

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

Amount of Pupil Premium funding received 2017-18

Number of pupils eligible	52 Including 2 Looked after children
Total PP received	£94,880

Key expenditure

Focus on the success of maths

Area of spend	Focus	Total allocation
Learning Mentor/Pastoral Support	<ul style="list-style-type: none"> To provide speech and language support To provide emotional support 	£20,000
Additional learning support and interventions	<ul style="list-style-type: none"> To improve academic performance and progress To support academic progress and well-being through a range of individual and small group work 	£28,500
To continue to participate and fully engage with the AFA programme	<ul style="list-style-type: none"> To improve academic performance and progress To support academic progress and well-being through a range of individual and small group work 	£2,000
To continue to employ Parent Support Worker To provide training for parents	<ul style="list-style-type: none"> To improve the well-being of our pupils and their families To increase own literacy/numeracy skills To keep up to date with curriculum demands To provide support for learning at home To ensure parents are informed about their child's progress and their next steps in learning To ensure the well-being of pupils causing concern by improving parenting skills 	£19,000
To continue to rent mini bus	To access a range of local activities and reduce the cost of coach hire To participate in a range of local sporting activities	£2,500
To provide funding for	Improved participation in school activities	£13,000

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<ul style="list-style-type: none"> • Breakfast/after school club • After school activities: Football, dance • Swimming • Residential • PE Kits • Specialist Staff • Music, • Dog Therapy 	<p>Improved self-esteem... positive attitude towards school Opportunities to develop talent and skills in non-academic subjects To provide enrichment experiences that develop life experiences and enrich their knowledge, skills and understanding.</p>	
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Area of spend	Intended Outcomes: Why these approaches were taken	Actions
Learning Mentor	<ul style="list-style-type: none"> • To provide support and guidance to children and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential. • provide dedicated time and support (1:1 and group) to help build pupils emotional development – <i>Work alongside Year 2 TA with children in Years 2, 3 and 4 has been established.</i> • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom • Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs) • Pupils gain in confidence with key concepts • Pupils feel equipped to tackle higher-level work 	<ul style="list-style-type: none"> • To lead and develop provision so that children have a calm and enjoyable learning experience. <i>Groups and individual children were identified early in the year providing emotional support for vulnerable learners in times of difficulty. Regular planned and ad hoc interventions enabled these children to have a point of contact to discuss troubles. This enabled early support to be provided for children and families which ensured a more enjoyable learning experience for all groups of learners as much as possible. To continue into 2018-19.</i> • To develop and maintain effective and supportive mentoring relationships with children and those engaged with them- <i>Groups have been run throughout the year to maintain a point of contact for vulnerable learners to seek advice particularly on how to manage emotions. Groups focused on discussions about how to manage emotions in both the home and school environment. In some cases this lead to dramatically reduced incidents of emotion outburst in classrooms – particularly in Key Stage 1 and Lower Key Stage 2.</i> • Work within an extended range of agencies for support and learning opportunities and improve the quality of services to children- <i>Chums</i>

