



GODSTONE PRIMARY AND NURSERY SCHOOL

Pupil Premium Income and Expenditure Academic Year 2018-2019

Total number on roll at September 2018	204 Excluding nursery
Total number of pupils eligible of PPG academic year 2018-19	50
Amount of PPG received per pupil	£1320
Total amount of PPG	£62040.00
Total Anticipated Pupil Premium Grant Reception – Year 6 19/20	£63,360

Areas of expenditure	
Academic Year 2018/19	
Pupil Premium interventions total	£59088.06
Curriculum Based Interventions	£41735.73
Learning Mentor/ELSA/SALT	£8617.86
1:1 tuition	£1800.00
Resources	£3964.47
Club subsidies	£320.00
Trip/Uniform subsidies	£2650.00

Interventions are in conjunction with Quality First Teaching.

Curriculum Based Interventions	Aim	Outcome/Impact
One to one tuition	Intensive one to one tuition to fill gaps in knowledge and to embed learning. This intervention is most effective and all children engage really well. It has a high impact.	Children were tutored by senior leaders 7 out of 8 children achieved the expected level or greater depth standard.
Phonics	To improve reading and writing from Early Years to KS1.	All children increased their phonological understanding.
Precision Teaching	Meets individual needs addressing a very specific gap in a child's knowledge.	All children have made progress in English and Maths, evident in children's work.
Maths/Numbers	Maths/Numbers intervention to enable pupils to access the curriculum independently. To apply learned knowledge into lessons.	All children have made progress in Maths. 3 children made 7 steps progress, 4 children made 6 steps progress and 2 children made less than 2 steps progress. 43% are now working within the curriculum or secure in their learning.
Writing	English intervention to improve writing skills enabling pupils to work independently.	3 children made 8 steps of progress, 2 children made 7 steps of progress, 2 children made 6 steps of progress, 1 child made 5 steps of progress and 2 children made less than 3 steps of progress. 63% are now working within the curriculum or secure in their learning.
Reading	To improve reading skills so children can access all areas of the curriculum.	1 child made 8 steps of progress, 2 children made 7 steps of progress, 1 child made 6 steps of progress, 5 children made 5 steps of progress, 4 children made less than 4 steps of progress. 50% are now working within the curriculum or secure in their learning.
Handwriting	To improve cursive handwriting. It is a requirement of the expected standard within the National Curriculum	All children persisted to make improvements to cursive handwriting. This is still ongoing.
Spelling	To improve spellings.	Children have improved their accuracy of spellings.

Speech and Language	Targets are set by Speech and Language and worked on during school. This embeds learning and targets are met.	Individual targets were met.
Motor Skills	To improve fine motor skills and to improve gross motor skills.	Improved handwriting and pencil control. Children have more spatial awareness, performing everyday functions. As a result children become more independent.
Attention/Focusing/Listening Skills/Strategies	To improve children's concentration and active listening skills. This will allow children to retain information and focus on tasks for longer.	Quality of learning is evident in observations and pupils work.
Memory Skills	To improve long term memory skills.	Evident in work over time.
Independence Skills	To improve self-esteem during lessons so children feel confident to tackle new challenges.	Children are more resilient with a range of challenging tasks, evident in learning walks.
Mathletics Software	Mathletics is an interactive online learning space which enhances their number recall and problem solving.	Improved progress and attainment, application of Maths
Times Tables Rock stars	This is subscription-based software that children can access at home and at school. It is a fun way to learn timetables.	Improved progress and attainment, application of times tables.
Spelling Shed	This is subscription-based software that children can access at home and at school. It is a fun way to learn spellings.	Improved progress and attainment, application of spelling.

Non - Curriculum Based Interventions	Aim	Desired Outcome/Impact
Social Skills/ELSA	To improve children's social skills and interaction with each other.	Children are able to take turns, playing and interacting appropriately.
Medical Support	To support a pupil with acute medical needs.	This enables the pupil to have full access to the curriculum at all times.
Lego Therapy	To improve social skills. Lego based therapy is a social development program.	Has improved social skills.

General	Aim	Desired Outcome/Impact
General Resources	To provide children with resources such as stationery and help with uniform. We also updated laptops this year.	All children have the resources they need in order to access the curriculum fully.
Trips and Extra Curricular Activities	To enhance the children's learning experiences.	All children access a range of creative learning experiences. This enhanced the children's social and academic achievement (cultural capital).

This document is updated annually in October.