



CROSCOMBE C of E PRIMARY SCHOOL PUPIL PREMIUM IMPACT REPORT 2017-2018



1. Summary Information							
School		Croscombe C of E Primary School					
Academic Year	2017-2018	Total PP budget	£7977	Total Number of Pupils	73	Number of pupils eligible for PP	6
		£7920 allocation £57 C/F					
		Total Spent	£7937.95				
2. Objectives driving expenditure							
Academic barriers to learning (to be addressed in school)							
A	Reading and writing attainment for pupils who are eligible for PP in all year groups						
B	The percentage of children eligible for PP not accessing their year group curriculum from Year 2 onwards						
Additional Barriers (issues which also require action outside of school)							
C	A significant percentage of PP pupils demonstrate low resilience towards their learning, have low self-esteem and present with challenging behaviours linked with social, emotional and mental health conditions (e.g. attachment disorder)						
3. Intended Outcomes 2017-18							
Desired outcomes and how they will be measured					Success Criteria		
A.	Higher rates of attainment in reading and writing for pupils eligible for PP in all year groups, leading to a closing of the PP attainment gap compared to non-PP children. Measured by teacher assessments and successful moderation practices.				Pupils eligible for PP make progress in line with, or greater than, non-PP pupils The attainment gap between pupils eligible for PP and other pupils to no longer exist		
B.	All pupils eligible for PP (with the exception of those children with a diagnosed cognitive difficulty) meet age related expectations in all subjects. Measured by teacher assessments and successful moderation practices.				Pupils eligible for PP to access their year group curriculum		
C.	PP pupils engage with teaching and learning positively and recognise the importance of their achievements and attainment in order to further progress in their future. Assistance given to children suffering emotional stress.				New PHSE scheme of work (PSHE Association) introduced and being taught effectively in every year group. ELSA trained TA supporting individual children when needed		
4. Review of Expenditure							
Academic Year		2017-2018					
Chosen actions	Desired outcome	Impact			Lessons Learned		
Use of PIRA and PUMA tests this year will provide entry and exit information for PP children Teaching Assistant to provide additional support in Y4 - Y6 Maths and English £7786	A/B. The percentage of KS2 PP children achieving Age Related Expectations to be in line with children facing similar other barriers to learning	TA used to provide extra support in KS2 classroom and to focus support on PP children. This has helped those children access the curriculum, particularly for Y4 PP child who would otherwise struggle to maintain his place in the class.			It has proved vital to the PP children that the TA is in place to support as resilience is, in many cases, low. This would otherwise mean that children would struggle to work independently.		
New Assessment system (PUMA and PIRA) instigated allowing	A/B. Teachers/SMT better able to identify and take into account needs of PP children in	Progress charts identifying SEN and PP children in place to support planning			This has led to greater awareness of the pupils under discussion in each class and		

teachers/SLT to use data to inform planning Not from PP Budget	their class.		will be continued in the coming year.
ELSA trained TA available to work with PP children as required.	C All children have access to ELSA support whenever needed.	Invaluable support given to PP children in Y4 and 6 dealing with extreme situations at home.	Sadly the TA left us during the year and this has left a vacuum. HT to look for training opportunities for replacement so that similar support can be provided in future years across the federation.
Other Expenditure:			
Chosen actions	Desired outcome	Impact	Lessons Learned
Support to access extra-curricular activities. Day/residential trips/Forest School/etc £151.95	No PP child to miss out on learning experiences in school	As a result of offering financial assistance to FSM children, no child missed an enrichment opportunity due to financial difficulties.	This will continue next year. Although no identifiable impact can be measured, no PP child has been made to feel different to their peers.