

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

Amount of Pupil Premium funding received 2017-18

Key expenditure

Number of pupils eligible	92
TOTAL PP received	£ 100,020

Area of spend	Focus	Total allocation
Dedicated PPG time through music cover release x1.5 days per week	English and Maths	£ 6,162
Additional TA support in classes and for focused interventions	English and Maths	£ 43,650
Funding for FSP to work with individuals and groups including play therapy	Personal/ emotional/ social development	£ 21,996
Cover for weekly booster sessions x1 day (run by DHT)	English and Maths	£ 9,858
SALT support	Speech and communication	£ 3,856
Funding for extra-curricular clubs /music lessons	Personal and social	£ 500
Additional learning resources	English and Maths	£ 7,161
Funding for school trips and residential trips	Personal and social	£ 300
Funding for breakfast club	Personal and social	£ 7,037
		£ 100,020

Rationale for expenditure

The school has identified that accelerated progress is required for PP pupils in all areas: reading, writing and maths. PPG children were lacking in confidence, emotional intelligence, language acquisition and resilience. They had limited life experiences to draw on when writing creatively or from experience.

A specialist music teacher was bought in to release teachers in KS2 so that they can work with a particular focus on pupils not on target to achieve ARE. There is also a focus on Year 6 maths where additional staffing has been provided to ensure smaller groups and a focus on those children not achieving ARE. Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget. Many of the PP pupils' parents are unable to afford to pay for school trips, residential trips, extra curricular clubs, breakfast club and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

Attainment: School against National Y6 SATs (July 2018)



READING	Average scale score		% expected +		% greater depth	
	School	NATIONAL	School	NATIONAL	School	NATIONAL
All pupils (31)	101	105	55%	75%	26%	28%
Disadvantaged (7)		103	57%	64%	%	18%
Non disadvantaged (24)		106	54%	80%	%	32%
School gap		-3	+3%	-16%	%	-14%
WRITING	% expected +		% greater depth			
	School	NATIONAL	School	NATIONAL	School	NATIONAL
All pupils (31)	71%	78%	16%	20%		
Disadvantaged (7)	86%	68%	%	11%		
Non disadvantaged (24)	67%	83%	%	24%		
School gap	+19%	-15%	%	-13%		
MATHS	Average scale score		% expected +		% greater depth	
	School	NATIONAL	School	NATIONAL	School	NATIONAL
All pupils (31)	100	104	58%	76%	13%	24%
Disadvantaged (7)		102	43%	64%	%	14%
Non disadvantaged (24)		105	63%	80%	%	28%
School gap		-3	-20%	-16%	-%	-14%

READING, WRITING & MATHS COMBINED	% expected +		% greater depth	
	School	NATIONAL	School	NATIONAL
All pupils (31)	48%	64%	10%	10%
Disadvantaged (7)	43%	51%	%	4%
Non disadvantaged (24)	46%	70%	%	12%
School gap	-3%	-19%	%	-8%

	Action	Success criteria	Impact
A	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues PP children have more understanding of others and how their feelings can be hurt.	Confidence within these pupils has grown which can be seen in the work produced in variety of lessons. Pupil attendance improved Children are able to talk more knowledgeably about the school's 6Rs and are using them in lessons – lesson observations showed this. Children are chosen for Star and Pride awards each week

			giving this higher profile.
B	PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.	Music mentor time allows for individuals' misconceptions to be addressed straight away, whilst allowing higher achieving children to tackle work of a greater challenge Support staff are aware of their roles within the class and how best to support pupils within these groups
C	PP children's writing improves in line with non-pp children	PP children develop the skills to edit and improve their work SPAG is ARE in our PP children PP children are able to achieve their writing targets	
D	The difference between PP attainment in Maths and other pupils is diminished	Gap closes in attainment PP can make accelerated progress in maths Key concepts in maths are understood by PP children	Add maths attainment data Confidence increased within pupils and pupils were able to use their skills to answers questions and tackle higher-level work
E	PP children have speech communication skills in line with ARE	Weaknesses in oral language skills are identified PP children have improved expressive language skills, including the use of vocabulary and grammar. PP children letter-sound knowledge and spelling also improves	Children receiving SALT support made very good progress with their speech development and a high number were signed off.
F	PP children in UKS1 and LKS2 who did not pass the Y1 phonic test improve phonic knowledge in line with non PP children	Difference diminished in phonic recognition PP children improve their spelling to move towards ARE PP children make better progress in reading so that their writing is influenced by this	Phonics data

G	PP children are able to achieve mastery in their maths	Concrete resources are used in maths lessons Children have a range of challenges to complete PP children are able to apply their mathematical knowledge	In Y5 and Y1 were mastery was embedded: Pupils' confidence with arithmetic has increased due to White Rose mastery approach Pupils resilience in problem solving is beginning to increase as above Resources were purchased to enable all pupils to access support materials to aid in their learning - more concrete apparatus.
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H	PP children are able to achieve mastery in their reading / writing	PP children show understanding and application well above the expected standards PP children are able to consistently apply understanding creatively in more intricate situations	Children had increased reading materials to choose from [high interest, lower ability] and therefore chose to read more often. Resources were purchased to enable all pupils to access support materials to aid in their learning
I	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96%	Add figures from last year – persistent absence etc
J	Children manage more effectively when parents are posted overseas.	Emotional support is given when needed to children when one of their parents are about to, or have been posted overseas and may be away from home for some time.	No noticeable negative impact on learning for this cohort.