



Pupil Premium Spending  
**2017 - 2018**  
Case Study

## Rawmarsh Sandhill Primary School Pupil Premium Spending 2017 2018 Case Study:

The following is an anonymous case study showing the positive impact of the Pupil Premium spending on one child. Pupil A was assessed at the end of KS1 with the following outcomes:

Reading	Writing	Maths
2c	1	2c

This shows that Child A was working significantly below the age expected level for the end of Key Stage 1 in writing and below in reading and maths. During Key Stage 2, Child A was able to access a range of support much of which was funded by the Pupil Premium. These included: additional 1:1 reading with a teaching assistant, additional guided reading, additional handwriting provision to support fine motor skills, 1:1 phonics and key words support, maths assembly boosters, additional targeted support in class during lessons from class teaching assistant and class teacher.

Child A entered Year 6 still working below the expected levels. In order to accelerate outcomes and ensure Child A achieved their full potential, the following interventions and strategies were put in place supported by the Pupil Premium funding.

Child A's parents attended the Year 6 parents meeting before the summer holidays (July 2017). After the meeting, Child A's mum spoke to the class teacher about worries with regards to writing and the class teacher said that there was an open door policy with a culture of partnership work with parental involvement, crucial to success. A good level of communication between the class teacher and mum continued throughout the whole year.

Child A had some emotional problems, mainly self-esteem issues at the beginning of Year 6, there was immediate involvement from the Learning Mentor (partially funded by PP) who involved Child A in a self esteem group with a small group. This had significant impact and mum came in to say that she had noticed a marked difference in Child A, both at home and with regards to coming to school. Greater positivity and willingness to engage were also noted.

Child A was part of a maths intervention group with the class teacher and in the autumn term and with another member of the Senior Leadership Team during the spring term. These sessions always took place after school and attendance at the sessions was 100%. After each assessment, Child A continued to make excellent progress. In the build up to SATs, the children were split into two groups and Child A was part of a focused targeted group during the maths lesson.

Child A was also part of a reading booster group with the Head Teacher. These boosters took place twice a week in the afternoon for an hour at a time. These reading boosters proved a tremendous success. Their impact was also seen in class with Child A, constantly volunteering to read aloud in class and answering questions with greater confidence.

Much of this intervention and support would not be possible if it were not for the additional staffing and resources we are able to allocate due to the Pupil Premium funding.

### **Child A SATs Results in May 2018**

Reading	Writing	SPAG	Maths
Greater Depth	Working Towards Standard	Expected Standard	Expected Standard

As can be seen, this was an amazing achievement with Child A exceeding the predictions made and making accelerated progress in maths and SPAG. Reading was a real triumph with Child A excelling to the Greater Depth standard. It was also evident from observing the child and feedback from staff that the support they received helped to improve their confidence and self-esteem.

To sum up, we believe the three main reasons for Child A's success in KS2 is:  
Parental involvement and support throughout Year 6  
Commitment to all the booster classes conducted by staff across the whole school  
Improved confidence due to intervention from the Learning mentor.