



Low Furness CE Primary School

Impact of Pupil Premium grant 2017-2018

Total Pupil Premium allocation: **£12100.34** (FSM/Ever6 **£6800.34**) (Forces children: **£1,500**) (Adopted from care: **£3,800**)

Pupil Premium Coordinator – Tracey Tracey

Pupil Premium Link Governor – Pam Robertson

Last reviewed – 8th May 2018

Reviewed – September 2018

The number of children eligible for Pupil Premium at Low Furness is lower than national. The information on this document refers to the progress and attainment as an average of eligible pupils within the year group to prevent individual pupils being identified.

Eligible Pupils	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
FSM	1	1		2
CLA/previously CLA			1	1
FORCES		2	1	2

External Barriers to Learning

- Lack of family resources which impact on life experiences
- Punctuality of particular families reduces their school hours and cause them to fall behind academically

In-School Barriers to Learning

- Communication and language skills are lower for some children in Key Stage 1. This slows reading and writing progress in subsequent years.
- Low self-esteem has an impact on pupils motivation to learn
- Some children who receive PP are very able need to be challenged and extended appropriately to reach beyond age related expectations
- Incidents of some PP children with identified Special Needs

Provision	Objective (s)	Desired Outcomes for Pupils	Impact
Speech therapy and communication group with TA.	To ensure progress of pupil in communication and language is at least in line with their peers.	Improve oral language skills for pupils eligible for PP	The progress of pupil in communication and language is in line with their peers.
Additional Reading with TA.	To increase pupil's attainment to make expected progress.	Supported in class by a teaching assistant as and when required, additional support is given during assembly times if necessary.	Pupil Premium children have made at least good progress in reading
Focus phonics session	To ensure pupil makes progress through the phases.	Improved grasp of phonics to develop literacy skills.	At the end of Year 1 all PP children passed the Phonics Screening check. At the end of Year 2 the pass mark was missed by 2.
Additional guided reading group.	To accelerate progress in reading to ensure pupil progresses and achieves above national expectations.	Additional guided reading was provided by the Reading Co-ordinator where particular focus was given to developing specific advanced reading skills to de-code and comprehend using inference and deduction.	PP children made at least good progress in reading
Multi-sensory program (IDL) purchased to target reading and spelling difficulties. Every lunchtime at registration	To improve word recognition, phonics and keyboard skills (recognising lower and upper case letters) Encourages reading aloud as they read back what they have typed.	Improved grasp of reading and spelling to develop literacy skills.	Children completed IDL daily overseen by a teaching assistant. Good progress in spelling and reading was made by all PP children who received the intervention.
Spelling support.	Given differentiated number of spellings related to the whole class spelling pattern.	Supported in class by a teaching assistant as and when required. Improved grasp of spelling to develop writing skills.	PP children made at least good progress in spelling
Daily maths support.	Work in a small targeted group where work will be segmented into smaller, achievable targets.	Supported in class by a teaching assistant as and when required, additional support is given during assembly times if necessary.	PP children made at least good progress in Mathematics
Daily literacy support.	TA support given to support imagination and consistency of	Supported in class by a teaching assistant as and when required,	PP children made at least good progress in writing

	thought flow in writing.	additional support is given during assembly times if necessary.	
Extended opportunities beyond school hours.	To develop self-esteem and sporting prowess. The children are signposted to extracurricular opportunities and residential visits. Financial support is given where necessary.	All extended educational provision has been funded through pupil premium money, this has enabled the child to participate in and benefit from extracurricular activities	Pupils who accessed this support have improved relationships with their peers developing confidence and self-esteem in school. They have had opportunities which would not have been available to them without the funding
To take advantage of opportunities for gifted and talented activities.	To accelerate progress in maths/writing/reading to ensure pupil achieves at greater depth.	To ensure pupils have the capacity to be self-motivated learners and extend themselves across the curriculum.	Access was provided to extracurricular activities and accelerated learning opportunities. Visits to other educational establishments to work alongside likeminded children were sourced and managed. Skills and expectations were enhanced..
Low self-esteem has an impact on pupils motivation to learn	Outside agencies to be sourced and funded to provide counselling and emotional support. Weekly sessions with SERIS worker.	Raised self-esteem helping individuals have the motivation to learn.	PP pupils have been motivated and supported in their learning ensuring they have made good progress
Punctuality of particular families reduces their school hours and cause them to fall behind academically	TA support given at the start of the day to ensure children settle quickly then at assembly and break times to 'catch up' on areas missed.	Families whose punctuality is poor will have focused support to prevent them from falling behind academically.	PP children who are frequently late for school have made good progress. Lateness is no longer an issue.