

Pupil Premium Strategy Statement 2018-2019

All schools receive the Pupil Premium Grant for pupils who are entitled to free school meals, which is in addition to main school funding. The grant is issued to enable schools to address the inequality of opportunity and barriers to educational achievement for eligible pupils. School receives £1,320 per eligible pupil. It is for schools to decide how the Pupil Premium it receives is spent in meeting the needs of their pupils.

At Tickhill Estfeld Primary School we implement a range of strategies and interventions which can improve the progress and attainment of pupils, remove potential barriers to learning and progress, and promote equality of access and participation. The strategy operates for the academic year and is reviewed at the end of the year. Date of next review – July 2019.

Barriers to Educational Achievement

- Pupils in receipt of Pupil Premium may have low attainment in terms of age-related expectations and lower rates of progress levels than their peer group.
- Pupils may have low expectations of achievement and lack of opportunity in accessing wider opportunity to access activities that allow them to develop a range of interests and raise self-esteem and motivation.
- Pupils in receipt of Pupil Premium often face financial barriers to accessing those activities such as extra-curricular clubs, day visits and residential visits and access to specialist music tuition.

Objective of Pupil Premium Spending: Estimated income £23,659

To implement a range of strategies and interventions which can improve the progress and attainment of pupils and remove barriers that would prevent equal access to learning opportunities.

The strategy will be reviewed following assessment of impact and reviewed at the end of each academic year in July.

FINANCE	STRATEGY/INTERVENTION	ACTION	INTENDED OUTCOMES	ASSESSMENT OF IMPACT
£22,786	1:1 and small group support in class or in targeted activities.	To employ additional experienced Teaching Assistants to work with individuals and small groups of pupils who require specific support to reach their full potential in Reading, Writing, Phonics and Maths across the school.	Pupils supported in class on a 1:1 or small group basis. Pupils meeting age-related expectations and making good or better progress.	Pupil assessment data. Tracking of attainment and progress. Comparison of school attainment data with national attainment data.
	Delivery of targeted intervention programs.	Program of regular interventions that increase progress in English and Maths.	Pupils engaged in targeted intervention programs.	Entry and exit assessment data.

			Accelerated progress in Reading, Writing, Maths and Phonics.	
	Provide social, emotional and well-being support to pupils	To employ a Learning Mentor to support pupils who require emotional/well-being support.	Pupils supported and demonstrating greater confidence and self-esteem.	Pupils supported and demonstrating improved self-esteem and improved motivation.