



Gillamoor CE Primary School

Pupil Premium Report 2017 - 2018

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for all pupils who belong to groups known to be vulnerable to underachievement.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who receive Pupil Premium Funding will be socially disadvantaged.
- Likewise, not all pupils who are socially disadvantaged are registered or qualify for Pupil Premium Funding. (We aim to provide additional support as necessary for these children from the school's delegated budget and not from Pupil Premium Funding.)
- Pupil Premium Funding is allocated following a needs analysis completed on a pupil by pupil basis.

Provision

Each child's needs are different, so we use a range of support aimed at three possible outcomes:

1. To raise the attainment and achievement – aimed at accelerating progress and moving children to at least the same levels as their peers, typically in Maths and English.
2. To support the social, emotional and behavioural needs of our children
3. To enable children to access wider curriculum activities or tuition that enhance and enrich their school experience and help them to gain in confidence, Eg Musical groups, sporting activities, Trips including our residential.

Pupil Premium Grant (PPG) Allocation for Financial year 2016/17 £6600

The PPG allocation was targeted as follows:

- Continued additional teacher time to allow for the splitting of the junior class, 1 to 1 and small group work.
- Enable Teaching Assistants to work 1 to 1 or in small groups with individual pupils to narrow gaps in learning and provide nurture groups.
- Enable Teaching Assistants time for nurture groups and 1:1 nurture sessions with pupils who needed this.
- Funding towards an intensive programme for the teaching of maths.
- Give children opportunities for Out of school learning eg trips and sports tournaments, including residential, to develop their social skills, confidence and self-esteem.
- Give children opportunities for Out of school learning via Educational programs online that can be accessed at home.
- Give children opportunities to develop extracurricular activities eg learning a musical instrument, take part in yearly residential.
- TA training for phonics and reading to support learners.
- Training for staff Esk Valley Academic Resilience Approach (started in September 2016, this project will be continued in to 2017/8)

The impact of the PPG for 2016/17

- Splitting of the junior class enabled more focused teaching to the needs of all pupils. This prevented underachievement and allowed pupils to achieve their full potential.
- Sustained Good pupil progress for majority of pupils.
- TA intervention and teacher 1 to 1 work prevented underachievement by support plans which concentrated on regular practice of phonics and other basic skills.
- The experience of Out of school learning and attendance at sports fixtures gave children experiences where they were less restricted and able to explore and develop socially in an alternative setting.
- A wide range of out of school experiences took place for both classes. This impacted on progress across the curriculum, helped to develop social skill and raise pupil confidence and self-esteem.
- PPF pupils made progress at least in line with other pupils. Many made accelerated progress.
- The school participated in all cluster sports fixtures. This raised pupil confidence, self-esteem and helped develop their social skills. Achieved higher placings in many competitions. Really good achievement as children regular play against other children older than themselves and against schools with year groups bigger than our whole school.

Pupil Premium Grant (PPG) Allocation for Financial year 2017/18 £5300

The PPG allocation will be targeted as follows:

- Training and resources to support the Resilience work as required. Including time for staff to plan activities for this work and to support pupils were needed
- Continued additional teacher time to allow for the splitting of the junior class, 1 to 1 and small group work.
- Enable Teaching Assistants to work 1 to 1 or in small groups with individual pupils to narrow gaps in learning and provide nurture groups.
- Enable Teaching Assistants time for nurture groups and 1:1 nurture sessions with pupils who needed this. Linked to resilience.
- Give children opportunities for Out of school learning eg trips and sports tournaments, including residential, to develop their social skills, confidence and self-esteem.
- Give children opportunities for Out of school learning via Educational programs online that can be accessed at home.
- Give children opportunities to develop extracurricular activities eg learning a musical instrument, take part in yearly residential.
- TA training for maths to support learners.
- Staff training for First Aid for Emotional health