



PUPIL PREMIUM STATEMENT 2018-19

Total number of children receiving Pupil Premium funding		
24		
Service	FSM	Post-LAC (Adopted)
18	6	2

Funding Received 2017-18	Funding Allocated 2018-19
£12,680	£12,040

Pupil Premium (PP): The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers nationally.

Service Pupil Premium (SPP): The Service Pupil Premium is designed to assist the school in providing the additional support that children of parents in the Forces may need. Eligible schools receive the premium so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Below are details of how the Pupil Premium Grant is being spent at Long Sutton CE Primary School in the current academic year 2017-18.

How is the funding used?	Intended Outcome / Impact	Evaluation of Impact
<p>SPP: Funding a 'Service Pupil Champion' (from within LSA team) to run an induction and transfer programme and collate as much information as possible when children join the school and as they progress through the school.</p>	<p>Pupil data, which can be difficult to locate due to high mobility (e.g. prior attainment data) will be obtained more quickly and used to help staff quickly identify next steps and targets for Service PP children.</p>	<p>Children who enter the school experience a personal welcome, co-ordinated by the SPP Champion. A welcome pack is now in place, plus a transition process when Service Families leave us, resulting in a smoother transition at both entry and exit points.</p>

<p>The Service Pupil Champion will be allocated one afternoon per week to work with SPP children, as required, for emotional support. She will also run Camo Club – an opportunity for SPP children to socialise and share experiences.</p> <p>The Service Pupil Champion will liaise with parents and support children on entry to school, for example through putting a buddy in place.</p>	<p>Opportunities for Service PP children to develop new friendships, particularly when they are new to the school. All SPP children will settle into school quickly and make new friends.</p>	<p>We have developed this through the year to create a flexible, child-led approach. Children’s needs dictate the provision, with the relationship between the SPP Champion and the children themselves resulting in children seeking out support as required. Creative & social activities are offered periodically.</p>																																	
<p>PP & SPP: Targeted Intervention Programmes for PP / SPP children who are not meeting Age-Related Expectations in Reading, Writing or maths. These programmes are delivered in small groups or on a 1:1 basis and are focussed on children’s next steps, as identified from Teacher Assessment at 4 milestone assessment points throughout the year.</p>	<p>Accelerated progress so that the attainment gap is narrowed or eliminated over time.</p>	<p>In some areas, Service Children as a group are in line with attainment of non-service children. More service children are still below ARE than non-service children, however our small number of children makes it difficult to draw accurate conclusions, especially when some service children also have SEN. We track children’s progress and set targets at an individual child level.</p> <table border="1" data-bbox="1375 911 1910 1145"> <thead> <tr> <th colspan="3">ARE+</th> </tr> <tr> <th>Subject</th> <th>Service Children 18 children</th> <th>Non-Service Children 94 children</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67% (12)</td> <td>74% (70)</td> </tr> <tr> <td>Writing</td> <td>61% (11)</td> <td>72% (68)</td> </tr> <tr> <td>Maths</td> <td>67% (12)</td> <td>74% (70)</td> </tr> <tr> <td>RWM Combined</td> <td>50% (9)</td> <td>66% (62)</td> </tr> </tbody> </table> <table border="1" data-bbox="1375 1169 1910 1350"> <thead> <tr> <th colspan="3">Greater Depth</th> </tr> <tr> <th>Subject</th> <th>Service Children 18 children</th> <th>Non-Service Children 94 children</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28% (5)</td> <td>31% (29)</td> </tr> <tr> <td>Writing</td> <td>22% (4)</td> <td>22% (21)</td> </tr> <tr> <td>Maths</td> <td>17% (3)</td> <td>32% (30)</td> </tr> </tbody> </table>	ARE+			Subject	Service Children 18 children	Non-Service Children 94 children	Reading	67% (12)	74% (70)	Writing	61% (11)	72% (68)	Maths	67% (12)	74% (70)	RWM Combined	50% (9)	66% (62)	Greater Depth			Subject	Service Children 18 children	Non-Service Children 94 children	Reading	28% (5)	31% (29)	Writing	22% (4)	22% (21)	Maths	17% (3)	32% (30)
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FSM PP: To ensure that PP children have access to school visits, residential visits and after school clubs . These can be funded or partially funded (up to 50%) from the Pupil Premium Grant.	No child is disadvantaged and is therefore able to access all of the opportunities available in the school.	Funding was used to subsidise the residential trip in Year 6, as well as other school trips for children in other year groups. All children were able to access trips and visits.												
FSM PP: Music Tuition: To ensure that PP children are given the opportunity to learn a music instrument, should they wish to. These lessons can be funded or partially funded from the Pupil Premium Grant.	Children have the opportunity to learn a musical instrument, through Hampshire Music Service, other music providers, Rock Steady or Listen 2 Me.	We would like to encourage more FSM PP children to take up these opportunities.												
PP & SPP: Emotional Literacy Support Assistant (ELSA). Our ELSA provides regular or occasional support to any children with emotional needs (including PP & SPP as required).	Children will develop strategies for managing their emotions and be given opportunities to explore their emotions through ELSA sessions. SPP children who may be affected emotionally during times of parental deployment will have the opportunity to explore and manage the emotions involved.	We have been without an ELSA for much of this year, however additional pastoral support from the Pastoral team within the local Benefice of churches has provided invaluable support, particularly at a time of great sadness for the school this year.												
SPP: To purchase books and other tailored resources (including a large floor map) around the theme of parental deployment or mobility.	Provide support to SPP children with the emotions involved during times of parental deployment or mobility so that they are able to talk about their emotions and find comfort and reassurance in the sharing of experiences, knowing that other children experience similar situations and emotions.	We are gradually building up a bank of useful resources and these are used by the SPP Champion and are available for children to access in school.												
SPP & PP: Well-Being Groups to develop friendship skills and improve social skills.	Children (SPP, PP and non-PP) who find it difficult to interact and socialise with other children or to form friendships are supported to develop these skills and are	These groups are now well-established and allow SPP children to develop friendships with other children in the school community. Monitoring shows that												

