

Rawmarsh Sandhill Primary School

Pupil Premium Grant Expenditure

September 2017 - July 2018

2017/2018 Targets (NOT Most likely outcomes)

Attainment Summary - EYFS 2017	PP	Whole Cohort	Nat
% achieving a Good Level of Development	5/10 50%	56.6%	70.7%

Attainment Summary - EYFS 2018	PP	Whole Cohort	Nat
% achieving a Good Level of Development	66% 6/9	64% 33	70%

Attainment Summary - Phonics Y1 and Y2 2018	PP	Cohort	Nat
% achieving the expected standard in Phonics in Y1	8/15 53%	58%	82%
% achieving the expected standard in Phonics in Y2	1/2 50%	92%	92%

Targets Attainment Summary – KS1 2018	PP	Cohort	Nat
% meeting expected standard in Reading	60%	61.5%	76%

% meeting greater depth standard in Reading	20%	12.8%	25%
% meeting expected standard in Writing	50%	59%	66%
% meeting greater depth standard in Writing	0%	0%	16%
% meeting expected standard in Maths	80%	77%	75%
% meeting greater depth standard in Maths	10%	8%	21%
% achieving combined expected standard in Reading, Writing and Maths	40%	62%	

Attainment Summary – KS2 2018	PP	Cohort	Nat
% meeting expected standard in Reading	73%	87%	75%
% achieving greater depth in Reading	27%	42%	
% meeting expected standard in Writing	64%	84%	78%
% achieving greater depth in Writing	0%	10%	
% meeting expected standard in Maths	64%	84%	76%
% achieving greater depth in Maths	9%	32%	
% achieving combined expected standard in Reading, Writing and Maths	45%	81%	61%
% achieving combined greater depth in Reading, Writing and Maths	0%	10%	

2016 2017 Results

Attainment Summary - EYFS 2017	PP	Cohort	Nat
% achieving a Good Level of Development	??	64%	70%

Attainment Summary - Phonics Y1 and Y2 2017	PP	Cohort	Nat
% achieving the expected standard in Phonics in Y1	77%	74%	81%
% achieving the expected standard in Phonics in Y2	80%	43%	92%

Attainment Summary – KS1 2017	PP	Cohort	Nat
% meeting expected standard in Reading	50%	53%	76%
% meeting greater depth standard in Reading	8%	11%	25%
% meeting expected standard in Writing	50%	51%	66%
% meeting greater depth standard in Writing	0%	7%	16%
% meeting expected standard in Maths	50%	62%	75%
% meeting greater depth standard in Maths	8%	9%	21%
% achieving combined expected standard in Reading, Writing and Maths	40%	41%	
		25%	

Attainment Summary – KS2 2017	PP	Cohort	Nat
% achieving combined expected standard in Reading, Writing and Maths	0%	33%	61%
% achieving combined higher score in Reading, Writing and Maths	0%	0%	9%
% meeting expected standard in Reading	37%	44%	66%
% achieving higher score in Reading	6%	7%	25%
% meeting expected standard in Writing	50%	66%	76%
% achieving higher score in Writing	0%	0%	18%
% meeting expected standard in SPAG	50%	63%	78%

% achieving combined higher score in SPAG	6%	15%	
% meeting expected standard in Maths	45%	45%	75%
% achieving combined higher score in Maths	0%	4%	23%

Number of pupils (79) and pupil premium grant (PPG) received £104,280	
Total number of pupils on roll Based on most recent census	265
Total number of pupils eligible for PPG	55 (21%) 79 (30%) – Dec 2017
Total number of pupils eligible for PPG Plus	0
Total amount of PPG received (including PPG+)	September - £72,600 Dec - £104,280

