



PUPIL PREMIUM AT GREAT WALDINGFIELD CEVC PRIMARY SCHOOL

At Great Waldingfield CEVC Primary School the total amount of Pupil Premium Grant allocated in 2018 -19 is £33,980

| Children currently in receipt of Pupil Premium Grant at Great Waldingfield CEVC Primary School 2018-19 | | | | | | |
|--|--------------|------------------|------------------|------------------|-----------------|------------------|
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 2 children (12%) | 1 child (4%) | 3 children (18%) | 5 children (17%) | 5 children (16%) | 2 children (8%) | 5 Children (23%) |

| Outcomes for pupils 2018 | |
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| Children in receipt of Pupil Premium Grant Disadvantaged | Children not receipt of Pupil Premium Grant Non disadvantaged |
| GLD at the end of reception 100% (1 child) | GLD at the end of reception 77% (20/26 children) |
| Phonics Screening pass Y1 75% (3/4 children) | Phonics Screening pass Y1 88% (14/16 children) |

| End of KS1 EXS+ | | | | | |
|-----------------|------|---------|---------|-------|-----|
| Term | Roll | Reading | Writing | Maths | RWM |
| Dis pupil | 4 | 0% | 25% | 25% | 0 |
| Non dis | 22 | 91% | 91% | 91% | 91% |
| GAP | | 91% | 66% | 66% | 91% |
| Nat GAP | | 79% | 49% | 55% | 69% |

| End of KS2 EXS+ | | | | | |
|-----------------|------|---------|---------|-------|-----|
| Term | Roll | Reading | Writing | Maths | RWM |
| Dis pupil | 3 | 67% | 67% | 67% | 67% |
| Non dis | 23 | 87% | 87% | 87% | 87% |
| GAP | | 20% | 20% | 20% | 20% |
| Nat GAP | | 13% | 16% | 14% | 14% |

Pupils in receipt of the Pupil Premium Grant at Great Waldingfield generally do as well as non-disadvantaged children from similar starting points. However we have a small number of children in receipt of this funding so our data is based on a very small cohort size.

| INTERVENTION | | | |
|--|--|--------------------------------|--|
| Objective | Action | Cost | Expected Outcome |
| <p>To ensure all disadvantaged children make progress at least in line with other children nationally in mathematics</p> <p>To ensure all disadvantaged children attain at least in line with other children nationally in mathematics</p> | <p>HLTA delivering Success@Arithmetic intervention</p> <ul style="list-style-type: none"> 1 hour 3 times/week Y5 | £1800.00 | <p>100% of disadvantaged children on track to be working at EXS or above at the end of KS2</p> <p>100% of disadvantaged children at least make progress in line with national</p> |
| <p>To improve the social and emotional well-being of disadvantaged children.</p> | <p>ELSA (Emotional Literacy Support Assistant) delivering emotional and social support</p> <ul style="list-style-type: none"> 3 hours/week (1:1) <p>Socially Speaking</p> <ul style="list-style-type: none"> 30 minutes 2 times/week | <p>£1425.00</p> <p>£475.00</p> | <p>PP children have access to trained emotional and social support including half-termly support from Educational Psychologist.</p> <p>Capacity to support emotionally and socially at least four children in each 10 week period.</p> |
| <p>To close gaps in learning outcomes for all disadvantaged children</p> | <p>Additional maths and SG&P Y6</p> <ul style="list-style-type: none"> 2 hours/week <p>Phonics intervention Y2 (resits)</p> <ul style="list-style-type: none"> 1 hour/week | <p>£950.00</p> <p>£475.00</p> | <p>For the outcomes for PP children at the end of KS1 and KS2 to be at least in line with national</p> <p>For the outcome of phonic screening for PP children to be at least in line with national</p> |
| <p>To enable disadvantaged children to keep up</p> | <p>Clicker on off licence</p> | £2000.00 | <p>Children able to record in line with others</p> |
| <p>To improve speech, language and communication (SLC)</p> | <p>Purchase Word Aware x 6</p> <p>Purchase Word Aware Early Years</p> | <p>£240.00</p> <p>£40.00</p> | <p>Improved vocabulary. Leading to improved communication (verbal and written)</p> |
| <p>To improve wellbeing and life chances of specific disadvantaged children</p> | <p>Educational psychologist visits</p> | £1000.00 | <p>Identify barriers to learning to provide targeted support to improve outcomes</p> |
| <p>To improve reading outcomes</p> <p>To encourage a love of reading</p> | <p>Rapid series reading books (High interest – low reading age)</p> | £200.00 | <p>For the outcome of phonic screening for PP children to be at least in line with national</p> |

