

Evidencing the Impact of Pupil Premium Funding 2017- 2018



Number of pupils and amount of Pupil Premium funding received:

	2016/17	2017/18
Total number of pupils on roll	214	214
Total number of pupils eligible for Pupil Premium funding	31	35
Total amount received	£34,320	£52,000

Summary of the main barriers to educational achievement faced by eligible pupils at the school:

- A rising percentage of our school population live in local areas of deprivation
- Language and Communication skills on entry to school are increasingly lower than would be regarded as typical for many children of a similar age. This impacts upon every area of learning.
- The growing number of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success.
- Pupils who do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.
- Children who have the potential to reach Greater Depth may not have families who promote high aspirations or have the capacity to support children with increasing levels of challenge.
- Lack of access to a good morning routine and healthy breakfast for some pupils. This impacts upon their ability to focus and concentrate during morning lessons.

Attainment of pupils eligible for Pupil Premium funding at KS1	2016/17				2017/2018																																																																																																																										
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth																																																																																																																								
	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally																																																																																																																							
Phonics in Y1	80%	83%	NA	NA	100%	Available Oct 2018	NA	NA																																																																																																																							
KS1 Reading	75%	77%	0%	XXX	83.3%		33.3%																																																																																																																								
KS1 Writing	50%	68%	0%	XXX	83.3%		16.7%																																																																																																																								
KS1 Mathematics	100%	75%	50%	XXX	83.3%		16.7%																																																																																																																								
Additional relevant KS1 performance information for pupils eligible for Pupil Premium funding e.g. examples of pupils in making or exceeding expected progress; progress linked to attainment on entry	<u>Y1 Phonics Screen 2018:</u>																																																																																																																														
	Phonics Screening 2014-2018 Trends - percentage the meeting expected standard																																																																																																																														
	<table><tr><th rowspan="2">St Annes CE Primary</th><th colspan="2">2014</th><th colspan="2">2015</th><th colspan="2">2016</th><th colspan="2">2017</th><th colspan="2">2018</th></tr><tr><th>No.</th><th>%</th><th>No.</th><th>%</th><th>No.</th><th>%</th><th>No.</th><th>%</th><th>No.</th><th>%</th></tr><tr><td>All Pupils</td><td>30</td><td>87%</td><td>30</td><td>93%</td><td>30</td><td>87%</td><td>30</td><td>83%</td><td>30</td><td>90%</td></tr><tr><td>Boys</td><td>13</td><td>77%</td><td>16</td><td>88%</td><td>17</td><td>88%</td><td>15</td><td>80%</td><td>14</td><td>100%</td></tr><tr><td>Girls</td><td>17</td><td>94%</td><td>14</td><td>100%</td><td>13</td><td>85%</td><td>15</td><td>87%</td><td>16</td><td>81%</td></tr><tr><td>Disadvantaged</td><td>3</td><td>33%</td><td>1</td><td>100%</td><td>4</td><td>100%</td><td>5</td><td>80%</td><td>3</td><td>100%</td></tr><tr><td>Other</td><td>27</td><td>93%</td><td>29</td><td>93%</td><td>26</td><td>85%</td><td>25</td><td>84%</td><td>27</td><td>89%</td></tr><tr><td>SEN</td><td>0</td><td></td><td>0</td><td></td><td>2</td><td>50%</td><td>1</td><td></td><td>3</td><td>33%</td></tr><tr><td>Non SEN</td><td>30</td><td>87%</td><td>30</td><td>93%</td><td>28</td><td>89%</td><td>29</td><td>86%</td><td>27</td><td>96%</td></tr><tr><td>EAL</td><td>0</td><td></td><td>0</td><td></td><td>0</td><td></td><td>0</td><td></td><td>0</td><td></td></tr><tr><td>Non EAL</td><td>30</td><td>87%</td><td>30</td><td>93%</td><td>30</td><td>87%</td><td>30</td><td>83%</td><td>30</td><td>90%</td></tr></table>								St Annes CE Primary	2014		2015		2016		2017		2018		No.	%	No.	%	No.	%	No.	%	No.	%	All Pupils	30	87%	30	93%	30	87%	30	83%	30	90%	Boys	13	77%	16	88%	17	88%	15	80%	14	100%	Girls	17	94%	14	100%	13	85%	15	87%	16	81%	Disadvantaged	3	33%	1	100%	4	100%	5	80%	3	100%	Other	27	93%	29	93%	26	85%	25	84%	27	89%	SEN	0		0		2	50%	1		3	33%	Non SEN	30	87%	30	93%	28	89%	29	86%	27	96%	EAL	0		0		0		0		0		Non EAL	30	87%	30	93%	30	87%	30	83%	30
St Annes CE Primary	2014		2015		2016		2017			2018																																																																																																																					
	No.	%	No.	%	No.	%	No.	%	No.	%																																																																																																																					
All Pupils	30	87%	30	93%	30	87%	30	83%	30	90%																																																																																																																					
Boys	13	77%	16	88%	17	88%	15	80%	14	100%																																																																																																																					
Girls	17	94%	14	100%	13	85%	15	87%	16	81%																																																																																																																					
Disadvantaged	3	33%	1	100%	4	100%	5	80%	3	100%																																																																																																																					
Other	27	93%	29	93%	26	85%	25	84%	27	89%																																																																																																																					
SEN	0		0		2	50%	1		3	33%																																																																																																																					
Non SEN	30	87%	30	93%	28	89%	29	86%	27	96%																																																																																																																					
EAL	0		0		0		0		0																																																																																																																						
Non EAL	30	87%	30	93%	30	87%	30	83%	30	90%																																																																																																																					
<p>*100% of Disadvantaged children in Y1 met the expected standard in phonics in comparison to 80% in 2017- an improvement of 20%.</p> <p>*89% of Y1 Other Pupils met the expected standard in comparison to 84% in 2017- an improvement of 5%.</p> <p>*Disadvantaged children outperformed Y1 Other.</p>																																																																																																																															

