

What has been the impact of the 2016-2017 Pupil Premium?

Amount of Pupil Premium funding received 2016-17

Number of pupils eligible	69
TOTAL PP received	£119,700

Resource	Impact	Cost
Art Room	30 children from across the school went to receive support from the Art Room for behavioural and emotional issues throughout the year. Teachers reported that the children were more confident and more settled after the intervention which then had a positive impact on their learning.	£18,000
Inclusion support (a full time support worker, courses and training for members of staff).	SS has worked tirelessly to ensure that attendance has improved across the school, meaning children are attending more lessons. In addition, she has supported a vast amount of families on a whole host of issues; signposting them to appropriate services or providing pastoral support in times of crisis.	£19 000
Cover for teachers attending parents' meetings with professionals:	Working with families is essential to gaining a picture of the child's life at home and in school. Teachers have been able to better support families by working with appropriate professionals and in turn providing relevant support for their children in their education. PC was able to support CS through an extremely difficult time by being released for meetings.	£3 000
Play therapy:	Therapy to enable young children to work through issues they may have and in turn be able to focus their attention on their learning and improve their chances in life.	£1,500
Subsidies for school trips, swimming and visitors:	Money which allowed more children to take part in swimming lessons and other school trips to enrich their learning. A broad and balanced curriculum is essential for all children to receive.	£1,500
Education support staff to enable teachers to focus on teaching and learning	VK was employed on a 1:1 basis to enable PC to teach the rest of the class when JC needed a break. SL used to support JR on a 1:1 basis to enable him to access the curriculum whilst the rest of the class was taught the age appropriate curriculum.	£45 000
Outreach support – lego therapy	Lego therapy provided for CA for emotional and social support on a 1:1 basis.	£600
Forest School Provision:	Safe and appropriate resources for children to work with in Forest School. Mud kitchen, compost bins, zip wire and shed.	£2 000 (resources

Forest School staffing:	Member of staff to teach in forest school, giving children the skills to problem solve and make use of the outdoors.	£7 000
Funding of extra teaching support for intervention groups.	Support has been provided to ensure interventions can take place across the school and improve results. CS, JW, JH, GM, TW and LRR all received an intervention aimed at improving their maths fluency and phonic knowledge. Funky fingers intervention was used to support fine motor skills of younger children to enable these children to progress in their writing and mark making activities.	£13, 400
Contribution to Partnership employment of Home School Link Workers:	HSLW support has been used for a number of families to improve school attendance, family relationships and provide pastoral support. This has meant children are settled and ready to learn.	£8 000
Phonics resourcing and training to support progress in key skills	The end of Year 1 phonic results have improved since the year before due to better training of staff and access to more resources.	£2 000
Early talk boost training	Assisting disadvantaged children's language development, allowing them to access the curriculum and benefit socially.	£550
Participation in music lessons	Teaching and equipment to enable children to learn a musical instrument. Boost confidence and knowledge of music as part of the curriculum.	£3 000
Subsidising residential trips	Financial support to enable all children to benefit from a residential trip without barriers. Money used to purchase bulk lots of equipment and subsidise cost of travel, accommodation and activities.	£600
Experiences such as Pantomimes, Christmas meal, Living eggs	Experiences so that every child can access a broad and balanced curriculum without any financial barriers.	£500
Resources to 'enable' children with sensory impairment	Resources purchased to enable children with sensory impairment to access the curriculum and make progress in their learning. JH uses clicker software to produce pieces of work and ear defenders were purchased for some children with sensory issues.	£2 000
Breakfast club support	MM, AM and LM 2x weekly breakfast club payments during summer term to ensure children were in school on time.	£200
Support with transport costs	KBB and JBB supported with taxi costs due to being placed in temporary housing outside of catchment area.	£200
Total Spend:		£ 128,050

Phonics screening data 2017

	Percentage of pupils who passed the screening	
	School	National
All	71%	81%
Non PP eligible pupils	74%	84%
PP eligible pupils	64%	70%

Attainment at the end of Key Stage 1

	Maths		Reading		Writing	
Total pupils (43)	% achieving expected standard school	% achieving expected standard national	% achieving expected standard school	% achieving expected standard national	% achieving expected standard school	% achieving expected standard national
All pupils	53%	75%	60%	76%	51%	68%
PP eligible pupils (16)	50%	62%	50%	63%	38%	54%

