

# SIR ROBERT GEFFERY'S SCHOOL

## Pupil Premium Data Publication 2018-2019

### Academic Year

#### Overview of the school

Number of pupils and pupil premium grant (PPG) received	Academic year 2013-14	Academic year 2014-15	Academic year 2015-2016	Academic Year 2016-2017	Academic Year 2017-2018	Academic Year 2018-2019
<b>Total number of pupils on roll</b>	220	221	222	219	222	222
<b>Number of pupils benefitting from PPG</b>	22 plus 17 forces 3 others	20 plus 24 forces 3 others	20 plus 23 forces 3 others	18 plus 23 forces 3 others	23 plus 20 forces 3 other	20 plus 19 service 3 other
<b>Total amount of PPG received (£)</b>	FY 2013-14 £29,475	FY 2014-15 £39,990	FY 2015-16 £36,375	FY 2016-17 £37,980	FY 2017-18 £30,360	FY 2018-2019 £39,000

#### Summary of PPG spending 2018-2019

##### Planned spending and actions for 2018-19 academic year:

Continuation of THRIVE programme

Continuation of homework club before and after school to enable opportunity for use of ICT and support when needed for all learners

Additional booster teacher led sessions for year 4 5 and 6 targeted pupils

Booster teacher led session with teacher for year one and two pupils

Better reading project and phonics booster support for pupils in year one and two

Subscriptions for spellodrome / accelerated reading and mathletics

Support for residentials and enrichment opportunities

Accelerated reader program to promote reading and extend tracking and targeting of pupils

Providing financial support for children to attend residentials, music lessons and enriching extended activities

To provide teaching assistant targeted support in classrooms to enable intervention from TA or teacher

##### **Summary of spending and actions taken for 2018-19 academic year: to be updated at end of year – will be updated after accounts finalised**

##### **Spending**

Support	
Better reading programme	5971
Small group teaching sessions for writing and maths	7329
Small group self-esteem and social skills	1810
Additional TA support in classroom and intervention	6904

Extended supported lunchtime activities	3620
Gifted and talented activities	350
Forest school opportunities	818
Booster Phonics and spelling	2980
Residential experiences	900
Wider opportunities	358
Delivery of thrive	6904
Home Learning Support by TAs	3420
Accelerated Reader	350

**Outcomes to date:**

The very small numbers mean that individuals are carefully tracked and targeted. Experiences planned to enhance their learning journey through the school.

The children's emotional health and readiness for learning has certainly been improved by the support they have received from the THRIVE programme. Many hours support has been given with PP children being prioritised. Families have appreciated it and also received support to access additional support when appropriate.

Year one phonics targeting resulted in all who underwent the assessment meeting expected level in phonics

Children in year two who were targeted met standards in phonics

Good progress was made in KS 1 reading even though they did not all gain expected levels. Additional support is continuing

At the end of KS2 all PP children achieved expected levels in maths showing the positive impact of the interventions. Regular reviews and pupil conferencing enabled staff to provide specific support.

Accelerated reader has proved to be a motivational platform and has been extended to year 2 children in an attempt to narrow the gap. A TA now works specifically with PP children to make sure that they have the same opportunities to read and quiz during the week. This is because we still have a difference at KS one between PP and other children.

There is more evidence of pupils getting involved in the out of school activities offered and they are beginning to develop self-esteem and confidence.

Positive attitudes at lunch times and less issues arising. Additional MTAs and resources has resulted in fewer recorded concerns. Sports apprentice targeted specific children, farm activities and space supervised and proved useful

Better collaborative skills children using learning skills and negotiating in problem situations.

Accelerated reader data for KS 2 showed that encouraged engagement resulted in pupils making better than expected progress

Coaching resulted in greater independence and completion of tasks. Children targeted set own goals and developed vocabulary

**Planned spending and actions for 2019-2020 academic year:**

High quality first teaching for all pupils

First hand experiences for all pupils irrespective of parental means

Support from emotional well-being and promotion of good mental health

High quality intervention when needed

Assessment and guidance from Educational Psychologist when needed

Extension of THRIVE programme

Continuation of homework club before and after school to enable opportunity for use of ICT and support when needed for learners

Additional booster teacher led sessions for year 5 and 6 targeted pupils

Booster teacher led session with teacher for year one and two pupils

Better reading project support for pupils in year one and two

Subscriptions for spellodrome / accelerated reading and mathletics

Support for residentials

Teaching assistant support for focussed groups in each room PP children targeted