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What has been the impact of the 2017-2018 Pupil Premium?

**Amount of Pupil Premium funding received 2017-2018**

Number of pupils eligible	151
Total PP received	£269,280

**Key expenditure**

<b>Area of spend</b>	<b>Focus</b>	<b>Total allocation</b>
AHT Provision	English and maths	£91523
Higher Level Teaching Assistants-Pupil Premium interventions	English and maths	£82000
TAs support		£23000
Target Teacher		£25000
Funding for extra-curricular music lessons/ clubs	Creative Curriculum	£500
Funding for school trips and residential	Personal and social	£1500
Funding for breakfast club	Personal and social	£2000
After school targeted provision	Curriculum	£18700
TA Behaviour social and emotional	Personal and social	£24,300
		£268,523

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SATs results attainment

Closing the Gaps trend

KS1

	2016				2017				2018			
	Maths, Reading & Writing				Maths, Reading & Writing				Maths, Reading & Writing			
All subjects combined	Cohort number	school	national	Difference	Cohort number	school	national	Difference	Cohort number	school	national	Difference
Pupil Premium					26	42%			18	67%		
Other pupils						68%			101	78%		
School Gap						-26%				-11%		
<b>Reading</b>												
Pupil Premium	24	79%	74%	+5%	26	62%	79%	-17%	20	75%	79%	-4%
Other pupils	96	78%	74%	+4%		78%	76%	+2%	101	82%	75%	+7%
School Gap		+1%		+1%		-16%				-7%		
<b>Writing</b>												
Pupil Premium	24	58%	65%	-7%	26	54%	72%	-18%	18	65%	74%	-7%
Other pupils	96	68%	65%			71%	68%		101	80%	70%	+10%
School Gap		-10%				-17%				-15%		
<b>Maths</b>												
Pupil Premium	24	83%	73%	+10%	26	54%	79%	-25%	18	75%	80%	-5%
Other pupils	96	82%	73%			79%	75%		101	83%	76%	+7%
School Gap		0%				-25%				-8%		

*The gap between Pupil Premium and non-Pupil Premium is significant in writing and all subjects combined. Children made good progress across the key stage however their attainment was significantly lower than other pupils. The provision mapping for pupil premium children is now more rigorous with regular reviews.*

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**KS2 (2018 provisional data-applications were made to discount 5 children)**

	2016				2017				2018			
	Maths, Reading & Writing				Maths, Reading & Writing				Maths, Reading & Writing			
All subjects combined	Cohort number	school	national	Difference	Cohort number	school	national	Difference	Cohort number	school	National (Non disadvantaged)	Difference
Pupil Premium	44	40%	53%	-13%	53	42%	67%	-25%	41	54%	70	
Other pupils	63	36%	53%	-17%	67	52%	61%	-9%		61%	64	
School Gap		-4%		-4%		-10%	-6%	-16%		-7%		
Reading												
Pupil Premium	44	62%	66%	-4%	53	60%	77%	-17%	41	73	80	
Other pupils	63	56%	66%	-6%	67	62%	71%	-9%		72	75	
School Gap		-6%		+2%		-2%		-8%		+1		
Writing												
Pupil Premium	44	49%	74%	-25%	53	79%	81%	-3%	41	73	83	
Other pupils	63	44%	74%	-30%	67	76%	76%	0%		78	78	
School Gap		-5%		+5%		+3%		-3%		-5		
Maths												
Pupil Premium	44	66%	70%	-4%	53	62%	80%	-18%	41	73	81	
Other pupils	63	64%	70%	-6%	67	71%	75%	-4%		83	76	
School Gap		+2%		+2%		-8%		-14%		-10		
GPS												
Pupil Premium	44	64%	72%	-8%	53	82%			41	80	82	
Other pupils	63	71%	72%	-1%	67	77%				83	78	
School Gap		-7%		+7%		+5%				-3		

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**Phonics year 1 and Year 2**

	2016				2017				2018			
Year 1	Cohort number	School	National	Difference	Cohort number	School	National	Difference	Cohort number	School	National	Difference
Pupil Premium		62%	70%	-8%	18	79%	84%	-5%	13	85%	85%	
Other pupils		82%	83%	-1%	99	85%	81%		108	91%	85%	
		-20%	-13%			-6%				-6%		
Year 2												
Pupil Premium		96%	86%	+10%	24	88%			18	100%		
Other pupils		91%	93%	-2%	90	95%			101	95%		
		+5%	-7%			-7%				+5%		

*PP children made good progress from their starting points.*

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**Years 1, 3, 4, 5 Pupil attainment 2015-2016**

