

Pupil Premium Impact Report 2017/18

Categories	
Nursery (EYFS PP)	2
Reception	3
Number in Key Stage 1	9
Number in Key Stage 2	18
Looked After Children	3
Services	1
Total number of children currently eligible for Pupil Premium funding (or who have been on the register during the past 6 years)	30
Total Pupil Premium + Early Years PP	32
Total funding	£50,180

Main Barriers to Educational Achievement

In addition to being financially disadvantaged, many of our children who qualify for Pupil Premium funding have other barriers to learning. 26 are on the SEND register at School Support Level, which means they have had input from outside agencies to support their learning. 8 are looked after children who have emotional and social issues. 18 of our Pupil Premium children come from single parent or split families. The relatively newness of this situation does impact on their readiness to learn and generally means that extra academic and pastoral support is required in order for them to access the curriculum at the same level as their peers.

Details of spending plan for 2017-18

Action	Rationale in relation to barriers	Cost	Planned Impact
Disadvantaged families are supported financially by being offered the following discounts - A 50% reduction in the cost of all school trips. - A 50% reduction in the cost of school residential trips. - One free after school club (for a half term) per year	<p>Talking to disadvantaged parents has informed us that they find it difficult to contribute towards the cost of trips and visits.</p> <p>Analysis of uptake of extra-curricular activities has shown that fewer disadvantaged children participate in these activities than their non-disadvantaged peers.</p>	£1,000	<p>Disadvantaged pupils continue to have improved access to wider enriching experiences, promoting positive attitudes to learning and school in general.</p> <p>The impact of this action will be measured by analysing participation in extra-curricular activities.</p>
<p>END OF YEAR IMPACT: <i>All Pupil Premium (PP) families were offered trips at the discounted rates and all families made use of the offer. No family opted out of sending their child on a trip due to affordability. Access to after school clubs for PP children was not made free but discounted across the board so that there was wider all year round choice. The number of PP children that attended at least one club a year increased from 53% in 2017 to 80% in 2018.</i></p>			
Provision mapping for increased general TA	Experience has shown us that high quality TA	£36,600	Through a rigorous programme of adaptive teaching, which includes pre-assessment,



support to run specific focus groups in English and Maths, which support quality first teaching, thorough gap analysis and pre-teaching.	support in each class, when deployed effectively, has a positive impact on the progress of disadvantaged pupils as well as other vulnerable groups.		gap analysis and pre-teaching, disadvantaged children are able to access the Quality First Teaching in their respective classes and make accelerated progress. Ultimately, this should close the attainment gap over time.
<p>END OF YEAR IMPACT: <i>Please see data on progress and attainment provided at the end of this table. Progress has been reported across the school at the end of key stage and for the Y1 Phonics Screening process. In year progress for non SATs year groups is also provided. The performance of pupils across the school clearly shows how the money on interventions and supporting quality first wave 1 teaching is closing the gap between the disadvantaged and non-disadvantaged students.</i></p>			
New staff to receive training on British Sign Language	To enable positive, trusting relationships to be established between staff and Hearing Impaired pupils.	£800	Most class teachers will be able to communicate effectively with Hearing Impaired children in their classroom. Supporting them pastorally and academically.
<p>END OF YEAR IMPACT: <i>Three members of staff attended the training for British Sign Language L1. All 3 members of staff completed the course and now use their new found skills to communicate effectively with Hearing Impaired children within and outside of their classrooms.</i></p>			
Foundation Stage and Key Stage 1 staff to attend Pie Corbett training on developing writing.	To develop in children a love of storytelling and writing. To expose children to rich diet of language that is not within their daily conversational language.	£600	Children will be able to retell a number of age appropriate stories they have learnt and acted out. They will also be able to write their own invented version.
<p>END OF YEAR IMPACT: <i>The staff attended the training and found the impact in the classroom clearly evident. The children loved learning and retelling the stories and found the opportunity to innovate the text extremely rewarding. In Reception the percentage of children achieving the Exceeding Standard was 34.5% in 2018. This is a marked increase from 12% in 2016 and 21.9% in 2017.</i></p>			
Buy back intervention from Speech and Language	To support the language of those children struggling to speak coherently and articulate their thoughts.	£4,000	To promote greater engagement with peer and adults.
<p>END OF YEAR IMPACT: <i>All children in need of this support have had the appropriate targeted support which has been followed through with consolidation activities at home or in school.</i></p>			
Inference Reading Intervention before school (12wk programme)	To provide additional reading support for children who need to make accelerated progress.	£200	To develop inference for reading skills.
<p>END OF YEAR IMPACT: <i>All children made accelerated progress. Child A improved his reading age from 6.8 to 9.4 in May and achieved the expected standard in the SATs reading paper. Child B improved his reading age from 7.10 to 9.1. Child B was not in a SATs year group. Child C improved his reading age from 6.8 to 9.4 also in a non-SATS year group.</i></p>			
Before school club for LAC	To support school engagement and positive mind-set.	£150	To encourage re-engagement with school.
<p>END OF YEAR IMPACT: <i>The provision did help the child settle before coming into school. Although the level of stability varied from day to day.</i></p>			

