

## PUPIL PREMIUM REVIEW OF EXPENDITURE 2018/19

Allocation: £58,720 + £5,850 carry forward = £64,570

Barrier to address: (See Key)	Desired Outcome:	Chosen Action/Approach:	Actual Cost:	Estimated Impact and Lessons Learned
A	To encourage positive participation in enrichment activities, developing self-confidence and self-belief	Subsidising residential educational visits.	£773	Very positive start to Year 6. Attendance on camp showed positive impact on academic learning as seen in the progress made this year and reported by the children themselves, and wider outcomes such as self-confidence.
A	To enable a higher number of children to attend educational visits.	Educational visits: Y1 and Y2 Berkeley Castle, Filton Aerospace, Y3 and Y4 SS Great Britain, Curzon cinema, Centurion visit, Y5 and Y6 Wild Place, Stonehenge Y6 Puxton Park Rec Farmer Nick, Wookey Hole, Space Wow Day.	£559	Lesson observations indicate high level of enthusiasm and curiosity in learning projects.
C	To increase the self-confidence and self-belief in our most vulnerable children	Subsidising extra-curricular / enrichment activities e.g. Fizz Pop Science	£36	Improving attendance has been key focus. Achieved 96.27 % pupil attendance this school year.
B	Increase overall attendance. Decrease in lateness.	Subsidising Breakfast Club	£1,366	Increase in overall attendance.
C	To increase the number of pupils meeting age related expectations in attainment and progress.	Teaching assistants in every class to provide a mix of in class and small group intervention.	£15,000 This is 17 % towards the full cost of providing this support.	End of year data shows increase in the percentage of children achieving age related expectations in combined reading, writing maths at end of KS2. End of year data shows increase in percentage of children achieving age related expectations in reading and writing at the end of KS1.
C	To support identified children who are identified as not being on track to meet age related expectations. To provide support to enhance children's well-being.	Pupil Support Team consisting of 2 HLTAs, a Learning Mentor and a Pupil Support Team Leader to run interventions and well-being groups.	£42,500 This is 51% towards the full cost of providing this support.	End of year data shows increase in the percentage of children achieving age related expectations in combined reading, writing maths at end of KS2.
C	To participate in pupil progress	Release time for staff		End of year data shows increase in percentage of

	meetings			children achieving age related expectations in reading and writing at the end of KS1.
B	To provide transport and release time for staff to accompany children identified as needing an enhanced transition to secondary school.	Enhanced transition programme for Y6 leavers	£225	Feedback from pupils, parents and staff all identified the success of this programme in supporting children being ready for next stage in education.
C	To continue to up-skill staff to deliver outstanding teaching Increase overall progress and attainment	Staff Training & Development:	£463	End of year data shows increase in the percentage of children achieving age related expectations in combined reading, writing maths at end of KS2. End of year data shows increase in percentage of children achieving age related expectations in reading and writing at the end of KS1.
C	To increase motivation and confidence in those children identified as not being on track to meet age related expectations.	Purchase of specific resources/support, hardware and software to support teaching & learning, Including book wizard, maths whizz, new reading books	£232	End of year data shows increase in the percentage of children achieving age related expectations in combined reading, writing maths at end of KS2. End of year data shows increase in percentage of children achieving age related expectations in reading and writing at the end of KS1.
	Increase number of children benefiting from drinking milk.	Provide milk for eligible children at the request of parents.	£437	
<b>Total Spend:</b>			<b>£61,591</b>	

**Key - Main Barriers to Learning we are aiming to address:**

**A: Having Low expectations/esteem/aspirations and/or a fixed mindset:**

For example: Believing you are not good enough; being unable to accept failing as part of learning; being unwilling to take risks; being unwilling to make mistakes

**B: Not being supported to succeed in school**

For example: Being overtired; being frequently absent from school; not being ready for school e.g. missed breakfast, lateness, missing equipment/kit; being discouraged by hearing others' talk negatively

**C: Not having the same opportunities, experiences, knowledge & skills as most children their age**

For example: Not understanding/using a wide vocabulary ; not making desired/expected progress