Summary of PPG spending 2017/18
<p>Objectives in spending PPG:</p> <p>Set realistic objectives that focus on specific groups of pupils or subjects.</p> <ol style="list-style-type: none"> 1. Improve 'readiness for learning' by overcoming barriers for learning across school through a range of practical and real life opportunities in maths. Evidence through progress pupil review and assessment data. 2. To meet national performance criteria at the end of each key stage and phonics screening for children who are eligible for PPG. 3. To improve the overall rate of attendance and punctuality through school. Evidenced through attendance reports and effective monitoring processes. 4. To raise self-esteem and confidence of children eligible for PPG through mentoring and extra-curricular activities to increase engagement and enthusiasm for learning. Evidenced through attainment, monitored via Pupil Progress Discussions termly. 5. To increase the engagement of parents, carers and families with school life and learning in order to raise aspirations of families and children. 6. To ensure that particularly vulnerable pupils have bespoke provision to ensure they receive the same life chances as their peers.

Record of PPG spending by item/project - 2017/2018

Strategy	Cost	Success Criteria	Progress/review
Cognition and Learning			
<p>Y6 booster classes led by Deputy HT – once per week for 28 weeks (begin WC: Sep 11th to WC: May 7th (not working first week of September and week prior to Christmas)</p> <p>Support 2X Teaching Assistants</p> <p>Further booster classes X2 teachers – Spring – 10 hours each</p> <p>Level 3 TA – Booster intervention groups working on Gaps as identified from Head Start analysis</p>	<p>£1,900</p> <p>£600</p> <p>£500</p> <p>£300</p>	<p>Raise attainment and narrow the gap for low attaining children in Y6.</p>	<p>All PP (11 pupils) attended booster clubs after school from September to May – duration 45 minutes per week. Working on maths arithmetic and basic number skills including calculations and word problems.</p> <p>Impact:</p> <p>Maths – whole cohort Age related – 84% Greater Depth – 32%</p> <p>Maths - PP only Age related – 64% Greater Depth – 9%</p>
<p>HLTA – Sept – May - used to provide support in the Year 6 class every morning. Pupils have access to high quality teaching and learning, instant marking and feedback that is instantly worked on and better differentiation. This support will be transferred to Year 5 pupils from May to July.</p> <p>HLTA – Sept – May - Reading Boosters – using CGP materials</p>	<p>15 hours p/w £13,000</p> <p>2 hours p/w £900 Cost of materials - £470</p>	<p>Raise attainment and narrow the gap for low attaining children in Y6.</p>	<p>The HLTA works with children across the Y6 class.</p> <p>Maths – whole cohort Age related – 84% Greater Depth – 32%</p> <p>Maths - PP only Age related – 64% Greater Depth – 9%</p> <p>Reading whole cohort Age related – 87% Greater Depth – 42%</p> <p>Reading - PP Age related – 73% Greater Depth – 27%</p> <p>Writing whole cohort Age related – 84% Greater Depth – 10%</p> <p>Writing - PP Age related – 64% Greater Depth – 0%</p>
<p>TA – Intervention Early Years Speech and Language intervention – Rachel Smith – S&L therapist</p> <p>TA - 30 minutes daily S&L</p> <p>TA – 1 hour daily ‘1 Can programme’ speech and language with FS1 & FS2</p> <p>Level 3 TA – 2 hours daily – release Class teacher to run interventions 10 interventions covering Reading, writing and maths.</p>	<p>£1,000</p> <p>£1,235</p> <p>£2,470</p> <p>£5,605</p>	<p>To raise attainment & progress alongside raising confidence for children with moderate difficulties with speech and language in F1 and F2.</p>	<p>Screened all F1s & F2s – 14 pupils received 1:1 S & L</p> <p>Programmes – 4 who were PP.</p> <p>Impact: All pupils made 11-26 months progress - 4 discharged from programme as they are working at age expected (2 pupils PP).</p> <p>Number: 14 pupils accessed intervention 6 PP. 13/14 pupils made progress, 5 who are now age expected. Exceeding group – all 6 pupils in group achieved including 1 PP child</p> <p>Shape Space and Measure 13 pupils accessing intervention, 4 PP. All made progress and 9 are now achieved age expected</p> <p>Writing:</p>