1:1 support for LAC child pm 5x a week	To provide emotional and educational support. To enable whole class learning to take place.	£500	LAC to re-engage with school and the educational provision. To reduce the level of angst and anger he feels. To be able to work to the level of his ability.
END OF YEAR IMPACT: <i>Without the 1:1 support it would have been impossible for the child to have remained in school. The support allowed for the child to feel supported and reassured.</i>			

Impact of Expenditure 17-18

RECEPTION

2018 EARLY YEARS FOUNDATION STAGE PROFILE COHORT PROFILE	Total pupils Counted	Listening & Attention Expected+	Understanding Expected+	Speaking Expected+	Moving & Handling Expected+	Health & Self-Care Expected+	Self-Confidence & Self-Aware Expected+	Managing Feelings & Behaviour Expected+	Making Relationships Expected+	Reading Expected+	Writing Expected+	Numbers Expected+	Shape, Space & Measures Expected+	Good Level of Development (12 AOLs)	People and Communities Expected+	The World Expected+	Technology Expected+	Exploring & Using Media & Mat Expected+	Being Imaginative Expected+
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Pupil Premium Children	DFE Disadvantaged Pupils (FSM8, Adopted, LAC from previous year) & Service Children																		
Pupil Premium	3	67%	67%	100%	100%	67%	67%	67%	67%	33%	33%	67%	67%	33%	67%	67%	67%	67%	67%

There were 3 Pupil Premium children (child 1, child 2 and child 3). Child 3 achieved a Good level of Development. The other 2 children made good progress from their starting points but their additional needs hampered their accelerated progress.

Name	Baseline	Summer Level	Progress in bands
Masa	R 30-50d	2e	5
	W30-50d	40-60s	4
	N30-50e	2d	7
Zhi Q	R22-36d	30-50s	4
	W22-36e	30-50s	4
	N22-36d	30-50s	4
Fiona	R30-50d	3e	8
	W30-50d	3e	8
	N30-50s	3e	7

Year 1 Phonics Screening Check

	Pupil total	Absent	Disapplied	No score	0-15	16-23	24-31	32-36	37-40 Working at WA	%WT	%WA
All pupils	35	0	0		2	4	3	18	8	25.7%	74.3%
Boys	13	0	0		0	2	1	6	4		77%
Girls	22	0	0		2	2	2	12	4		73%
PP	2				0	1	0	1	0		50%
Non PP	33	0	0		2	3	3	17	8		
FSM	1	0	0		0	1	0	0	0		0%
Non FSM	34	0	0		2	3	3	18	8		

Year 2 Phonics Screening Retake

Year 2 Phonics Check	2018		
Disapplied	0		
0-10 marks	0		
11-20 marks	0		
21-30 marks	0		
31-40 marks	2		
Working Towards	0		
Working At	2 / 2	100 %	1 girl 1 boy

Attainment at the end of Key Stage 1

(SATS Tests taken by pupils in Reading, Writing and Mathematics at the end of Year 2).

