

Pupil Premium Funding 2016 – 2017 Impact Report

Number of pupils & pupil premium (PPG) received	
Total pupils eligible for PPG	79
Amount of PPG received per pupil	£1320 (April 2016)
Total amount of PPG received	£104,280

Summary of PPG spending

Barriers identified from data and monitoring:

“Deprivation does not determine destiny. Many young people from low-income families succeed brilliantly. There are also schools that overcome these barriers for low-income families...they do this because they have the highest expectations of each of them and are relentless in what they do to secure excellent headway in realising these expectations.” Unseen Children: access to achievement 20 years on - OfSTED

This action plan is based on some of the higher impact strategies identified by the Sutton Trust and the Ofsted document ‘The Pupil Premium How schools are spending the funding successfully to maximise achievement’ so that we can be confident that we are using interventions and approaches with a track record of success.

The school has identified these as our main areas to focus the use of the pupil premium

- Reading attainment – efficient decoding earlier and comprehension skills explicitly taught – (linked to poor writing in KS1 and low number of higher levels at KS2 reading test)
- Language and communication difficulties
 - Managing behaviour and learning disengagement
 - Low self-esteem/Lack of self confidence
- Attachment difficulties
- Parental engagement with learning
- Absence from school/Lateness to school
- Issues arising from long term low level neglect

Aims - To close the gap for disadvantaged pupils by:

- Raising the attainment of disadvantaged pupils through:
 - Improving teaching & learning
 - Removing barriers to learning
 - Providing additional support for those disadvantaged pupils who are at risk of underachieving in English and maths.
 - Accelerating the progress of disadvantaged pupils
 - Increasing attendance rates of disadvantaged pupils so they are at least in line with all pupils.

INTENDED IMPACT

- Reading/writing/maths attainment and progress improve to at least target levels, including disadvantaged pupils
- The attainment gap is reduced between those pupils who are eligible for pupil premium grant and those that are not, in Reading, Writing and Maths
- Where attainment of disadvantaged pupils is low overall, it is improving at a faster rate than nationally, over a sustained period

Actions for spending PPG 2016-2017			
Strategy	Costings & (Lead)	Outcomes	Impact
Smaller classes across Key Stage 2 and single age year groups	*****	<ul style="list-style-type: none"> The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. The range of approaches a teacher can employ and the amount of attention each student will achieve will increase. 	<ol style="list-style-type: none"> Outcomes in Reading, Writing and Maths similar to NPP in school. Progress in Reading, Writing and Maths and broadly similar to NPP in school. Progress of PP children show significant increase.
Achievement 4 All programme (2nd Year) leading to Quality Mark	Money reimbursed by LA	<ul style="list-style-type: none"> To improve pupil progress through the four elements of: <ul style="list-style-type: none"> Leadership Teaching & Learning Wider outcomes Parent and carer engagement Structured Conversations are embedded throughout school Targeted pupils (bottom 20%) make accelerated progress Quality Mark is achieved 	<ol style="list-style-type: none"> Quality Mark achieved. Established an inclusive whole school ethos for AfA. Attendance of AfA pupils increased. AfA pupil progress 75% or better A Y6 parent commented 'he is so much better at home now, thank you. It is a relief to have the homework battle a thing of the past. The conversation can be tricky, and it
Attendance Awards/Initiatives	£100	<ul style="list-style-type: none"> To improve attendance across school and reduce the incidence of persistent absenteeism Attendance improves in all year groups to over 96% Attendance of key groups (e.g. PP, SEND etc.) improves to at least 95%. 	<ol style="list-style-type: none"> Attendance across all year groups is improved to school average of 96%
1 to 1 and intensive targeted support to provide additional support to help close the gap in the performance of PP pupils and other groups	*****	<ul style="list-style-type: none"> Attainment in reading and maths is increased to at least 80% in both areas Disadvantaged pupils attain in line with peers In-school and national gap is closed To expand proven classroom approaches – providing effective feedback on pupils' performance, encouraging pupils to think about their own learning strategies, and getting pupils to learn from each other. To increase the level of TA support, initially for one year, but in the spirit of Achievement for All, with the emphasis on what can be sustained. To provide focused support to ensure positive attitudes, behaviour and learning. To overcome barriers to learning. 	<ol style="list-style-type: none"> Progress gaps between PP and Non PP at the end of Key Stage 2 have decreased Outcomes in Reading, Writing and Maths similar to NPP in school. Progress in Reading, Writing and Maths and broadly similar to NPP in school.

