

Pupil Premium Strategy – Impact evaluation 2018 - 2019

The level of funding for Garton on the Wolds Primary School for the academic year 2018/2019 was £24,280

Barriers to educational achievement faced by some eligible pupils					
Behaviour for learning – concentration, motivation, asking for support. Specific special educational needs Some Pupil Premium pupils do not have the opportunities to experience quality first hand experiences which may help to raise aspirations, engage children in their learning and expose them to the world around them. Attendance rates for Pupil Premium pupils are below those for non Pupil Premium pupils					
Spent on		Impact of spend			
Quality first teaching *Small class sizes allowed more targeted support. *SLT undertook termly observations and monitored teaching. *Maths and English coordinators lead regular training for teachers and TAs which has further developed subject knowledge, teaching strategies, assessment and tracking procedures.		Interventions provided for individual pupils at risk of making slow progress. Progress documented. Continuous tracking and evaluation of effectiveness of interventions			
			Reading	Writing	Maths
		% PP who achieved their end of year targets	100%	100%	100%
		% PP who exceeded their end of year targets	0%	0%	0%
Learning support - *Maths and English coordinators involved in planning and coordinating intervention groups for maths and English, *TA for specific pupils who have high need, small group support *High level of staffing in KS1 to ensure small class sizes are maintained for focused support					
		PP pupils	Reading	Writing	Maths
		% below ARE	17%	28%	28%
		% at ARE	50%	44%	39%
		% above ARE	33%	28%	33%
Resources – * Early Morning Intervention groups run 2 or 3 times a week focused on pre- teaching skills in English and maths. *SEND provision groups throughout the day with individualised interventions focused on closing the gap in reading. *Mathletics interactive maths program with individualised interventions focused on closing the gap in maths.		Interventions and resources provided for individual pupils at risk of making slow progress. Progress documented. Continuous tracking and evaluation of effectiveness of resources by teachers Pupil Premium pupils eager to continue their learning and develop their skills at home through individualised programs of work.			
Subsidised visits/out of school activities *Provided opportunities for Disadvantaged children to access groups/activities which has given them the confidence to join in with other experiences and raise self esteem		Pupil Premium pupils have taken part in a range of experiences and activities, which has brought information to life and sparked further interest and enthusiasm for subjects. These include -Y5/6 Residential Visit to France, Educational visits linked to school topics, Music tuition, Breakfast Club, After School Club, Holiday club			
ELSA provision		Supported individual pupils self-esteem, relationships, attitudes to learning, sense of wellbeing and enjoyment of school, reducing barriers to learning.			
Recommendations based on analysis of impact – Continue to develop case studies to evidence small steps of progress of Pupil Premium pupils. Monitor attendance of Pupil Premium pupils each term. Evaluate effectiveness of interventions termly, using this information to develop provision for next steps in learning.					