

Pupil Premium Impact Report 2018/19

Categories	
Nursery (EYFS PP)	1
Reception	4
Number in Key Stage 1	8
Number in Key Stage 2	22
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)	34
Total Pupil Premium + Early Years PP	35
Total funding	£48780

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. Some are on the SEND register at School Support Level, which means they have had input from outside agencies to support their learning. Some 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 2018-19

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. - Use funding to reduce the cost of after school clubs to encourage wider participation from disadvantaged pupils.	Talking to disadvantaged parents has informed us that they find it difficult to contribute towards the cost of trips and visits. Analysis of uptake of extra-curricular activities has shown that fewer disadvantaged children participate in these activities than their non-disadvantaged peers.	£1000	Disadvantaged pupils continue to have improved access to wider enriching experiences, promoting positive attitudes to learning and school in general. The impact of this action will be measured by analysing participation in extra-curricular activities.

END OF YEAR IMPACT:

*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 80% in 2018 to 95.2% in 2019.
89% of disadvantaged children represented the school at inter school sports competitions.*

Provision mapping for increased general TA support to run specific focus groups in English and Maths, which support quality first teaching, thorough gap analysis and pre-teaching. Then pm to run focussed interventions.	Experience has shown us that high quality TA support in each class, when deployed effectively, has a positive impact on the progress of disadvantaged pupils as well as other vulnerable groups. Daily focussed interventions close the gaps in key areas of weakness for disadvantaged pupils.	£45352	Through a rigorous programme of adaptive teaching, which includes pre-assessment, 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. Targeted interventions will provide the top up support and consolidation of key skill these children need to progress.
<p>END OF YEAR IMPACT: 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.</p>			
New staff to attend training on Read, Write Inc	To support children in their ability to read, write and decode words successfully. To reduce the barriers to being a successful reader.	£1,140	All children to be able to successfully read and write to age related expectations.
<p>END OF YEAR IMPACT: All new staff (Y2 and Reception) teaching phonics attending training on Read, Write Inc and used the training to support them in their delivery of teaching the programme. In house observations and drop ins showed that staff were following the programme and that there was consistency across teachers in the delivery of Phonics.</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: All relevant staff attended the training. In school lesson observations, drop ins and coaching sessions showed staff utilising the training. Lessons clearly showed children enjoying learning the stories and engaged in writing their versions. Pupil voice clearly acknowledged that this year children have enjoyed writing more than in other years. In Reception the percentage of children achieving the Exceeding Standard in writing was 24% in 2018.</p>			
New staff to attend training on Inference and BRP.	These interventions help to reduce the barriers to reading and comprehension in KS2.	£800	Children in KS2 are on track to achieve their end of Key Stage 2 FFT target.
<p>END OF YEAR IMPACT: This member of staff was not sent on these programmes as there was a greater need for training on Motor Skills United and Social Communication. The member of staff who attended the alternative training then worked with identified children on the programme to develop their skills in these areas. The training did not take place until the spring term so the children are still mid programme and therefore it is difficult to report on the impact yet.</p>			

Impact of Expenditure 18-19

EARLY YEARS

The interventions put into place to support these children enabled them to make good progress from their starting points in all areas of learning. Further details of impact can be found in our Early Years Pupil Premium spend and impact report.

RECEPTION

Pupil Premium Children	DfE Disadvantaged Pupils (FSM6, Adopted, LAC from previous year) & Service Children															
Pupil Premium	4	75%	75%	75%	75%	100%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%

There were 4 Pupil Premium children. 75% achieved a Good level of Development. The other 25% made good progress from their starting points but their additional needs hampered their accelerated progress.

Name	Baseline	Summer Level	Progress in bands
A	R 40-60e	3d	7
	W40-60e	3d	7
	N40-60d	3d	6
B	R30-50e	40-60d	4
	W22-36s	40-60e	4
	N30-50e	40-60d	4
C	R 40-60e	3e	6
	W40-60e	3e	6
	N40-60e	3e	6
D	R30-50s	2s	6
	W30-50s	2d	5
	N40-60e	2s	5

Year 1 Phonics Screening Check

	Pupil total	Working at WA% school	Working at WA% national
All pupils	29	90	82
Boys	13	92	79
Girls	16	88	85
FSM	3	67	70
PP	4	50	71
SEN (K)	2	50	48
SEN(EHCP)	1	0	20
Average Mark		35.5	33.8

Year 2 Phonics Screening Retake

	Pupil total	Working at WA% school	Working at WA% national
All pupils	8	75	56
Boys	2	100	67
Girls	6	88	85
FSM	1	100	
PP	2	50	
SEN (K)	2	100	
SEN(EHCP)	2	0	

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	33	3		33	3
School %	79	33		33.3	0
National %	75	62		25	14
Difference %	4	-29		8.3	-14

WRITING					
	Expected Standard or Above			Greater Depth	
	All	Disadvantaged		All	Disadvantaged
Cohort	33	3		33	3
School %	78.8	33		21	0
National %	69.2	55		15	7
Difference %	9.6	-22		6	-7

MATHEMATICS					
	Expected Standard or Above			Greater Depth	
	All	Disadvantaged		All	Disadvantaged
Cohort	33	3		33	3
School %	78.8	0		18.2	0
National %	75.6	62		21.7	12
Difference %	3.2	-62		-3.5	-12

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

The percentage of disadvantaged children achieving the expected or greater depth standard was below the national in all areas. However, these children achieved well from their starting points.

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	6		30	6
School %	87	67		47	67
National %	73	62		27	17
Difference %	13	5		20	50

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	6		30	6
School %	83	67		27	17
National %	79	68		20	11
Difference %	4	-1		7	5

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	6		30	6
School %	90	83		50	33
National %	79	67		27	16
Difference %	11	16		23	18

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

ENGLISH GRAMMAR, PUNCTUATION AND SPELLING					
	Expected Standard or Above			High	
	All	Disadvantaged		All	Disadvantaged
Cohort	30	6		30	6
School %	93	83		43	33
National %	78	67		36	24
Difference %	15	16		7	9

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

PERFORMANCE IN NON-SATS YEAR GROUPS

Year 1

	Expected or Above	
	All	Disadvantaged
Cohort	29	4
Reading	86.2%	25%
Writing	83%	25%
Maths	86.2%	25%

Year 3

	Expected or Above	
	All	Disadvantaged
Cohort	29	7
Reading	89%	71.4% 5/7
Writing	76%	57.1% 4/7
Maths	93%	85.7% 6/7

Year 4

	Expected or Above	
	All	Disadvantaged
Cohort	32	3
Reading	87.5%	66.6% 2/3
Writing	75%	66.6%
Maths	87.5%	66.6%

Year 5

	Expected or Above	
	All	Disadvantaged
Cohort	30	5
Reading	90%	80% 4/5
Writing	80%	60% 3/5
Maths	93.4%	80% 4/5

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 EAL, special educational needs, family circumstances or medical issues impacting on pupils not achieving the expected standard.