		Cohort	% on track to meet national at the start of the year			% achieving national standards			% achieving greater depth		
			Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Yr 1	Pupil Premium	22	59%	59%	50%	55%	46%	60%	23%	18%	14%
	Non Pupil Premium	98	66%	68%	63%	75%	70%	75%	40%	30%	33%
	GAP		-7%	-9%	-13%	-20%	-24%	-25%	-17%	-12%	-19%
Yr 3	Pupil Premium	34	65%	62%	77%	77%	74%	77%	38%	18%	24%
	Non Pupil Premium	86	52%	59%	70%	73%	59%	71%	33%	24%	27%
	GAP		+13%	+3%	+7%	+4%	+15%	+6%	+5%	-6%	-3%
Yr 4	Pupil Premium	40	37%	25%	30%	65%	63%	60%	33%	28%	35%
	Non Pupil Premium	80	36%	25%	38%	71%	70%	74%	35%	31%	35%
	GAP		+1%	0%	-8%	-6%	-7%	-14%	-2%	-3%	0%
Yr 5	Pupil Premium	50	44%	32%	38%	54%	54%	58%	28%	16%	20%
	Non Pupil Premium	68	34%	25%	34%	46%	46%	53%	19%	16%	22%
	GAP		+10%	+7%	+4%	+8%	+8%	+5%	+9%	0%	-2%

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**Years 1, 3, 4, 5 Pupil Attainment 2016-2017**

		Cohort	% on track to meet national at the start of the year			% on track to meet GD at the start of the year			% achieving national standards			% achieving greater depth		
			Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Yr 1	Pupil Premium	18	50	56	56	22	6	6	78	56	72	39	22	17
	Non Pupil Premium	99	63	63	64	19	6	10	75	62	72	35	21	23
	GAP		-13	-7	-8	-3	0	-4	-3	-6	0	-4	+1	-5
Yr 3	Pupil Premium	29	69	55	72	24	17	28	72	76	86	24	31	31
	Non Pupil Premium	91	64	53	66	31	22	31	70	72	79	33	34	38
	GAP		+5	+2	+6	-7	-5	-4	+2	+4	+7	-9	-3	-7
Yr 4	Pupil Premium	33	76	73	76	36	18	21	82	73	73	46	33	42
	Non Pupil Premium		69	58	68	32	21	23	76	71	75	38	31	36
	GAP		+7	+15	+8	+4	-3	-2	+6	+2	-2	+8	+2	+6
Yr 5	Pupil Premium	36	64	58	61	31	28	33	67	58	53	28	28	13
	Non Pupil Premium		62	60	63	31	28	31	66	60	64	31	25	17
	GAP		+2	-2	-2	0	0	+2	+1	-2	-11	-3	+3	-4

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**Years 1, 3, 4, 5 Pupil Attainment 2017-2018**

		Cohort	% on track to meet national at the start of the year			% on track to meet GD at the start of the year			% achieving national standards			% achieving greater depth		
			Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Yr 1	Pupil Premium	12	67	58	58	17	17	25	83	83	83	50	42	42
	Non Pupil Premium	108	61	63	62	20	15	20	80	77	79	38	32	37
	GAP		+6	-5	-4	-3	-2	+5	+3	+6	+4	+12	+10	+5
Yr 3	Pupil Premium	26	62	50	54	12	12	12	85	69	73	15	12	15
	Non Pupil Premium	93	85	79	89	37	30	43	88	86	94	39	38	50
	GAP		-23	-29	-35	-25	-18	-31	-3	-17	-21	-24	-26	-35
Yr 4	Pupil Premium	30	70	70	83	23	27	27	67	63	77	23	23	30
	Non Pupil Premium	87	75	75	81	35	35	40	77	75	78	42	36	46
	GAP		-5	-5	-4	-12	-8	-13	-10	-12	-1	-19	-13	-16
Yr 5	Pupil Premium	34	82	73	73	44	32	41	88	82	94	47	32	29
	Non Pupil Premium	85	77	73	79	33	28	32	82	80	89	42	37	40
	GAP		+5	0	-6	+11	+4	+9	+6	+2	+5	+5	-5	-11

The data shows that although high numbers of Pupil premium children made good progress over the academic year there is still further work needed to eliminate all gaps. Pupil Premium resources will continue to be allocated following a 'needs-analysis' to identify the individual needs of each pupil.

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## Pupil Premium Strategy 2018-2019

### Amount of Pupil Premium funding received 2017-2018

Number of pupils eligible	122
Total PP funding	£161,040

We have identified the following as barriers for some of the children currently in receipt of Pupil Premium

- Limited skills in spelling, punctuation and grammar skills affecting writing ability across the curriculum.
- The number of pupils who are in receipt of pupil premium and also on the SEN register (12.5%)
- Limited skills in reading both fluency and comprehension.
- Access to extra-curricular activities-educational experiences such as trips, music lessons and participation in physical activities
- Social and emotional

### Rational for expenditure

As identified in the 2017-2018 impact statement, accelerated progress is required for Pupil Premium Children in specific areas. We continue to work to eliminate gaps between PP and non-pupil premium. Provision maps have been agreed for each year group to ensure we are targeting the right children with the right provision. This targeted teaching is provided by AHTs for a phase, classteachers and HLTAs. In addition in order to support children's learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for extracurricular activities, trips and music lessons.