Phonics Screening 2014-2018 Trends - average score (maximum 40)

St Annes CE Primary	2014		2015		2016		2017		2018	
	No.	%	No.	%	No.	%	No.	%	No.	%
All Pupils	30	36.0	30	35.9	30	34.9	30	31.7	30	36.6
Boys	13	34.7	16	34.2	17	35.5	15	29.7	14	37.9
Girls	17	37.1	14	37.9	13	34.1	15	33.7	16	35.6
Disadvantaged	3	28.7	1	39.0	4	35.0	5	32.0	3	38.0
Other	27	36.9	29	35.8	26	34.8	25	31.7	27	36.5
SEN	0		0		2	24.0	1		3	29.3
Non SEN	30	36.0	30	35.9	28	35.6	29	32.8	27	37.4
EAL	0		0		0		0		0	
Non EAL	30	36.0	30	35.9	30	34.9	30	31.7	30	36.6

*The average score on the phonics screen for Disadvantaged children in Y1 rose from 32/40 in 2017 to 38/40 in 2018- an improvement of 6 points.

* The average score for Y1 Other pupils rose from 31.7 /40 to 36.5/40 – an improvement of 4.8 points.

* Disadvantaged children in Y1 scored more highly on the Phonics Screen than Y1 Other children.

Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Percentage achieving the expected standard	School Disadvantage	100.0%	100.0%	100.0%	66.7%	100.0%	80.0%	100.0%	100.0%	100.0%
	National Other	79%	86%	83%	81%	87%	84%	81%	87%	84%
	GAP School Dis vs National Other	21.0%	14.0%	17.0%	-14.3%	13.0%	-4.0%	19.0%	13.0%	16.0%
	National All Pupils	77%	84%	81%	78%	85%	81%	78%	85%	81%
	National Disadvantage	64%	74%	69%	65%	75%	70%	65%	75%	70%

*Using 2017 National Data as a comparison (until 2018 data is available), Y1 disadvantaged children have outperformed all categories of National Data- National Disadvantaged, National Other and National All.

