

## 2018-19 Pupil Premium spending impact

In 2018-19 £30,178 was allocated for Pupil Premium Funding.

Intervention	Targeted children	What this does do?	Disadvantaged Pupil allocation	Impact
Home School link worker	All year groups depending on need and intervention	Supports families to engage better with the school, overcome barriers and provide access to additional support externally where relevant.	£1548	Where pupils and families were supported by the home HSLW pupil's emotional well-being, attitude and behaviour in school and attendance improved. - Parental engagement with the school improved a great deal.
Funding for clubs, trips, uniform and milk	Disadvantaged pupils as required	To enable all pupils to participate in enrichment activities regardless of family income  Encourages pupils to have a healthy life style and provide nutrition to enhance pupils' readiness and ability to learn	£2611.91	Enrichment activities are fully inclusive - Children enjoyed attending clubs, participating in music and sport activities and gained confidence with their peers. - They were able to take part in shared learning experiences alongside their peers to enrich learning, social development and raise self-esteem. - Pupils received milk daily which aided their readiness and ability to learn. - In some cases we provided funding for school uniform which helps families by relieving potential stresses relating to being in financial difficulty.
Intervention teaching assistants, including ELSA support	All disadvantaged children	To support the academic achievement of pupils with reading , writing and maths	£26,485	Because the numbers of children entitled to Pupil Premium are so small, we will show the percentages as opposed to the numbers of children. It must be taken into consideration that the number of children entitled to Pupil Premium are fewer than 10 in each year group.  In Reception 80% reached GLD (a good level of development). This compares to 88% of children who were not Pupil Premium. The National data for these children is not available.  In Year 1 - 62% of Pupil Premium children passed the Phonics check. This compares to 70% of Pupil Premium children nationally who achieved the Phonics check.  In Year 1, 50% reached age related expectations (ARE) in Reading. 50% reaching ARE in writing and 63% reached ARE in maths. These results are not published nationally for a comparison.  Of the Pupil Premium children who re-took the phonics test in Year 2, 75% achieved the standard.  In Year 2 many of the children on our Pupil Premium register also had additional needs and were on the SEN Register. They made good progress against their starting points. In reading, 30% reached age related

				<p>expectations (ARE). In writing 20% reached ARE, and 10% reached Greater Depth. In maths 60% reached ARE and 10% of Pupil Premium children reached Greater Depth.</p> <p>In 2018-19 26% of children on the Pupil Premium register were supported by our ELSA. (Emotional Literacy Support Assistant). Children are supported by our ELSA for a range of reasons. These range from developing the ability to be more assertive to better managing emotions, e.g. children develop techniques to manage frustration and anger. Last year two of our TAs were trained ELSAs. They were able to provide support in class and in the year group on a responsive basis, thus being able to support more children through their support in class each day than the percentages show. We are proud of the impact our ELSA has on children at Manby Lodge.</p>
			Total Spent:	£30,646.10

### Impact of Pupil Premium funding for 2018-19 – Additional information

The numbers of children who are recorded as being Pupil Premium are low – therefore percentages cannot be used to accurately compare with National Statistics.

At Pupil Progress meetings we adopt a flexible and resourceful approach - changing and adapting the support whenever needs or attitudes change. Each child has a different starting point and different home circumstances. As such an individual approach is taken as opposed to targeting these pupils as a group. Some of the support for individual children cannot be measured numerically in the same way that the impact of attending a weekly sports club cannot be measured numerically.

We are confident that all children have made significant steps towards their goals both in academic attainment and in their social and emotional needs. In some cases children have not reached national expectations for their age but they have made progress from their initial starting points. Numbers of children vary and in cases where numbers are very low, one or two children can make a great impact on data.