**Pupil Premium 2018 – 19**

We currently have 7.8% of pupils receiving pupil premium. Money this year is being spent towards Forest School training for staff. Chess tuition to develop deeper thinking. Individual music tuition to provide wider opportunities. Focussed literacy teaching through team teaching will start at Spring half term. Current data shows that all pupil premium children except those with specific learning difficulties are making expected or better progress.

**Impact of pupil premium expenditure 2017 – 2018**

At Smallwood we currently have 8% of our pupils who receive pupil premium. This means that no class has more than 2 or 3 pupils and some have fewer. We currently have 1 pupil who receives pupil premium plus. Within our pupil premium group we have 2 pupils who are also SEN, we have a further 2 pupils who are receiving support for emotional well-being. With such a small number of pupils it is very difficult to compare their performance accurately against the rest of the school.

This year we received £15,165 to support pupil premium pupils. Over the year we have spent money on the following areas; please note that the total expenditure is not always listed as items may also be part funded from other budgets.

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| Item | Expenditure | Intended Outcome | Impact |
| Beanstalk 1:1 Reading support Personalised reading tuition 2x weekly for 6 pupils | £1,711 | To accelerate reading progress and raise attainment | 66.7% of pupils made more than expected progress  50% achieved greater depth |
| Chess teaching years 2 – 6 , 1 hour for a half term for each class | £600 per term | To increase planning and problem solving and develop thinking at greater depth | 40% making accelerated progress in maths – more time needed to fully measure impact |
| Forest School – 1 afternoon for a half term per class | £1200 training  £2000 resources  Staffing - £5,500 | To develop emotional well-being, problem solving, resilience and planning skills. | All pupils made expected progress accelerated progress in line or better than the rest of the school |
| Well-being counselling and therapy – 1:1 | £245 | Personalised support for well-being | 2 x pupils supported, improved attendance and behaviour |
| Music lessons – 1:1 music tuition | £875 | Wider opportunities and enrichment | Self-esteem |
| Subsidising trips, uniform and other needs | £4,350 | Equal opportunities | Pupils able to participate in all areas of the curriculum |
| Well-being and Mental Health first aid kit training | £600 | Staff trained to identify and support vulnerable pupils | Pupil mentoring and support increased |
| Restorative behaviour practice training | Training £450  Cover £450 | Behaviour management training cascaded to all staff | Whole school strategies for complex behaviour issues |
| Talk for writing adopted across the school | Training £4150 | Raising standards in writing | 100% of pupils made expected progress, 50% made accelerated progress. 23% more pupils achieved expected attainment this year than last year, 7% more pupils achieved greater depth than last year. |
| Targeted interventions | £5,150 | Small group support to raise standards | Pupils on average achieved  18 months progress writing  20 months progress reading  18 months progress maths |

Total expenditure £25,481

**Impact on pupil progress and attainment**

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| Subject | % of Pupil Premium pupils achieving age expected attainment or better | % of pupils achieving age expected attainment or better whole school | % of Pupil Premium pupils achieving age greater depth | % of pupils achieving age greater depth whole school  2018 | % of Pupil Premium pupils making expected progress | % of pupils making expected progress whole school | % of Pupil Premium pupils making more than expected progress | % of pupils making more than expected progress –whole school |
| Maths | 78.6% | 84% | 25% | 37% | 100% | 95% | 40% | 42% |
| Reading | 92.9% | 85.2% | 35.7% | 50% | 100% | 97.5% | 66.7% | 45% |
| Writing | 78.6% | 80.5% | 14.3% | 38% | 100% | 97% | 50% | 44% |

Pupils who receive Pupil Premium make excellent progress and progress in line with or better than their peers, with many making accelerated progress. Allowing for the small numbers available for comparison attainment is in line or very close to whole school levels.

Achieving greater depth is a school development plan target; chess teaching was introduced in the summer term for years 2 – 6 to further develop this.