*100% of disadvantaged children in Y2 who re-took the phonics screen, met the expected standard.

End of Key Stage 1: Expected standard - School Disadvantaged vs National

NB: Using 2017 National Data until 2018 data is available.

PERFORMANCE DATA		2018		
		Boys	Girls	Total
No. of pupils All		15	15	30
School Dis Cohort	PP	3	3	6
	SEN	1	0	1
	EAL	0	0	0
	LAC	0	0	0
READING TA	School Disadvantage	66.7%	100.0%	83.3%
	National Other	75.0%	83.0%	79.0%
	GAP School Dis vs National Other	-8.3%	17.0%	4.3%
	National All Pupils	71.0%	80.0%	76.0%
	National Dis	58.0%	69.0%	63.0%
WRITING TA	School Disadvantage	66.7%	100.0%	83.3%
	National Other	66.0%	79.0%	72.0%
	GAP School Dis vs National Other	0.7%	21.0%	11.3%
	National All Pupils	62.0%	75.0%	68.0%
	National Dis	47.0%	63.0%	54.0%
MATHS TA	School Disadvantage	66.7%	100.0%	83.3%
	National Other	78.0%	80.0%	79.0%
	GAP School Dis vs National Other	-11.3%	20.0%	4.3%
	National All Pupils	74.0%	76.0%	75.0%
	National Dis	61.0%	64.0%	62.0%

*83.3% of disadvantaged children in Y2 met the expected standard for the end of KS1 in Reading, Writing and Maths.

*Disadvantaged children in Y2 outperformed all categories of National Data- National Other, National All and National Disadvantaged- in Reading, Writing and Maths.

Percentage of pupils working at expected standard or greater depth

PERFORMANCE DATA	SCHOOL 2018				
	No. of Pupils	Reading	Writing	Maths	RWM*
ALL	30	76.7%	73.3%	83.3%	73.3%
Boys	15	73.3%	66.7%	80.0%	66.7%
Girls	15	80.0%	80.0%	86.7%	80.0%
Pupil Premium	6	83.3%	83.3%	83.3%	83.3%
Non Pupil Premium	24	75.0%	70.8%	83.3%	70.8%

*When reaching the expected standard or greater depth, disadvantaged children in Y2 outperformed Y2 Other children in:-

Reading (83.3% vs 75.0%)

Writing (83.3% vs 70.8%)

RWM (83.3% vs 70.8%).

They matched their performance in Maths (83.3%).

Percentage of pupils working at greater depth

SCHOOL PERFORMANCE DATA	SCHOOL 2018				
	No. of Pupils	Reading	Writing	Maths	RWM*
ALL	30	30.0%	23.3%	36.7%	13.3%
Boys	15	20.0%	13.3%	53.3%	13.3%
Girls	15	40.0%	33.3%	20.0%	13.3%
Pupil Premium	6	33.3%	16.7%	16.7%	0.0%
Non Pupil Premium	24	29.2%	25.0%	41.7%	16.7%

*When reaching greater depth, disadvantaged children in Y2 outperformed Y2 Other children in Reading (33.3% vs 29.2%)

*They did not perform as well as Y2 Other children in Writing (16.7% vs 25.0%)

Maths (16.7% vs 41.7%)
RWM (0.0% vs 16.7%)

Value Added EYFS 2016 to Key Stage One 2018

% Achieving GLD (EYFS) compared to % EXS+ RWM (KS1)

GLD / EXS+		GLD (EYFS)		RMW EXS+		Difference	
	Pupils	No	%	No	%	No	%
All Pupils	30	23	77%	22	73%	-1	-3%
PP	6	4	67%	5	83%	1	17%

*4 Disadvantaged children achieved GLD in EYFS.

*5 Disadvantaged children achieved at least Expected Standard in RWM at the end of KS.