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		<ul style="list-style-type: none">• To provide a complementary service to that provided by teachers and pastoral staff in order to address the needs of pupils, who need help and support to overcome barriers to learning, both inside and outside school to achieve to their full potential – <p><i>Due to the absence of SENDco and a Year 1 teacher, this complementary service incorporated a range of ad hoc discussions with children around school. These checking in discussions with children provided a certain level of emotional support though not the intended amount of regular support.</i></p> <ul style="list-style-type: none">• To contribute to raising standards of attainment, improving attendance, reducing exclusions and maintaining good standards of behaviour and participation• Weekly meetings with SENDCo – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources• Mentor and SENDCo review – careful planning of interventions to be completed each half term• To provide evidence of outcomes and plan for next steps• SENDCo observe interventions and provide feedback regarding strategies, next steps, resources• regularly update tracking for pupils with SEN• HT meet with all class teachers at each milestone (half termly) for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes <p><i>The role of the learning mentor has been hindered this year by absence of SENDco and the impact of losing a Year 1 teacher. Learning mentor has spent the majority of the year in class supporting a HLTA with class teaching in Year 1. Many of the actions identified will need to be carried over into 2018-19 to confirm impact of intended outcomes.</i></p>
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<p>Additional TA support in class and for focused interventions</p>	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) <i>Particularly successful in End of Key Stage classes demonstrated by progress made and attainment of PP children in SATs.</i> <i>Support provided by additional support in Year 6 allowed a brilliant 80% of vulnerable learners to meet the ARE in Reading Writing and 90% in maths.</i> • Support within lessons to improve understanding of learning in reading, writing and maths. <i>Class provision mapping shows teachers targeting PP children using TA support in all areas of the school. This support ranges from in session coaching, post session recapping and in some cases pre-learning to provide a better foundation for new concepts.</i> • Consolidation of learning completed in classes – time for practise and application of skills. <i>Especially successful in Years 2 and 6 where TAs have been used to offer intensive support during the afternoons to those learners in PP group who were unlikely to have achieved ARE because of lack of motivation/home life/prior attainment. Again, the % of children in this group meeting ARE at the end of KS2 is a source of great pride for the school, but the impact can also be seen in Key Stage 1 when looking particularly at maths where 70% of PP cohort achieve ARE. Support provided by TA during consolidation has certainly contributed to this success.</i> • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology. <i>To continue as key area into 2018-19 using assembly time for more focused pre-teaching.</i> • Careful tracking of homework to include reading journals – ensure regular reading takes place. <i>PP Provision mapping and meetings with teaching staff shows daily reading for PP children is a focus across the school. For many of these children though, following discussions, reading is still not a source of</i> 	<ul style="list-style-type: none"> • Clear communication between teachers and TAs – Making clear expectations within lessons. <i>Use of class provision mapping allowed teachers to communicate the needs of their vulnerable learners effectively with support staff across the school allowing for more focuses support to be provided.</i> • TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning. <i>PP Provision mapping shows teachers targeting PP children using TA support in all areas of the school. – Assembly time to be utilised next year for those children still struggling to make progress in certain areas.</i> • Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary. <i>Progress and attainment meetings each term focus on PP group. Action plans/PP provision maps updated termly to address need. This regularly tracking has allowed for timely rethinking of strategies for providing support for learners in this group. When looking purely at the numbers of steps of progress that learners make using our data tracking software, it is clear to see that many of our vulnerable learners make accelerated progress in the second half of the year. This may indicate that progress meetings which concentrate on modifying the provision available to this group to best suit their needs has greatest impact as teachers really get to know the children as we move through the year. Next year the focus will be on providing the best provision available earlier in the year so that learners make accelerated progress earlier and sustain it throughout the remainder of the year.</i> • Good use made of performance management to identify strengths and areas for development. Clear roles and responsibilities.
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	<p><i>enjoyment and pleasure for the majority of this group. This will undoubtedly impact progress made, attainment and enjoyment of school in a number of cases.</i></p> <ul style="list-style-type: none"> • Priority reading with TAs if pupils are unable to read at home. <p><i>Most successful in KS1 and Year 3. TAs report that although they are able to hear and promote reading for children in this group. The children are not being encouraged to read regularly by an adult at home. Following parent consultation, many parents in the school view reading as something that you support your child with when they are in Key Stage 1, not so much in Key Stage 2.</i></p> <ul style="list-style-type: none"> • Tracking of pupils who are also on SEND register – teaching tailored to needs of pupils in specific areas. <p><i>HT has lead the tracking of children in this group for the majority of the year. Lack of SENDco has provided an additional challenge in this area. Continue as key focus for 2018-19.</i></p> <ul style="list-style-type: none"> • Pupils who are on SEND register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress. <p><i>Lack of SENDco has provided an additional challenge in this area. Continue as key focus for 2018-19.</i></p>	<p><i>Area of focus for 2018-19. Use mid-year reviews to identify key successes and areas for development.</i></p> <ul style="list-style-type: none"> • All pupils in receipt of PP funding to have provision/support matched to their needs: <p><i>Demonstrated in PP provision mapping.</i></p> <ul style="list-style-type: none"> • All classes to complete PP provision map and update half termly. <p><i>Completed throughout school. Teachers and TAs are very aware of the learning needs of the children in their care.</i></p>
Parent Support Worker	<ul style="list-style-type: none"> • Parents are supported in a range of ways: <ol style="list-style-type: none"> 1. Through training; parenting skills, developing their own confidence in RWM 2. Advice for financial concerns, housing 3. Support for parents who are facing violence and abuse • To access support for children. <p><i>Knowledge of PSW with regard to outside agencies and their processes has been vital in ensuring support for children with Special educational needs, families unable to support their children financially, access to food banks.</i></p> <ul style="list-style-type: none"> • To support with safeguarding concerns, arrange TAC meetings. <p><i>Absolutely key in Safe-Guarding review. Paper work commented as exemplary. Regular updates of Safe-Guarding policies have been beneficial for all members of staff.</i></p>	<ul style="list-style-type: none"> • To liaise regularly with HT to identify needs – <p><i>Regular communication with HT has ensured children and families of concern have been supported and monitored to give best chance of supporting children.</i></p> <ul style="list-style-type: none"> • To support with referrals for parents and pupils <p><i>Support provided for a number of different pupils and families. One of the most notable successes in this area has been the support provided to a mother of a child with ADHD leading eventually to the child getting the medication needed to ensure the ability to focus and maintain attention while in school.</i></p> <ul style="list-style-type: none"> • To arrange and attend meetings with outside agencies. <p><i>Attendance at core group meetings and others have been positive as PSW provides the link between home and school that sometimes breaks down. PSW often seen as unbiased and</i></p>