			<p>19 pupils accessing intervention, 9 PP. All made progress, 9 achieved age expected.</p> <p>Reading: 8 pupils accessing intervention, 3 PP. All made progress, 2 are now age expected.</p> <p>Phonics: 7 pupils accessing intervention, 4 PP. All made progress, 6 now working on Ditty books.</p>
<p>TA – Intervention KS1 Reading Support 30 minutes daily</p> <p>Speech and Language support 30 minutes daily</p> <p>TA – 1:1 learning support within classroom 30 minutes daily</p> <p>TA – phonics intervention 1 hour daily</p> <p>Jump Ahead 2X15 mins</p> <p>Y2 Maths unit analysis and booster provision</p> <p>Fisher Family Trust reading Wave 3 intervention 30 minutes daily</p> <p>Read Write Inc – Sept - July X3 TAs: 4 days per week – 3 hours</p>	<p>£1,235</p> <p>£1,235</p> <p>£1,235</p> <p>£2,470</p> <p>£1,235</p> <p>£1,235</p> <p>£1,235</p> <p>£1,235</p>	<p>To raise attainment & progress alongside raising confidence for children with moderate difficulties in reading, writing, speech and language and maths in Y1 and Y2.</p>	<p>Reading group 10 PP pupils accessed intervention 6 achieved – age expected plus 1 achieved greater depth 3 – working towards 1 - PKF</p> <p>Case study PP Child A Y1 – received support throughout whole year Receiving S&L support and being referred for further support from September 2018.</p> <p>Screening data phonics</p> <p>Jump Ahead – 4 children accessed – 2 pupils PP Case Study - Child B & C - 2 PP children accessed – started Autumn term – continued until May 2018 – Assessments not attained due to staff leaving.</p> <p>Maths Booster – X2 children Child D - 1 achieved age expected – Child C achieved PKF Class teacher</p> <p>Fisher Family Trust – Child E – completed – now moved onto READ dyslexia provision Child B – began programme in January 2018, due to TA leaving support continued through an LSP. Reviewed July 2018 – Child making progress and new small set targets made after small steps of progress.</p> <p>Year 1 – 43 pupils accessing intervention – 11 of these are PP 73.5% made progress (PP - At or above ARE 5/11 55%) Year 2 – 39 pupils accessing intervention – 9 of these are PP - 33.2% made progress Pupil Premium At ARE 2/9 22.22%</p>
<p>TA – Interventions KS2 Read Write Inc – Sept - July X3 TAs: 4 days per week – 3 hours</p>	<p>£1,235</p>	<p>To raise attainment & progress alongside raising confidence for children with</p>	<p>23 KS2 pupils accessing RWI 7 KS2 PP</p>