*This is a positive difference of 17%

Reading Value Added

ALL PUPILS		KS1 Cohort 2018	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress	PUPIL PREMIUM		KS1 Cohort 2018	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress
St Annes CE Primary		30	90%	17%	St Annes CE Primary		6	100%	17%
Attainment EYFS					Attainment EYFS				
Emerging - 1		6	100%	33%	Emerging - 1		2	100%	50%
Expected - 2		16	81%	19%	Expected - 2		2	100%	0%
Exceeding - 3		8	100%	N/A	Exceeding - 3		2	100%	N/A
EYFS - Unknown		0			EYFS - Unknown		0		

*100% of Disadvantaged children in Y2 made at least expected/good progress in reading compared with 90% of All Pupils in Y2.

*17% of Disadvantaged children in Y2 made better than expected progress/ outstanding progress in reading, matching the 17% of All Pupils Y2.

Writing Value Added

ALL PUPILS		KS1 Cohort 2018	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress	PUPIL PREMIUM		KS1 Cohort 2018	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress
St Annes CE Primary		30	90%	17%	St Annes CE Primary		6	100%	17%
Attainment EYFS					Attainment EYFS				
Emerging - 1		7	100%	29%	Emerging - 1		2	100%	50%
Expected - 2		17	88%	18%	Expected - 2		3	100%	0%
Exceeding - 3		6	83%	N/A	Exceeding - 3		1	100%	N/A
EYFS - Unknown		0			EYFS - Unknown		0		

*100% of Disadvantaged children in Y2 made at least expected/good progress in writing compared with 90% of All Pupils in Y2.

*17% of Disadvantaged children in Y2 made better than expected progress/ outstanding progress in writing, matching the 17% of All Pupils Y2.

Maths Value Added

ALL PUPILS		KS1 Cohort 2018	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress	PUPIL PREMIUM		KS1 Cohort 2018	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress
St Annes CE Primary		30	100%	23%	St Annes CE Primary		6	100%	17%
Attainment EYFS					Attainment EYFS				
Emerging - 1		6	100%	17%	Emerging - 1		1	100%	0%
Expected - 2		16	100%	38%	Expected - 2		5	100%	20%
Exceeding - 3		8	100%	N/A	Exceeding - 3		0		N/A
EYFS - Unknown		0			EYFS - Unknown		0		

*100% of Disadvantaged children in Y2 made at least expected/good progress in maths, matching with 100% of All Pupils in Y2.

*17% of Disadvantaged children in Y2 made better than expected progress/ outstanding progress in maths, compared with the 23% of All Pupils Y2.

Attainment of pupils eligible for Pupil Premium funding at KS2	2016/17				2017/2018			
	% working at expected standard		% working at greater depth		% achieving expected standard		% achieving high standard	
	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally
KS2 Reading	100%	72%	20%	36%	83.3%	Available Sept 2018	33.3%	
KS2 Writing	60%	79%	0%	21%	83.3%		33.3%	
KS2 GPS	60%	78%	0%	36%	83.3%		33.3%	
KS2 Mathematics	80%	76%	20%	27%	100%		16.7%	
Additional relevant KS2 performance information for pupils eligible for Pupil Premium funding e.g. examples of pupils in making or exceeding expected progress; the effectiveness of 'catch-up' programmes or targeted support								

End of KS2- Expected Standard

NB: Using 2017 National Data until 2018 data is available.