READING					
	Expected Standard or Above			Greater Depth	
	All	Disadvantaged		All	Disadvantaged
Cohort	28	6		28	6
School %	78.6	66.7		28.6	16.7
National %	76	61		26	14.0
Difference %	2.6	5.7		2.6	2.7

WRITING					
	Expected Standard or Above			Greater Depth	
	All	Disadvantaged		All	Disadvantaged
Cohort	28	6		28	6

School %	78.6	66.7		17.9	0
National %	70	54		16	7
Difference %	8.6	12.7		1.9	-7

MATHEMATICS					
	Expected Standard or Above			Greater Depth	
	All	Disadvantaged		All	Disadvantaged
Cohort	28	6		28	6
School %	78.6	66.7		25	16.7
National %	76	62.0		22	11.0
Difference %	2.6	4.7		3.0	5.7

The percentage of children who achieved the expected or greater depth standard in Reading, Writing and Maths exceeded the national expectation.

The percentage of disadvantaged children achieving the expected or greater depth standard was in line with the aspirational individual targets set for pupils AND exceeded the national in all but one area.

Attainment at the end of Key Stage 2

(SATS Tests taken by pupils in Reading, Writing, Maths and Grammar, Punctuation & Spelling).

READING					
	Expected Standard or Above			High	
	All	Disadvantaged		All	Disadvantaged
Cohort	30	5		30	5
School %	80	100		30	60
National %	75	63		28	17
Difference %	5	37		2	43

The percentage of All Pupils who attained the expected or higher standard in reading was above the National.

WRITING					
	Expected Standard or Above			High	
	All	Disadvantaged		All	Disadvantaged
Cohort	30	5		30	5
School %	70	80		16.7	20
National %	79	67		20	11
Difference %	-9	13		-3.3	9

The percentage of pupils who attained the expected or higher level in writing was above the National.

MATHEMATICS					
	Expected Standard or Above			High	
	All	Disadvantaged		All	Disadvantaged
Cohort	30	5		30	5

School %	83.3	80		20	20
National %	76	63		24	13
Difference %	7.3	17		-4	7

ENGLISH GRAMMAR, PUNCTUATION AND SPELLING					
	Expected Standard or Above			High	
	All	Disadvantaged		All	Disadvantaged
Cohort	30	5		30	5
School %	70	80		33.3	20
National %	78	65		34	22
Difference %	-8	15		0.7	-2.0

This particular Y6 cohort had a significant proportion of students that were supported by the Sensory Support Service with Special Educational Needs. All of the children have made excellent progress from their starting points but not to the level where they could or were expected to achieve the expected standard in the SATS. If these children were removed from the data then the results would be as follows: Writing **84%** 21/25, Reading **92%** 23/25, SPAG **84%** 21/25 and Maths **96%** 24/25.

Year	No. in class	% each pupil	% SEN	Reading%		Writing%		SPAG		Maths%		R, W & M	
				Expected	Above	Expected	Above	Expected	Above	Expected	Above		
2018	25	4		92	36	84	25	84	40	96	24	76	12

As you can see from the data across the school the performance of disadvantage students compares favourably with the national.

PERFORMANCE IN NON-SATS YEAR GROUPS

Year 1

	Expected or Above	
	All	Disadvantaged
Cohort	35	2
Reading	77%	50%
Writing	71%	50%
Maths	83%	50%

Year 3

	Expected or Above	
	All	Disadvantaged
Cohort	28	2
Reading	88%	50%
Writing	81%	50%
Maths	88%	50%

Year 4

	Expected or Above	
	All	Disadvantaged
Cohort	29	5
Reading	79%	80%
Writing	72%	20%
Maths	79%	80%

Year 5

	Expected or Above	
	All	Disadvantaged
Cohort	30	6
Reading	90%	66%
Writing	80%	50%
Maths	93.4%	83%

In summary:

The school is successfully closing the gap between disadvantaged and non-disadvantaged pupils. Where the gap exists it is due to factors such as special educational needs, family circumstances or medical issues impacting on pupils not achieving the expected standard.