		moderate difficulties in reading and writing	All pupils have made progress with the number of words they can read. 49.9% of all KS2 pupils have made progress by moving up bands.																								
Purchase of online home and school Maths teaching and learning resource My Maths TA – to run My Maths club Lunchtime 5 – sessions – 30 minutes	£270 £380	Provide the children across the school access to on online (both home and school) learning resource, which links to our curriculum.	Year 2,3,4,5 & 6 pupils are now attending a lunchtime club. This is effective in Years 3 to 6, where the children have the independence to log in and engage in the activities with minimum supervision. After evaluation the lunchtime clubs this has continued in smaller groups to make the support more effective. <table border="1"> <thead> <tr> <th>Class</th> <th>% December 2017</th> <th>% February 2018</th> <th>% July 2018</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>40%</td> <td>60%</td> <td>75%</td> </tr> <tr> <td>5</td> <td>43%</td> <td>66%</td> <td>85%</td> </tr> <tr> <td>6</td> <td>60%</td> <td>63%</td> <td>85%</td> </tr> <tr> <td>7</td> <td>46%</td> <td>46%</td> <td>58%</td> </tr> <tr> <td>8</td> <td>39%</td> <td>55%</td> <td>72%</td> </tr> </tbody> </table>	Class	% December 2017	% February 2018	% July 2018	4	40%	60%	75%	5	43%	66%	85%	6	60%	63%	85%	7	46%	46%	58%	8	39%	55%	72%
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Purchase of maths 'Mastery' resources to support pupils learning of maths through problem solving and real life contextual methods.	£3000 – ABACUS resources and training. £2000 – further maths resources to be purchased.	Provide the children across the school access to high quality teaching and learning resources to enhance the maths curriculum.	INSET Day delivered on ABACUS to 11 teachers on 8 th January 2018 Planning scrutiny and learning walk carried out during Spring and summer terms 2018 All classes have evidence of ABACUS resources being used to supplement teaching of maths. Still using White Rose as the planning driver and using ABACUS to enhance learning and teaching. E.g. number frog difference, 5 minute maths, fractions activities use of workbooks. Also evidence of ABACUS being used to provide ideas and then being enhanced with teachers own contextualised teaching activities. E.g. Roman problem solving.																								
Social, Emotional and Mental Health																											
Breakfast club for children to ensure healthy start to the day, attendance and punctuality. Plans to further develop the number of days breakfast club will operate from 2 days per week to 5 days after consultation.	Cover £3,800 Food - £2,200	To raise self-esteem and confidence of children eligible for PPG, ensuring a settled start to each day.	Through parents consultation breakfast club has been trialled 5 days a week – identifying PP children who are less than 95% attendance. During summer 2 nd half term 5 PP pupils have taken this up on a full time basis and attendance has improved moving from Wave 4,3 & 2 to Wave 1. All Y6 invited attended breakfast club during SATS week. Next priority – continue to run breakfast club full time for the foreseeable future – targeting all PP pupils whose attendance is less than 96% Next step – relaunch breakfast club – 5 days a week 15 places paid – 15 places reduced cost (50p per session) Further investigation in 2018/19 for extra funding through 'Friends of Sandhill' working group.																								

<p>Additional hours for Learning Mentor to focus on 1:1 attendance and social/emotional issues with children and their families. Including TAC, TAF, CP meetings.</p> <p>Including collecting children, parenting support in the home, support for breakfast club, link to EWO, attendance meetings with parents/carers.</p> <p>Level 3 TA – Attendance administration 1 hour per week</p>	<p>25 hours p/w Senior Learning Mentor time. £21,346</p> <p>£600</p>	<p>Reduce persistent absence; raise attendance of PPG children to 96.5% and above.</p> <p>Raise attainment of low attaining children across school (particularly in Y2/Y6)</p> <p>Address confidence, self-esteem issues,</p> <p>Working with vulnerable families</p>	<p>1:1 4 children working 1:1 on relationships/behaviour and anxiety</p> <p>Case study Child F observation - relationships – now playing with others in the playground as observed consistently by members of the SLT – in school & in classroom – attendance improved moving from 74% attendance in December 2017 to 88% attendance in June 2018.</p> <p>11 PP pupils effectively supported within the classroom and preparation for Y6 SATs – all were emotionally prepared for SATs week and confidently took all papers. Children were grouped to provide support throughout the year in preparation for SATs.</p> <p>20 pupils have accessed early transition support, including 11 PP pupils who have received counselling, walking tours, meeting teachers and small group friendship activities.</p> <p>Case study PP Child G - relationships & behaviour plan – less disruptive – recognised improvements from members of staff across the school, Incidents logged in Aut 1st half term = 12, Aut 2nd half = 8, Spring term = 2, Summer term = 0 – accessed early RCS transition support.</p> <p>Case study PP Y2 Child C – self- esteem intervention, and working together – Lego Therapy, attendance improved from 86% December to June 93% - Attainment – Summer assessment = Maths P8, Reading EXP & Writing WT</p> <p>Case study PP Y3 Child H – self- esteem intervention, family support, attendance improved from 87% December to June 93% - Attainment – Summer assessment = Greater depth = Maths, Reading & Writing</p> <p>Case Study PP Y3 Child I – self esteem – attendance above 96% - Attainment – summer assessment = working at age expected - Maths, Reading & Writing</p> <p>Case study PP Y3 Child J – self- esteem intervention & Family therapy, attendance improved from 87% December to June 93% - Attainment – Summer assessment - Maths, Reading & Writing = age expected</p> <p>Case study PP Y2 Child D – Anxiety intervention – impact – wants to come to school – attendance remained above 96% all year.</p> <p>Attendance: Being a core member of the staff who has been part of the attendance improvement and punctuality programme.</p>
<p>Early 'mental health' intervention – individual support for children with specific issues. (KayeTreize)</p>	<p>3 hours every 2 weeks £3,135</p>	<p>To raise attainment of lower attainers in Yr 2 and Yr 6 at risk of not attaining age expected.</p> <p>Encourage enthusiasm for school – increase attendance.</p> <p>Raise self-esteem and engagement.</p>	<p>6 children accessed 3 of whom are PP</p> <p>Child F (PP) improvement in 7 areas</p> <p>Child G (PP) improvement in 8 areas</p> <p>Child L (PP) improvement in 9 areas (Reports confidential)</p>
Social and Emotional / Communication and Interaction			
<p>One off culture experiences to close the cultural gap using pupils voice.</p> <p>e.g. trip to bowling, cinema, swimming, peak district etc.</p>	<p>£1,650</p> <p>NOT HAPPENED YET. POSITIVE DISCRIMINATION. TALK TO CDN.</p>	<p>To ensure that particularly vulnerable pupils have bespoke provision to ensure they receive the same life chances as their peers.</p>	<p>Shakespeare project – 30 children – 8 who were PP - accessed drama workshops and event at Rotherham Civic Theatre Padley Gorge – 25 pupils attended visit</p>