| SUPPORT | | | |
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| Objective | Action | Cost | Outcome |
| To ensure all disadvantaged children have equal opportunities to non-disadvantaged children. | 27 hrs 30 minutes per week (including break times) 1:1 emotional and behavioural support | £8400.00 | Child achieves at least in line with national at the end of KS1. Disruption to the learning of other PP children is minimized. Child's wellbeing and that of other PP children in the class is supported Child achieves at least in line with national at the end of KS2. Disruption to the learning of other PP children is minimized. |
| | 15 hrs per week 1:1 emotional and behavioural support | £2700.00 | |
| To provide wrap around care for disadvantaged children. | Provide facilities for before and after school care. (Early Birds and T Birds) | £5090.00 | PP children are prepared for the school day. Parents/carers of PP children are able to work. |
| ENRICHMENT | | | |
| Objective | Action | Cost | Outcome |
| To ensure all disadvantaged children have equal opportunity to broaden their horizons. | Subsidise (up to the full cost) the Y6 residential. | £1000.00 | All PP children attend all educational trips ensuring no other parent is subsidising the cost. |
| | Subsidise (up to the full cost) the Y4 residential. | £750.00 | |
| | Subsidise (up to the full cost) other class visits and visitors where parents have been asked for a voluntary contribution. | Approximately £2500.00 | |
| To ensure improved healthy diet for disadvantaged children in line with non-disadvantaged children | Milk drink every day offered to all disadvantaged children | £305 | Improved diet for all disadvantaged children |
| To ensure all disadvantaged children have equal opportunity fulfil their dreams, achieve their aspirations and develop their talents. | Subsidise (up to the full cost) attendance at sports clubs etc. – both in and outside of school. | £1385.00 | PP children with a particular talent develop and progress to a greater level (possibly County or National) |
| To engage dis-advantaged children in reading non-fiction and with the wide world | Purchase First News | £150.00 | Disadvantaged children have opportunity to access engaging non-fiction. |
| | The Week (Junior version) | £160.00 | |

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| Total | £31,280 |
| Approximately £4400.00 is kept for unexpected needs. (E.g. a child/children in receipt of Pupil Premium arriving in our school mid-year.) | |

Actual Impact of Pupil Premium 2018 19

| Intervention | |
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| Action | Impact of Action |
| Success@Arithmetic | Three out of four disadvantaged pupils who completed the Success@Arithmetic intervention achieved the expected standard in mathematics at the end of KS2. One of these achieved greater depth in mathematics. |
| Emotional support intervention through ELSA (Emotional Literacy Support Assistant) | Seven disadvantaged children have completed ELSA intervention. This has been for a variety of reasons including anger management, friendships, social skills and building self-esteem. Class teachers report that these sessions had a positive impact on the children taking part. |
| Additional support in reading, writing and maths. | At the end of KS1 two out of three disadvantaged children achieved RWM at greater depth At the end of KS2 three out of four achieved the expected standard in reading, writing and mathematics. One child achieved greater depth in mathematics. Out of the three children two were low prior attainers. |
| Clicker site licence (unlimited users) | All disadvantaged children have access to clicker to scaffold independent writing |
| Purchase Word Aware | Word Aware was not purchased. The money saved will go towards purchasing 'Language Link'. Language Link is a more effective intervention for SLC |
| Visits from Educational Psychologist | Educational Psychologist made one visit to assess and provide strategies to improve the learning behaviour of an individual child. This child, although working below ARE is making progress. The second visit was to observe, assess and provide strategies for a group of children in one class to improve learning behaviour. |
| Rapid Series reading books purchased | Low attainers have access to high interest books. |
| Support | |
| Action | Impact of Action |
| 1:1 support for two children | KS1 child achieved GD (greater depth) in reading writing and mathematics. He has returned to his chronological year group. KS2 child achieved the expected standard in maths (106). Below in reading (97) and GP&S (95) |

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| Provide wrap around care (at the beginning and end of the school day) | <p>Twelve disadvantaged children have used wrap around care this year. This has provided them with a calmer start to the day as some children find it extremely difficult to cope with the busyness of the beginning of the school day.</p> <p>Wrap around care at the end of the day provides disadvantaged children with a place to do their homework and read with an adult.</p> |
| Enrichment | |
| Action | Impact of Action |
| Subsidise up to the full cost of all educational visits and visitors. | No disadvantaged child has missed an educational visit or visitor to school through financial hardship. |
| Subsidise up to the full cost clubs attended by disadvantaged children | Ten disadvantaged children attended clubs. |
| Purchase First News and The Week (Junior version) | Disadvantaged children in Y5 and Y6 were able to broaden their horizons by keeping up to date with current affairs and worldwide topics. |