Area of spend	Focus	Total allocation
AHTs to lead focused interventions	English and Maths	£69000
HLTAS-focused interventions	English and Maths	£48000
Funding for extra-curricular music lessons/clubs	Personal and Social	£800
Funding for school trips and residential trips	Personal and Social	£1500
Funding for breakfast club	Personal and Social	£2000
TA-social and emotional support	Personal and Social	£21000
Target Teacher		£25000
		£167300



Area of spend	Intended outcomes-why these approaches were taken	Actions
<p>Focused interventions provided by AHTs, and HLTAs</p>	<ul style="list-style-type: none"> <li>• Improved learning outcomes in reading, writing and maths-targets met</li> <li>• Improved confidence and attitudes to learning</li> <li>• Learning tasks/programmes that accelerate progress in specific areas-to close gaps in understanding</li> <li>• Consolidation of learning completed in classroom-time for practise and application of skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate identification of pupils through data analysis, progress meetings and liaising with classteachers</li> <li>• Timetables agreed with AHTs</li> <li>• Action/teaching plans agreed and shared. Careful planning of interventions to be completed each half term</li> <li>• Ongoing communication between target teachers, HLTAs and Phase Assistant Headteachers</li> <li>• Teaching plans reviewed after every session</li> <li>• A summative review completed at the end of a half term</li> <li>• A termly review by the SLT team</li> </ul>
<p>AHTs and HLTA support in classes</p>	<ul style="list-style-type: none"> <li>• Improved learning outcomes in reading, writing and maths-targets met</li> <li>• To ensure children make good progress in and across lessons</li> <li>• Small group/individual support to cater for individual needs</li> <li>• To develop children's confidence in the learning</li> </ul>	<ul style="list-style-type: none"> <li>• Children identified on planning for support</li> <li>• AHTs/HLTA clear regarding the intended outcomes for the lesson</li> <li>• AHTs/HLTA to provide good support to enable children to make accelerated progress</li> <li>• Effective collaborative work between the AHTs and HLTA to ensure the best outcomes for the children.</li> </ul>

Area of spend	Intended outcomes-why these approaches were taken	Actions
Funding for extra-curricular music lessons/clubs	<ul style="list-style-type: none"> <li>• Social skills are developed through participation in a range of clubs provided by the school.</li> <li>• Pupils enjoy the experience and are keen to come before/stay late to participate in chosen activities.</li> <li>• Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Annual analysis of number of pupils who have taken part in clubs</li> <li>• Identified children to be directed to certain clubs.</li> </ul>
Funding for school trips and residential	<ul style="list-style-type: none"> <li>• Pupils are able to participate fully in school trips and residential trips</li> <li>• Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> <li>• Social skills , independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential</li> </ul>	<ul style="list-style-type: none"> <li>• SLT/Teachers aware of funding available-can approach parents if appropriate.</li> <li>• Funding can be used to cover a shortfall in the cost of a trip and income.</li> <li>• To ensure all PP children are supported if necessary to participate in a residential trip</li> </ul>
Funding for breakfast club	<ul style="list-style-type: none"> <li>• To promote good attendance and punctuality.</li> <li>• To ensure children have breakfast</li> <li>• Pupils enjoy spending time with peers prior to lessons beginning.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT to identify any children who would benefit from the club</li> </ul>
Social and emotional development Behaviour for learning	<ul style="list-style-type: none"> <li>• To ensure that children are provided with effective support to enable them to access learning effectively</li> </ul>	<ul style="list-style-type: none"> <li>• SLT with teachers to identify children who would benefit from support</li> <li>• Referrals made through the school referral system to the Senco</li> <li>• Action plans agreed</li> <li>• Regular review of impact.</li> </ul>

#### How will the school measure the impact of the Pupil Premium?

The school will collect data half termly. Children in receipt of pupil premium are highlighted on data sheets. The cycle of data collection, the monitoring and tracking of the cohort's attainment and progress meetings will be used to inform the early identification of need, support and appropriate intervention. Progress meetings will take place termly and will include a DHT, the phase AHT and teachers.

Each half term the SLT will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. Although priority will be given to pupils in receipt of pupil premium some groups will include children who are not eligible for PP who will also benefit from these groups.

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Pupil Premium Funding and the impact of this is a regular item on the Curriculum Committee and the Resources Committee agendas.

Designated staff member in charge: Mrs Annmarie Taylor-Kent      Acting Headteacher

**Date of next Pupil Premium Strategy Reviews: Monday 12<sup>th</sup> November, Monday 14<sup>th</sup> January, Monday 4<sup>th</sup> March, Monday 20<sup>th</sup> May, Monday 15<sup>th</sup> July**