Increased after-school provision to provide a wide range of free activities for pupils. – (e.g. sports coaching, rock climbing, etc.)	£1,200	To ensure that particularly vulnerable pupils have bespoke provision to ensure they receive the same life chances as their peers.	Tri Golf – 40 children attended 6 week sessions 15 children PP (37.5%) attended sessions Taste of Africa Club – 60 children to attend 6 week block – 20 PP Cooking Club 16 children who have accessed club – 8 who were PP
Financial support for children on educational visits. (£30 per pupil) x 55 (based on 2/3 trips per year)	£1,650	Raise attainment of low attainers by increasing curriculum engagement through equal access to educational visits. To ensure that particularly vulnerable pupils have bespoke provision to ensure they receive the same life chances as their peers.	Raised profile of PP across the whole school through letters, tweets and posters being shared with parents and carers. Number of PP: July 55 pupils (21%) December 79 (30%) June 89 pupils (33%) Number of claims for free educational visits – 78 claims costing £675.50
Financial support for children on residential visits.	£3000	Raise attainment of low attainers by increasing curriculum engagement through equal access on residential visits. To ensure that particularly vulnerable pupils have bespoke provision to ensure they receive the same life chances as their peers.	Number of claims: Year 4 – Sherwood February 2018 5 pupils claimed £160 Year 5 – Crowden October 2017 13 pupils claimed £1,335 Year 6 – East Coast Adventure (Bridlington) May 2018 9 pupils £945
School Jumper with initials	52 jumpers/cardigans £580	To increase the engagement of parents, carers and families with school life and learning in order to raise aspirations of families and children.	66 jumpers/cardigans were claimed. Raised profile of PP across the whole school through letters, tweets and posters being shared with parents and carers. Number of PP: July 55 pupils (21%) December 79 (30%) June 89 pupils (33%) To continue next year.
Other Areas			
School Pupil Premium Strategic Leader to co-ordinate the PPG spend and delivery.	TLR2B – Rate £4,600	To co-ordinate the spending and monitor the impact of the PPG.	Pupil premium leader worked effectively across school with leaders and staff across the Wickersley Partnership Trust –

Total PPG received	... £104,280
Total PPG planned expenditure	£89,741 Contingency: £14,539