

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

Amount of Pupil Premium funding received 2017-18

Number of pupils eligible	117
TOTAL PP received	£131,000

Resource	Impact	Planned cost	Spent
Pupil Premium Mentors	Not yet created. This is something which will begin in 2018-2019.	£10,000	Nil
Inclusion Support Officer	This has paid for an Inclusion support officer to support children and families through difficult periods in their lives. This member of staff has attended meetings off site and lead meetings on site to support and effect change in vulnerable children's lives. This member of staff liaises with a multitude of professionals from varying agencies and this enables the school to fulfil its safeguarding duty effectively. Without an Inclusion Support Officer, vulnerable children and their families would not be accessing the support they need.	£19,000	£19,000
Cover for teachers attending meetings with professionals	Effective communication enables teachers at Stephen Freeman school to do the best for the educational and emotional wellbeing of the children in their care. Attending meetings with professionals enables teachers and agencies to work together to support children effectively. CM attended a number of meetings for two pupils in school. This gave her an opportunity to garner a broader understanding of the behaviour and needs in the home. CM was also able to build better working relationships with an enriched and considerate view of the family dynamic.	£3,000	£10,000
Purchase of story sacks	Not yet purchased. This will be completed in conjunction with the leader for reading (JS) in September 2018 when the library is completed.	£1,000	Nil
Referrals to The Art Room	48 pupils were referred to the Art Room in 2017/2018. Although the impact of this was generally positive, it was a fairly expensive intervention to run and therefore the Inclusion Team are researching other therapies which could be used to support vulnerable pupils at	£20,000	£20,000

	a lesser cost but with the same, if not greater, impact.		
Specially trained Teaching Assistants	PHC and KA are trained in ELSA support and regularly attend training sessions and updates in order to support vulnerable pupils in the most effective ways depending on their needs. 30 pupils received either 1:1 or small group ELSA support in 2017/2018. LB and JB are trained in Drawing and Talking which was delivered to 22 pupils throughout 2017/2018. Waiting lists are drawn up by the Inclusion Team based on a variety of factors and interventions are delivered accordingly.	£45,000	£45,000
Contribution towards Educational Websites	This ensures that children are receiving up-to-date and interactive phonic and maths teaching as teachers can access a variety of resources to engage a variety of learners.	£1,500	£1,500
Forest School	This forms part of the SEMH support which the school provides for vulnerable learners. This intervention has had a positive impact on all pupils who attended. The results of this are kept on QCA questionnaires. Money was also spent on resourcing the forest school area and keeping it up to date with seasonal change.	£7,000	£7,000
Home School Link Worker	HSLW support has been used for a small number of families to improve school attendance, family relationships and provide pastoral support. This has meant children who have had access to this support are settled and ready to learn and that their home lives have improved somewhat. However, due to the limited amount of families accessing the support, Stephen Freeman School is taking steps to employ their own HSLW for 2019.	£8,000	£8,000
Early Talk Boost Training	Training to run the Early Talk Boost intervention which some vulnerable learners receive. The intervention aims to boost the communication skills of those who partake in it. There are trained TAs in KS1 and Early Years who are able to deliver this intervention to those in need.	£550	£1,000
Participation in music lessons	Every pupil in year 3 participates in music lessons delivered by a professional music teacher, either learning the violin or the cello. Pupils are given the opportunity to continue this in Year 4. This funding is needed to broaden pupil's horizons and provide them with a musical opportunity which they otherwise may not receive. Pupils may use their £100 grant to support them in continuing to learn the violin or cello as they continue in Year 4 and beyond.	£3,000	£3,000
Wider life experiences	Every pupil across the school has had access to wider life experiences without financial barriers impairing their ability to do so. The experiences have included but are not limited	£500	£3,000

	to, a Christmas dinner; Living Eggs and watching a pantomime; all of which have been part of developing pupil's understanding of the world around them. A separate document showing Wider Life Experiences for each year group can be found on the website.		
Funding for individual pupils to access learning and extracurricular opportunities	Parents of pupils entitled to Pupil Premium are able to decide how £100 of their child's grant is spent. This money was spent on uniform including PE kits and shoes; books; phonic resources; maths equipment; visits and trips, including the residential to Kilvrough; school meals; breakfast club; after school club and transport to and from school to improve attendance. This method of funding has improved parental engagement and take up of Pupil Premium funding.	£100 per child (£13,800)	£5,520
Staff CPD	Quality First Teaching is the most effective way to improve outcomes for pupils entitled to Pupil Premium. Staff have been on a variety of CPD courses to enable them to apply and cascade the most up to date teaching strategies in their classrooms and across the school. On top of this, PC attended the Pupil Premium Conference in London in order to garner a broader understanding of the barriers to achievement for disadvantaged pupils and how to overcome these. Storytelling CPD was provided to all teaching staff including teaching assistants to ensure that the storytelling curriculum was fully embedded throughout the school. This training was given in stages over the year. Children entitled to PP made a positive gain in meeting the expected standard in writing in all year groups throughout the year.	£1,000	£12,000
Play Therapy	This was quite an expensive intervention to run but it had a positive impact on those who received it. The impact of this is shown on the QCA scores taken after the intervention. The play therapy reports for each child show the detailed impact the intervention had. This intervention will continue in 2018-2019.	£10,000	£5,000
		Total:	£141,250 £140,020