Attainment at the end of Key Stage 2

Total pupils	Maths		Reading		Writing	
	% achieving expected standard school	% achieving expected standard national	% achieving expected standard school	% achieving expected standard national	% achieving expected standard school	% achieving expected standard national
All pupils (37)	38%	75%	54%	72%	27%	76%
PP eligible pupils (13)	9%	80%	45%	77%	0%	81%

Total pupils	Spelling, punctuation and grammar	
	% achieving expected standard school	% achieving expected standard national
All pupils	54%	77%
PP eligible pupils %	45%	82%

Progress from Key Stage 1 to End of Key Stage 2

	Maths	Reading	Writing
All pupils %	-4.7	-1.2	-5.4
PP eligible pupils %	-6.3	0.8	-3.2
National %			

Years 1 and 2 pupil attainment – teacher assessment closing the Gaps Trend – Pupils in receipt of Pupil Premium funding

		% on track to meet AEs at start of year			% meeting AEs at end of year			% gain academic year 2016-17		
		READING	WRITING	MATHS	READING	WRITING	MATHS	READING	WRITING	MATHS
Y1	Pupil premium (12)	54%	46%	54%	42%	33%	33%	-12%	-13%	-21%
	Non Pupil Premium (44)	66%	63%	72%	50%	48%	50%	-16%	-15%	-22%
Y2	Pupil premium (17) (16 at end of the year)	59%	53%	59%	50%	38%	50%	-9%	-15%	-3%
	Non Pupil Premium (28) (27 at end of the year)	64%	65%	61%	67%	59%	56%	3%	-6%	-5%

Year 1 Summary: Pupils in receipt of the Pupil Premium grant are not performing as well as their peers. The gap between these two sets of children is still visible and more should be done to close the gap. This is particularly evident in maths.

Year 2 Summary: Pupils in receipt of the PP grant are not performing as well as their peers in Year 2. The percentage of children meeting the ARE for writing has improved.

Years 3, 4, 5 and 6 pupil attainment – teacher assessment closing the Gaps Trend – Pupils in receipt of Pupil Premium funding

		% on track to meet AEs at start of year	% meeting AEs at end of year	% gain academic year 2016-17
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		READING	WRITING	MATHS	READING	WRITING	MATHS	READING	WRITING	MATHS
Y3	Pupil premium (18) (15 at the end)	45%	39%	24%	40%	20%	20%	-5%	-19%	-4%
	Non Pupil Premium (32)	53%	38%	54%	44%	38%	22%	-9%	-	-32%
Y4	Pupil premium (18) (17 at the end)	17%	11%	17%	30%	24%	29%	13%	13%	12%
	Non Pupil Premium (27)	40%	30%	29%	56%	37%	40%	16%	7%	11%

Year 3 summary: Children in receipt of the Pupil Premium grant outperformed their peers in writing at the beginning of the year. The gap in attainment at this point was very narrow. The percentage of children meeting ARE for maths and reading at the end of the year was similar for those in receipt of PP and those who were not. More work needs to be done on boosting attainment for those in receipt of PP and those without, across all subjects.

Year 4 summary: The percentage of children reaching ARE for all subjects rose throughout the year, for both PP and non-PP. However, the gaps in attainment are still large between the groups so more needs to be done to close the gap.

		% on track to meet AREs at start of year			% meeting AREs at end of year			% gain academic year 2016-17		
		READING	WRITING	MATHS	READING	WRITING	MATHS	READING	WRITING	MATHS
Y5	Pupil premium	35%	20%	30%	40%	20%	30%	5%	-	-

	(20)									
	Non Pupil Premium (25) (23 at end of the year)	40%	28%	48%	65%	39%	39%	25%	11%	9%
Y6	Pupil premium (15) (13 at end of the year)	20%	13%	20%	31%	0%	15%	11%	-13%	-5%
	Non Pupil Premium (25)	60%	48%	60%	50%	8%	42%	-10%	-40%	-18%

Year 5 summary: Children who were not in receipt of the PP grant generally achieved higher attainment than those who were not. The attainment of children in receipt of PP in writing and maths was steady whilst reading had a small amount of gain. The gap in attainment between the two groups in all subjects needs work.

Year 6 summary: The attainment gap between the two groups and all subjects needs work. Children in receipt of PP performed best in reading however, the gap in attainment between PP and non-PP is still significant.