Subsidised Breakfast Club Places and staffing	*****	<ul style="list-style-type: none"> To improve the attendance of targeted pupils and reduce persistent lateness Attendance improves for targeted pupils by 3% To improve the attendance of targeted pupils and reduce persistent absence and lateness To extend breakfast club to KS1 & Early Year pupils 	<ol style="list-style-type: none"> Attitudes to learning are improving showing a reduction of incidents of disruption in lessons. All targeted pupils have improved their attendance by at least 3%.
Homework Clubs Yr 5&6	*****	<ul style="list-style-type: none"> To provide qualified support in an atmosphere conducive to learning/study in order to raise standards in literacy and numeracy. To develop children's self-esteem and confidence, this will impact on all areas of learning. 	<ol style="list-style-type: none"> Targeted pupils attended homework club to ensure tasks were completed on time and supported by adults when appropriate. Improved parental engagement with tasks at home.
Phonics/Reading training for whole school	£350	<ul style="list-style-type: none"> All staff trained on how to deliver effective reading and writing To provide a consistent approach to how reading is taught across school Accelerated progress in reading Reading intervention established in upper KS2 All staff trained in the teaching of reading across school 	<ol style="list-style-type: none"> Phonics increased by 23% in 2017 for PP children. KS1 reading improving from 68% to 73% The proportion of Pupil Premium pupils achieving the expected level in Year 1 phonics is now in line with national average.
Reading comprehension strategies	£1750	<ul style="list-style-type: none"> Teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. Accelerated progress made in reading At least 85% of pupils reach the expected standard in reading across school 	<ol style="list-style-type: none"> KS1 reading improving from 68% to 73%. Progress of reading at end of KS2 now slightly above national average at +0.81
Numicon	£1500	<ul style="list-style-type: none"> Numicon is used daily in class teaching to support mathematical ideas KS2 teachers and TA's trained in the effective use of Numicon to support maths The attainment gap in maths between disadvantaged pupils and non-disadvantaged pupils is closed 	<ol style="list-style-type: none"> Progress of Maths at end of KS2 now slightly above national average at +0.152 Outcomes in Reading similar to NPP in school. Progress in Reading broadly similar to NPP in school.

Family Intervention Worker	*****	<ul style="list-style-type: none"> Targeted families have received specialist support. This helps to support families in ensuring that child attends school regularly, makes positive behaviour choices at home and school and aids in supporting in everyday issues e.g. finance, housing, boundaries at home. Families aware that there is a designated person within the school that they can talk to and ask advice of, who has a presence on the playground before and after school. Parents can also drop in or set a time for meetings. Work with parents to identify and overcome barriers to their child's learning. 	<ol style="list-style-type: none"> 25 families supported- range of advice: housing, finance, early help/social care
Residential Trips	£800	<ul style="list-style-type: none"> The existing qualitative evidence is more consistent than the quantitative findings, showing that in most cases young people perceive adventure learning interventions to have had a positive impact on their lives and attitudes. Residential trips are effective because of their impact on non-cognitive skills, explicitly encouraging students to actively apply these skills in the classroom which in turn is likely to increase effectiveness. 	<ol style="list-style-type: none"> Life experiences increased which has impacted on the quality of writing. 2016 KS2 writing progress significantly below National whereas 2017 KS2 progress is now broadly in line with National. Progress of +1.5

***** Individual salaries not published

A. Academic Impact of funding

EYFS Data Analysis for 2016-2017-End of Year Results

Area of Development	Cohort children	Boys children	Girls children	FSM children	Non FSM children
% attaining the GLD	70%	60%	78%	50%	76%
Making Relationships	96%	100%	93%	90%	97%
Self- confidence and Self-awareness	92%	90%	93%	100%	89%
Managing feelings and behavior	89%	90%	89%	80%	92%
Moving and handling	94%	85%	100%	90%	95%
Health and self –care	94%	90%	97%	90%	95%
Listening and Attention	85%	90%	82%	70%	89%
Understanding	85%	90%	82%	70%	89%
Speaking	92%	85%	97%	90%	92%
Reading	87%	90%	85%	70%	92%
Writing	72%	60%	82%	60%	76%
Number	77%	70%	82%	70%	78%
Shape, space and measures	85%	85%	85%	70%	89%
People and communities	68%	55%	78%	40%	76%
The World	87%	80%	93%	80%	89%
Technology	87%	80%	93%	90%	87%
Exploring and using media and materials	92%	95%	89%	90%	92%
Being Imaginative	83%	85%	82%	90%	81%

COMPARISONS	2016	2017	SUMMARY
Percentage attaining GLD	62.7%	70.2%	7.5% increase
Boys	59%	65%	6% increase
Girls	66%	78%	12% increase

Phonics Data 2015-2016

Phonics	2016	2017
Year One	79% (PP = 50%)	81% (PP = 73%)
Year Two cumulative	85% (PP = 82%)	98% (PP = 88%)

Percentage of children attaining ARE at the end of Year 2

Teacher Assessment			Disadvantaged		Others		Boys		Girls	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Reading	68%	73%	64%	63%	69%	75%	71%	69%	64%	77%
Writing	55%	67%	64%	63%	53%	68%	52%	58%	60%	77%
Maths	68%	73%	82%	63%	64%	70%	71%	65%	64%	77%

Mobility in Year 2 after EYFS

5 have joined from other schools

YEAR 6 SATs Results 2016 (Percentage of children attaining ARE at the end of Year 6

Working at Age Related			Disadvantaged		Others		Boys		Girls	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Reading	69%	66%	62%	62%	71%	73%	73%	61%	66%	72%
Writing	76%	82%	62%	71%	82%	93%	68%	81%	83%	84%
Maths	76%	77%	77%	62%	76%	90%	82%	77%	72%	76%
RWM	57%	57%	54%	52%	58%	61%	64%	52%	52%	64%

Mobility in Year 6 after Year 2

12 have joined from other schools

PP attainment since KS1

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>Combined</u>
End of Key Stage 1	48%	33%	45%	32%
End of Key Stage 2	62%	71%	62%	52%

PP progress at end of KS2

	2016 (All)	PP Gap	2017 (All)	PP Gap	Summary (All)
Reading	-6.49 (-3.17)	-3.32	+0.62 (+0.81)	-0.19	+7.11 increase (+3.98 inc)
Writing	-3.80 (-1.88)	-1.92	+1.34 (+1.52)	-0.18	+5.14 increase (+3.40 inc)
Maths	-2.67 (-1.41)	-1.53	+1.19 (+1.46)	-0.27	+3.86 increase (+2.86 inc)