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	<ul style="list-style-type: none"> To provide training for staff. PSW always available to discuss concerns. <p><i>Has provided useful and up to date information on most current fads and trends that affect the emotional well-being of children and families. PSW has also been available and instrumental during parent consultation evening, parent information evenings and at any point when concerns are raised regarding any family in the school and local community.</i></p>	<p><i>trusted by both parents and school allowing child to be supported in best possible way.</i></p> <ul style="list-style-type: none"> To be a link between school and home, particularly for ‘hard to reach’ families. <p><i>PSW seen as trusted by some hard to reach families whose relationship with the school is not always positive.</i></p> <ul style="list-style-type: none"> To provide training, advice, support for staff. <p><i>Gaming trends (FORTNITE and it’s effect on children). This information was communicated to parents during a support evening. PSW organised for a policy officer to present an assembly to our Year 5 and 6 children all about gangs and knife crime in the area. This was all very current and addressed some real concerns that the children had about the people that they saw and communicated with outside of school.</i></p>
<p>Funding for extra-curricular activities</p>	<ul style="list-style-type: none"> Social skills are developed through participation in a range of clubs provided – <p><i>Extra-curricular clubs have being running throughout the year on Monday and Tuesday afternoons. Clubs are often cross year group clubs allowing children to develop friendships with children who are both older and younger than them. Certain children have developed mentoring roles in groups, others have found friends to ask for advice about school and friendships.</i></p> <ul style="list-style-type: none"> Pupils enjoy the experience of being at school and are keen to stay behind to participate in chosen activities. <p><i>KS1 and KS2 children are often enthusiastic to stay behind for clubs. Children in upper KS2 have been engaged through clubs targeted at developing key skills for SATs. Those attendees are enthusiastic and make progress because of attendance.</i></p> <ul style="list-style-type: none"> Opportunity to develop talent and skills in non- academic subjects – <p><i>Gardening/singing/cooking/dance/sport clubs provide opportunities for development outside of academia.</i></p> <ul style="list-style-type: none"> Improved self-esteem... positive attitude towards school – <p><i>Very clear in certain children in Years 5 and 6.</i></p>	<ul style="list-style-type: none"> To ensure that all parents entitled to PP funding are aware of the financial support offered by the school <p><i>Appointment of new office manager has ensured all letters distributed with regard to clubs/payments are all correctly issued to families who entitled.</i></p> <ul style="list-style-type: none"> To review the range of clubs so that more ‘hard to reach’ pupils want to attend. <p><i>Reviewed and amended termly.</i></p>

Year R Summary:

- The gap in attainment between Pupil Premium and non-PP pupils is 54%.

