



East-the-Water

Primary School

Pupil Premium Grant 2018-2019

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. East-the-Water is committed to 'Narrowing the Gap' between vulnerable pupils and the pupil premium forms a vital part of that process.

The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

Reporting Pupil Premium

It is the responsibility of the governors to explain pupil premium expenditure to parents in the form of an annual statement. There is no set format for the report of pupil premium. East-the-Water Primary School will publish details of a report online annually from September 2012. Schools must also publish a strategy for the current year setting out:

- The amount of the school's pupil premium allocation
- The main barriers to education achievement faced by eligible pupils, how the grant will be spent to address these barriers, the reasons for this approach and how the impact will be measured.
- The date of the school's next review of its pupil premium strategy

PUPIL PREMIUM REPORT 2018 – 2019

Number of Pupils and Pupil Premium Grant (PPG) Received				
Total number of pupils on Roll		379 (excluding nursery)		
Total number of pupil eligible for PPG		113		
Amount of PPG per child		£1,320		
Total PPG Expected		£149160		
Summary Planned PPG spending 2018-2019				
Objectives Pupil premium pupils make accelerated progress				
Record of PPG spending 2018-2019				
Barrier	Objective	Intervention	Cost	Impact
The vast majority of PP have historically exited Reception significantly below in all areas. This is largely due to the extremely high proportion of pupils having delayed language development. This has impacted attainment and progress in reading, writing and maths.	To raise attainment in reading and phonics	Reading, phonics and little learners intervention in reception - 6 teaching assistants morning and 4 afternoons	£74,820	81% of pupils can read cvc words The percentage of PP reading CVCC words increased from 27% to 54% 100% PP know the 26 phonemes 72% of PP can read the first 16 high frequency words – increase from 63% in 2018
The majority of PP are below ARE in math when entering reception	To raise attainment in maths	Small group maths intervention in reception - 2 teaching assistants afternoons	£14,964	Initial assessments have taken place and intervention has been set up. Initial feedback has been positive with pupils achieving key objectives. Full analysis will take place in the Autumn term after the second assessment.

<p>The vast majority of PP have historically exited Reception significantly below in all areas. This is largely due to the extremely high proportion of pupils requiring speech and language intervention. Over time it has been identified reading intervention has had an impact on writing, maths and the wider curriculum, however it is essential that this intervention takes place at the earliest possible stage.</p>	<p>To raise attainment in reading To raise attainment in phonics</p>	<p>1:2 reading intervention in KS1 - 5 teaching assistants afternoons 1 Grade C TA to lead intervention and support TA CPD</p>	<p>£37,410</p>	<p>75% passed their phonics in year 1 (27% increase from 2018) 82% passed phonics screening in year 2 PP in year 1 made an additional 1 months progress in reading in the first 2 terms</p>
<p>While historically PP have made accelerated progress in KS1, many remain below ARE by the end of year 2 and many others meet the age related expectation but lack a level of fluency necessary to access the KS2 curriculum and longer texts that they must read.</p>	<p>To increase speed and fluency of reading</p>	<p>1:2 reading intervention in year 3/4 6 teaching assistants (afternoons)</p>	<p>£44,892</p>	<p>PP made less than expected progress over the first term – as a result a grade C TA has been providing additional CPD – progress will continue to be monitored PP in year 4 made expected progress in reading – this was inline with non PP. This intervention has prevented the gap from widening</p>
<p>Despite the progress made from KS1, many PP with low prior attainment have a reading speed and fluency that is a barrier to comprehending longer texts.</p>	<p>To increase speed and fluency of reading To ensure year 6 pupils make accelerated long term progress</p>	<p>1:2 reading intervention in year 5/6 3 teaching assistants (afternoons)</p>	<p>£22,446</p>	<p>PP receiving reading intervention made an additional 2 months progress in the first 2 terms</p>
<p>Maths intervention training</p>	<p>To provide training to enable staff to administer maths intervention (from counting to calculating and making a difference</p>		<p>Maths advisor £2238 Resources £400 Supply £3600 Total £6238</p>	<p>Initial assessments have taken place and intervention has been set up. Initial feedback has been positive with pupils achieving key objectives. Full analysis will take place in the Autumn term after the second assessment.</p>

Date for next review of Pupil Premium October 2019