



## Costock C of E Primary School

### Pupil Premium Funding spending & impact 2017-18

The Pupil Premium is an element of school funding aimed at narrowing the gap in attainment between certain disadvantaged groups of pupils and those who are more well off. In 2017-18 the pupil premium was allocated to all schools on the following basis: £1320 for each pupil eligible for free school meals, £300 for children of families in the armed services and £1900 for any Looked After Children.

The funding is provided to schools who then decide how best to spend this as they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

In 2017/18 our school budget included a total of £11,140 (circa 2.3% of our overall revenue budget), and below is a summary of the way we have used this funding to support our pupils' learning. (Note; information related to individual pupils remains confidential).

The Pupil Premium funding was used to pay for the following:

- Targeted intervention work with Teaching Assistant working with individual pupils and groups of pupils.
- Contribution towards school/residential visits for eligible pupils.
- Educational resources to support programmes of work with individuals and small groups
- Contribution towards extra-curricular clubs – eg magical maths.

The impact of was spending is as follows:

- *Publication of performance data for pupil premium is difficult to anonymise due to the small numbers involved. A good percentage of pupils achieved age related expectations in Writing and Reading. A high percentage of pupils made expected or better progress in reading, writing and maths. A full detailed report has been presented to Governors.*
- *Children felt supported in their learning. Misconceptions are quickly addressed. Children receive the correct level of challenge to further their learning. Children are more confident in contributing to class discussions and being able to discuss their next steps.*
- *In class support helped children feel supported in their learning. Misconceptions were quickly addressed. Children received the correct level of challenge. Children who found concentration difficult were able to concentrate for longer periods. Children became more independent and confident learners.*
- *Through participation in visits, children were able to broaden their learning and life experiences. The children were able to access visits which they had little or no experience of previously.*
- *Through access to extra-curricular activities children were able to learn skills that they would not normally be able to access and this increased their confidence and self-esteem.*