



Saint Peter's Church of England Primary Aylesford

Pupil Premium Expenditure Report 2017 – July 2018

Overview of the school 2017-18

Objective of PPG spending

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	166
Total number of pupils eligible for PPG	33 (20%)
Average amount of PPG received per pupil	£1030
Total amount of PPG received	£33,934.71

Principles

- The objective of PPG spending is for the gap in attainment between pupils in receipt of PPG (without clearly identified SEND) and pupils not in receipt of PPG to narrow.
- In making provision for socially disadvantaged pupils, as defined by the government, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- The needs of each pupil are considered individually, allowing us to target support appropriately. Possible barriers to attainment for Pupil Premium pupils *may* include environmental and social/emotional factors, more limited access to a learning rich home environment, access to extra-curricular opportunities, integration with their peers throughout the course of the school day, and Home-School Links. Support can be specifically targeted to address these barriers where they exist.

- ***Good quality teaching is the most fundamentally important factor in ensuring that all children progress academically and socially.***
- Hence, it is our priority to recruit, retain and develop the best teaching staff possible, both in terms of class teachers and teaching assistants.
- Allied to this, is ensuring that all teachers are fully informed and conversant with the needs of all of their pupils and that their actions and the use of teaching assistants are appropriately targeted to address these needs effectively.
- Research shows that within the classroom, it is also fundamentally important that teachers provide regular, accurate feedback to pupils so that they are fully aware of the areas they need to target for development and are self-motivated to do so.

Actions

- Over the course of the year, considerable time was spent monitoring the quality of teaching and learning both in terms of the teacher's effectiveness and the effectiveness of the interventions led by teaching assistants.
- Further time was spent monitoring how effective was the dissemination and use of information relating to specific pupils, groups and issues.
- The use of teaching assistants was reviewed, as was the effectiveness of marking and feedback practices within the school, and the use of homework.
- A change was made to the mathematics curriculum for 2017-18. This involved introducing and supporting a whole school philosophy to the teaching of the subject through a mastery approach.
- Over the course of 2017-18, an English curriculum was developed for introduction in 2018-19, with high quality literature at the core, a set skills progression, but also the development of creative practices.
- A new marking and feedback policy was introduced during 2017-18. The policy has ongoing, targeted small scale verbal feedback and self-assessment at its core.
- A new homework policy was introduced during 2017-18, with a focus on the fundamentals of mathematics and English, but not following on from class lessons, but with research activities related to the RE values being studied.
- The timing and format of the parental reports was altered with the main report being delivered mid-year when it can provide more useable information for both children and parents.
- For 2018-19 the use of teaching assistants was altered. In key stage 2, TAs no longer support in class but are used to address specific needs in mathematics and English across the key stage, in a targeted, measured manner.
- The scheduling and organisation of pupil progress meetings was altered for 2018-19, with governor involvement and greater connection to teacher's appraisal targets.

PPG spending 2017/18

Some of the PPG was spent on specific interventions for specific children. Some was spent more generally in order to support whole school approaches which should also allow for pupils in receipt of PPG to make accelerated progress. Examples are as follows:

- Financial support for the school's continued use of small classes of age appropriate classes, taught by QTS staff with a high level of TA provision.
- Funding for 1:1 and small group support, during lessons, and at break/lunchtimes. This included the provision of alternative, indoor play arrangements for some children.
- Additional focussed provision in small groups as detailed in the class provision map.
- Payment for residential activities and school trips.
- Payment for enrichment activities such as individual music tuition.
- Payment for extracurricular opportunities, including Breakfast Club.

Summary of PPG spending to date

Continuation of TA Support to reduce/ remove barriers to learning	£21,453.62
Additional TA support in class containing highest number of PP children.	£12,622.04
Additional TA support to address the needs of Year 6 PP children	£10,769.24
Residential trips	£335.00
Individual Music Lessons	£363.50
Subsidised school visits / visitors	£297.50
TOTAL	£45,780.90

Monitoring arrangements, including Pupil Premium Strategy Review:

The impact of Pupil Premium funding on outcomes for pupils is monitored as part of our termly Pupil Progress meetings.

Governors review the success of the Pupil Premium funding as part of their monitoring of standards and outcomes.

As from 2018-19, a named governor will monitor the Pupil Progress meetings to ensure their effectiveness and focus.