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- The group consists of 7 children of whom two are identified as SEND and 4 are boys. 4 children were well below on entry to reception and 3 were below.
- 3 of the 4 girls achieved a good level of development at the end of YR
- Overall, all children have made at least good progress from their low starting points. Of the 4 children who didn't meet ELG at the end of the year, one scored 33 and one 32 (34 being the pass score). Of the three children below all receive additional SEN support

	PP= 7 pupils Non PP= 23 pupils	% making GLD at the end of the year		
		School	Local Authority	National 2017
YR	Pupil Premium	29%	45%	56%
	Non Pupil Premium	83%	76%	73%
	GAP	-54%	-31%	-17%

Year 1 Phonics test

- 4 Pupils (17%) entitled to Pupil premium funding, 1 child receives additional SEN support
- Pupil premium pupils do similarly to non-PP pupils (75%/81%) – low number of pupil premium children means 1 child has a huge impact on %.
- Average score for PP children (36.3) was higher than non PP (34.4)
- % of children achieving the expected standard has improved since previous year.

	PP= 4 pupils Non PP= 23 pupils	% meeting expected standards in phonics at the end of the year	
		School	National 2017
Y1	Pupil Premium	67%	68%
	Non Pupil Premium	83%	83%
	GAP	-17%	-15%

Year 2 Summary:

- In this year group 3 of the 10 pupils entitled to PP funding receive additional special needs support.
- The gap in attainment between pupil premium pupils and non-PP pupils is widest in reading.
- The gap in mathematics between pupil premium and non-PP is the smallest indicating the success of the new 'Maths No Problem' scheme and the focus on maths across the school.
- The school gap in reading, writing and maths has increased from the previous year.

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	PP= 9 pupils Non PP= 18 pupils	% meeting ARE's at the end of the year		
		Reading	Writing	Maths
Y2	Pupil Premium	56%	56%	67%
	Non Pupil Premium	84%	79%	89%
	School GAP	-28%	-23%	-22%
	Local Authority 2018 Gap PP/Non PP	-22%	-28%	-21%
	National Average 2018 Gap PP/Non PP	-17%	-19%	-18%

Year 6 Summary:

- This is a large cohort of Pupil premium pupils (40%)
- 60% of children entitled to PP meet expected standard in reading, writing and maths combined, compared to 63% non-PP children. However overall PP children achieve an average score of 106.7 in reading and maths compared to 104.0 non PP children. The attainment gap for average scaled score is 2.7 in favour of PP children.
- Overall children entitled to PP funding make better progress than those that are not. The progress gap is 1.5 in favour of pupils entitled to additional funding
- Of the 10 pupils entitled to additional funding 8 met the standard in reading and writing and 9 met the expected standard in maths.

	PP= 10 pupils Non PP= 16 pupils	% meeting ARE's at the end of the year			
		Reading	Writing (TA)	Maths	RWM Combined
Y6	Pupil Premium	80%	80%	90%	60%
	Non Pupil Premium	69%	81%	88%	63%
	School GAP	11%	-1%	2%	-3%
	Local Authority 2018	-15%	-20%	-21%	-25%
	National 2017	-19%	-18%	-19%	

As part of its monitoring work, the school will be looking closely at the gaps in learning between pupil premium pupils and non-pupil premium pupils. Senior Staff and the Governing Body will ensure that gaps on attainment are significantly reduced throughout the school by end of 2019.

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