	able to begin interacting more successfully with other children and forming some friendships.	relationships and behaviour have improved through implementation of these interventions.
Well-Being Space: Use of funding to convert the old library into a well-being room, to be used for well-being groups, intervention, cool down time, Camo Club activities	A dedicated space for emotional well-being, where children can relax and benefit from a variety of activities. Improving mental health and emotional well-being so that children are ready to learn.	The well-being space is well used by children, including SPP and FSM PP children. Children with emotional needs often choose to make use of the room to help regulate and manage their emotions. This is impacting positively on their ability to access learning and build relationships.
Increased Educational Psychologist Time: Increased from 1 day to 3 days per year from April 2019, in order to provide tailored individual support and staff CPD where needed	Improved strategies which staff can implement to support SPP / FSM PP / LAC with individual needs	Dates are booked for use of EP time to support some SPP / FSM PP children next term.
O Track: Close and careful analysis of tracking and analysis of progress data for PP & SPP children to ensure that they make the same rate of progress as non-PP children.	Through regular scrutiny of progress data and discussion of children's needs, targeted support is identified and put in place quickly, in order to meet emotional and academic needs and narrow the gap overall	The O Track system has provided detailed reports of pupil attainment and progress, so that pupil groups can be compared and individual children's progress can be tracked, ensuring we are intervening effectively.
SPP & PP: Behaviour Support CPD and individual pupil support, to support pupils with behaviour, as required.	Children with behaviour needs are provided with expert support / advice in order to improve their behaviour.	Primary Behaviour Support Service continue to work with some SPP & FSM PP, as well as other children in the school. Strategies applied have allowed children to be more included in school life.
SPP & PP Conferencing: Time invested in conferencing with PP & SPP children specifically, exploring their interests, aspirations and the impact of any provision. To be completed by SPP Champion for SPP children.	Provision can be tailored to children's individual needs.	To be completed next year.

How do we measure the impact on children and their achievement?

The progress and attainment of all children in our school is tracked individually at 4 assessment milestone points across the year. The Pupil Premium Tracking Document is used to monitor provision for Pupil Premium children and to track their progress towards end of year Age-Related Expectations (ARE).

Some examples of how impact is measured:

- The percentage of PP & SPP children meeting or exceeding Age-Related Expectations in each year group at each of the 4 annual milestone assessment points, compared to non-PP children.
- Comparison with National Averages at the end of EYFSP / KSI / KS2 (as presented in ASP).
- The percentage of PP & SPP children in each year group making expected or better progress, compared with non-PP children.
- Termly comparison of attendance for SPP & PP children compared to non-PP children.
- Analysis of club uptake by SPP & PP children, compared to non-PP children.
- Pupil Conferencing of SPP & PP children about the impact of their enrichment opportunities and about their interests and aspirations.
- Monitoring of actions and outcomes following support from external agencies, if used.
- Impact of targeted interventions e.g. Reading & Spelling ages, standardised scores.

Updated September 2019