## Phonics screening data 2018

	Percentage of pupils who passed the screening	
	School	National
All	67%	Not published yet
Non PP eligible pupils	66%	Not published yet
PP eligible pupils	34%	Not published yet

## Attainment at the end of Key Stage 1

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	48%	Will be published by DfE in December 2018	59%	Will be published by DfE in December 2018	45%	Will be published by DfE in December 2018
PP eligible pupils	36%	Will be published by DfE in December 2018	26%	Will be published by DfE in December 2018		Will be published by DfE in December 2018

## Attainment at the end of Key Stage 2

	Maths		Reading		Writing	
Total pupils	% 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	44%	76%	61%	75%	33%	78%
PP eligible pupils	18%	Will be published by DfE in December 2018	32%	Will be published by DfE in December 2018	18%	Will be published by DfE in December 2018

	Grammar, punctuation and spelling (GPS)	
Total pupils	% achieving expected standard school	% achieving expected standard national
All pupils	50% (+5% GD)	78%
PP eligible pupils %	Will be published by DfE in December 2018	Will be published by DfE in December 2018

### Progress from Key Stage 1 to End of Key Stage 2

	Maths	Reading	Writing
<b>All pupils</b>			
<b>%</b>	-3.5	-2.1	-3.5
<b>PP eligible pupils %</b>	Not yet available	Not yet available	Not yet available
<b>National %</b>	Not yet available	Not yet available	Not yet available

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

		% on track to meet AREs at start of year			% meeting AREs at end of year			% gain academic year 2017-18		
		READING	WRITING	MATHS	READING	WRITING	MATHS	READING	WRITING	MATHS
<b>Y1</b>	<b>Pupil premium</b>	56%	39%	61%	53%	68%	68%	-3%	29%	7%
	<b>Non Pupil Premium</b>	69%	66%	71%	69%	72%	82%	0%	6%	11%
<b>Y2</b>	<b>Pupil premium</b>	43%	36%	36%	26%	43%	36%	-17%	7%	0%
	<b>Non Pupil Premium</b>	56%	49%	51%	65%	45%	57%	9%	-4%	6%

Year 1 Summary: There was a considerable amount of progress made by those entitled to Pupil Premium in writing and the gap between those entitled to PP and those who aren't has narrowed noticeably. The amount of children entitled to Pupil Premium who made the expected level of development in writing was the same as maths. More needs to be done for these children to make progress in reading, the planned spending for this year aims to target this.

Year 2 Summary: The gap between those pupils deemed disadvantaged and those not, meeting the age related expectation in writing decreased by the end of the year. Again, reading will be a focus for these pupils in their next year of learning to ensure that pupils continue to make progress. It is worth noting that two pupils left Year 2 throughout the year who would have made the age related expectation in all of the core subjects.

### **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 AREs at start of year			% meeting AREs at end of year			% gain academic year 2017-18		
		READING	WRITING	MATHS	READING	WRITING	MATHS	READING	WRITING	MATHS
<b>Y3</b>	<b>Pupil premium</b>	17%	17%	11%	47%	32%	37%	30%	15%	26%
	<b>Non Pupil Premium</b>	13%	3%	10%	71%	68%	71%	58%	63%	61%
<b>Y4</b>	<b>Pupil premium</b>	25%	13%	13%	58%	21%	47%	33%	8%	34%
	<b>Non Pupil Premium</b>	30%	20%	25%	50%	41%	50%	20%	21%	25%

Year 3 summary: All pupils (disadvantaged and non-disadvantaged) made a great amount of progress in all of the core subjects this year. The gap between progress for non- pupil premium and pupil premium entitled children still needs to be closed and this needs to be a focus for the coming year.

Year 4 summary: Pupils entitled to pupil premium made more progress in reading than their peers, with more Pupil Premium entitled pupils meeting the age related expectation at the end of the year. This is also true of maths and the gap has closed considerably in this subject throughout the year for disadvantaged pupils and their peers. Writing needs to be priority for this year group in 2018/2019.

		% on track to meet AREs at start of year			% meeting AREs at end of year			% gain academic year 2017-18		
		READING	WRITING	MATHS	READING	WRITING	MATHS	READING	WRITING	MATHS
Y5	Pupil premium	28%	17%	22%	37%	26%	32%	9%	20%	10%
	Non Pupil Premium	48%	26%	42%	77%	63%	53%	29%	37%	11%
Y6	Pupil premium	19%	10%	14%	32%	18%	18%	13%	8%	4%
	Non Pupil Premium	35%	8%	31%	75%	46%	63%	40%	38%	32%

Year 5 and 6 summary: The percentage of pupils on track to make age related expectation increased throughout the year. However, the gap in attainment between disadvantaged pupils and those who are not is still wide and needs to be focused on in 2018/2019.