

## Seagry CE Primary School Pupil Premium Report 2018/19

9 pupils qualified for Pupil Premium Funding (including Ever 6 children) for April 2018 – March 2019 equating to 23.1% of NOR. Total funding expected equates to £8,820

Identified barriers to learning – Poor attendance, lack of parental engagement and support for learning at home, poorer language and communication skills of the children as well as some social skills and SEN difficulties, poorer English and Maths skills and understanding needing catch up sessions, lack of funding for visits and clubs, ensuring they have a balanced and healthy diet.

*Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. .*

*Source DfE website*

Area of Spend	Contribution from Pupil Premium	Description / Intervention	Intended Outcomes	How impact is to be measured	Impact
Head of School Additional days	£1,520	To deliver more rigor in tracking and intervening with FSM children, who are not making expected levels of progress. Ensuring a range of strategies are used with individuals to accelerate progress, coordinating interventions.  PP lead and family support lead to engage parents	More children make expected and good levels of progress. Interventions for FSM enable them to make expected or more than expected progress Quality of teaching and curriculum improves and strategies that accelerate progress in classrooms.  Attendance of FSM pupils rises on average 6% over the	Numbers of children making expected and good levels of progress. Quality of teaching. Number of children identified and improved outcomes. % attendance increases over the year.	

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Area of Spend	Contribution from Pupil Premium	Description / Intervention	Intended Outcomes	How impact is to be measured	Impact
Head of School Additional ½ day (continued)		through workshops, tea and learning sessions, home visits and working alongside the TA in a teaching session.	year.		
TA Interventions	£6,240	<p>Intervention work with small groups of identified children across all year groups. Groups of no more than 4 receive Maths and/or English booster to secure accelerated progress and improved attainment.</p> <p>Social interventions as well as motor skills interventions such as Smart Moves that will overcome the pupil's difficulties in writing and manipulation of resources.</p>	Identified children in English and Maths benefit from small group tuition to secure accelerated progress and improved attainment.	Increased levels of progress of identified children.	

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TA Interventions (continued)		Interventions will last for no more than one hour at a set time. Fruit to be provided to ensure children are ready to learn.			
Educational Psychology Support/ Inclusion and Behaviour support	£560.00 Wiltshire subscription	Educational Psychology, Inclusion and Behaviour support purchased from Wiltshire to meet the needs of children.	Children benefit from this support to remove barriers to their learning and progress.	Impact on individuals of this support	
Support for residential trips and enrichment opportunities such as clubs and music tuition	£500.00	Subsidised trips and attendance to clubs for enrichment. Music tuition available.	FSM children take part in high quality enrichment opportunities	Attendance at trips & clubs and uptake of instrument tuition	