being able to actively engage in lessons as they understand the language being used.
Handwriting group	Continued	552	30 minutes weekly mixture of KS1 and KS2	Children receive booster sessions to bring them in line with peers or ongoing support to help with progress towards peers	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	Improvement seen but this has been hard and impact is slow. Children can do this in intervention but need to be maintaining this in class too.
Writing intervention	Continued	2141	Small group provision for those children who need additional	Accelerated pupil progress and more	Monitored with entry and exit data on provision maps in addition to Pupil	50% of children reached expected or exceeding by

(boosters and G&T)			support or need further development to be successful and fulfil their potential in writing	engagement with writing	Progress Meeting and data tracking	the end of the academic year.
Curriculum enrichment	Continued	720	Subsidies for on and off site curriculum for example, summer school attendance at Sevenoaks school, school visits, residential trips and attendance at extracurricular events	To enable children to engage socially	Children to have access to new experiences they may not usually be able to, develop socially and in confidence.	Extra-curricular provision has improved pupils independence and maturity.
Sports	Continued	70	Paying for swimming lessons	Children have access to new life skills and can swim 50m by the end of lessons	Can swim 50m	Ongoing – 80% Of children achieved this by the end of the 10 weeks of swimming lessons.
Speech and Language Link	Continued	175	Assessment tool for speech referrals and assessment and support tool for those with low language levels.	Develop children’s language in order to be able to access the curriculum more easily	Monitored/utilised as necessary by SENCo.	Speech link tool supported application for speech and language therapy and this child received support for the NHS and school. Language link to be used to screen all reception children next year.
Transition Support	Continued	30	An introduction for school staff in supporting vulnerable children who may have experienced losses / trauma and so need	Understand attachment difficulties and how children can perceive change/loss, know	Smooth transition between classes/schools for those children who need additional support	Children successfully and confidently transitioned onto secondary schools.

			careful support to face changes in their lives. ½ day course	current guidance for supporting vulnerable children, be able to plan for personalised transitions, particularly in education		
Clicker 7	Continued	0	Laptops are provided by the school for some children with Clicker 7 to support their learning needs.	To support access to the curriculum and to give children the ability to achieve at their greatest level.	Monitored by SENCo and class teachers.	Children in KS2 have taken to Clicker 7 exceptionally well, particular tools such as the recorder and word banks are ensuring a greater level of success in writing.
Lexia	New	267	Daily 20 mins, mixture of children across the school	Children receive booster sessions to bring them in line with peers or ongoing support to help with progress towards peers	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	85% of pupils made good progress.
IDL numeracy	New	45	Daily 20 mins, mixture of children across the school	Children receive booster sessions to bring them in line with peers or ongoing support to help with progress towards peers	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	70% of children made progress, 1 step or 2 steps within IDL numeracy assessment

Music Lessons	New	320	One time weekly with CB	Children have access to new skills	Children to have access to new experiences they may not usually be able to, develop in confidence.	Improved self-esteem and children participating in band and music concerts
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