

## Pupil Premium

Pupil premium is a Government grant given in addition to main school funding. It is allocated to children from low income families who are currently known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months.

Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need.

The percentage of Spring Grove Pupils eligible for the Pupil Premium, as calculated over the last six years, is 14.3%. The current percentage of pupils eligible for Pupil Premium is approximately 12%.

### Use of Pupil Premium Funding 2018-2019

Number of pupils & pupil grant (PPG) received			
Total Number of pupils on roll		305	
Total number of pupils eligible for PPG		35	
Amount of PPG received per pupil		£1.320	
Total amount of PPG received		£46,290.00	
Summary of PPG spending 2017-2018			
<u>Objectives of Spending PPG</u>			
Pupil Premium expenditure has been aimed at raising attainment for key pupils by supporting their emotional stability, improving their basic skills, enriching their educational experience and developing their confidence and self- esteem.			
Record of PPG spending by item/project 2018-2019			
Item/Project	Objectives	Cost	Impact measures
Speech and Language therapist for SEND, nurture of vulnerable children, including ELSA	To support target pupils and increase rates of progress and achieve end of year target	7,000 1,000	Progress in Speech and language –evident though discussions with specialist and reports. Pupils’ emotional wellbeing will impact positively on learning with good progress.
KS2 - Employing specialist Reading Recovery teacher, SEND teacher, intervention teacher and additional teaching assistants, to support with learning. Play therapist	To offer more individual tutoring to target pupils with specific barriers to learning in literacy and maths	2,900	Key Pupils in KS2 to make good/outstanding progress. They are on track to meet targets

<p>Funding additional time for teachers and teaching assistants to run before and after school clubs for years 2 to 6.</p>	<p>To enhance basic skills in literacy, numeracy, reinforce and accelerate learning, prepare for new learning, develop ICT skills and to improve reading competence, enjoyment/understanding. To increase well-being and health of pupils with specialist sport leader with before and after school activities/clubs.</p>	<p>7000</p>	<p>Years 2-6 Booster class results show that the vast majority of pupils raised their attainment and are on track to meet ARE or above. Pupils are more prepared for learning, have healthier mindset and engage in after school activities with purpose and enjoyment.</p>
<p>Provide family support to develop parenting skills, including specialist support. Funding for pupils to support holiday clubs, before and after school care, play therapy and music lessons</p>	<p>To develop parenting skills to enable parents to support their children's, social and emotional well-being and learning. To enable pupils to have access to wider curricular activities, both in school and during holidays</p>	<p>600</p>	<p>Parents are more confident in supporting their children both at home and school. Pupils' experiences enriched, social skills developed and self-esteem is raised.</p>
<p>Provide funds to enable key pupils to take part in all off site activities and extracurricular opportunities. To assist with contributions for class educational trips and residential school journey.</p>	<p>To motivate, increase self-esteem and reinforce the concept of enjoyment of learning and being a lifelong learner.</p>	<p>2000</p>	<p>Pupils' experiences enriched, social skills developed and lead to less disruptive behaviour for target pupils enabling them to access their learning more easily.</p>
<p>Up-dating specialist software (Lexia), Mathletics, Education City, Digismart, to support key pupils Third Space maths intervention for targeted pupils</p>	<p>To assist pupils' learning and enable them to access help and support online as an independent learner. Develop confidence and self esteem</p>	<p>2500</p>	<p>Lexia tracking sheets show vast majority of target pupils achieved the expected improvement over the course of sessions. Third space tracking of pupil progress. ICT software positively received by pupils (and parents) and impacting on results- as evident through school tracking</p>
<p>Employed an additional TA in early Years for nurture, language and basic skills development.  Employed additional TA in KS2 to target vulnerable cohort with</p>	<p>To enable children to become used to a classroom environment and become a learner with other children, developing positive relationships. To enable pupils to develop self-confidence, and opportunity to</p>	<p>21,000</p>	<p>Children are able to be in class and settle in a nurtured environment. School data shows good progress from starting points. Children more confident, which is impacting on school progress and</p>

additional specialism in sport	develop healthy lifestyles		attainment.
Specific trips organised for PP children	To enrich vocabulary and experiences of PP children in different year groups through visits e.g., Kidzania, Farm, school journey	2000	Children's confidence and language has improved as well as their writing ,
Half termly Pupil progress meetings targeting achievement of pupil premium children	To ensure every pupil premium child is being discussed at depth especially where achievement is lagging and next steps being discussed and agreed	2400	Every pupil premium child's progress is tracked and strategies put in place- intervention, spotlighting in class, differentiation, home school links, extra homework etc.