PERFORMANCE DATA Expected Standard		2018		
		Boys	Girls	Total
No. of pupils		15	16	31
School Disadvantaged pupils characteristics:	Disadvantage	5	1	6
	SEN	1	0	1
	EAL	0	0	0
	LAC	2	0	2
SPaG* TEST	School Dis	80.0%	100.0%	83.3%
	National Other	78.0%	86.0%	82.0%
	GAP School Dis vs National Other	2.0%	14.0%	1.3%
	National All	73.0%	81.0%	77.0%
	National Dis	61.0%	72.0%	66.0%
READING TEST	School Dis	80.0%	100.0%	83.3%
	National Other	74.0%	80.0%	77.0%
	GAP School Dis vs National Other	6.0%	20.0%	6.3%
	National All	68.0%	75.0%	72.0%
	National Dis	56.0%	64.0%	60.0%
MATHS TEST	School Dis	100.0%	100.0%	100.0%
	National Other	80.0%	80.0%	80.0%
	GAP School Dis vs National Other	20.0%	20.0%	20.0%
	National All	75.0%	75.0%	75.0%
	National Dis	63.0%	64.0%	63.0%
WRITING TA	School Dis	80.0%	100.0%	83.3%
	National Other	76.0%	87.0%	81.0%
	GAP School Dis vs National Other	4.0%	13.0%	2.3%
	National All	70.0%	82.0%	76.0%
	National Dis	58.0%	74.0%	66.0%
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	80.0%	100.0%	83.3%
	National Other	64.0%	71.0%	67.0%
	GAP School Dis vs National Other	16.0%	29.0%	16.3%
	National All	57.0%	65.0%	61.0%
	National Dis	43.0%	52.0%	48.0%

*100% of Disadvantaged children in Y6 met the expected standard for the end of KS2 in Maths.

*83.3% of disadvantaged children in Y6 met the expected standard for the end of KS2 in SPAG, Reading, Writing and RWM.

*They outperformed all categories of National Data- National Other, National All and National Disadvantaged- in SPAG, Reading, Writing, Maths and RWM.

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard	SCHOOL 2018						NAT 2018
	No. of Pupils	SPaG* TEST	Reading TEST	Writing TA	Maths TEST	RWM**	RWM**
ALL	31	87.1%	87.1%	90.3%	87.1%	74.2%	61%
Boys	15	80.0%	86.7%	80.0%	86.7%	73.3%	57%
Girls	16	93.8%	87.5%	100.0%	87.5%	75.0%	65%
Disadvantage	6	83.3%	83.3%	83.3%	100.0%	83.3%	67%
Other	25	88.0%	88.0%	92.0%	84.0%	72.0%	48%

When reaching the expected standard at the end of KS2, Disadvantaged children outperformed National Other (based upon 2017 data) in RWM - 83.3% vs 48%

Disadvantaged children also outperformed Y6 Other children in:-

Maths- 100% vs 84.0%

RWM- 83.3% vs 72.0%

Disadvantaged children did not perform as well as Y6 Other children in :-

SPAG - 83.3% vs 88.0%

Reading - 83.3% vs 88.0%

Writing - 83.3% vs 92.0%

Percentage of pupils achieving high standard (high score SATs or GDS Writing TA)

PERFORMANCE DATA High Standard	SCHOOL 2018						NAT 2018
	No. of Pupils	SPaG* TEST	Reading TEST	Writing TA	Maths TEST	RWM**	RWM**
ALL	31	35.5%	35.5%	35.5%	35.5%	16.1%	9%
Boys	15	26.7%	26.7%	20.0%	46.7%	6.7%	7%
Girls	16	43.8%	43.8%	50.0%	25.0%	25.0%	10%
Disadvantage	6	33.3%	33.3%	33.3%	16.7%	16.7%	4%
Other	25	36.0%	36.0%	36.0%	40.0%	16.0%	11%

*When achieving high standard at the end of KS2, Y6 disadvantaged children did not perform as well as Y6 Other children in:-
 SPAG, Reading and Writing – 33.3% vs 36.0%
 Maths – 16.7% vs 40.0%
 National All RWM – 4% vs 11%

They outperformed Y6 Other children in RWM:- 16.7% vs 16.0%

Value Added: KS1 (2014) - KS2 (2018)

Pupil Premium		Boys (5)	Girls (1)	Total (6)
KS1	% Achieving a 2B+ in Reading, Writing & Maths combined (KS1 2014)	60.0%	100.0%	66.7%
KS2	% Achieving expected standard or high standard in Reading, Writing (TA) & Maths combined (KS2 2018)	80.0%	100.0%	83.3%

Other		Boys (10)	Girls (15)	Total (25)
KS1	% Achieving a 2B+ in Reading, Writing & Maths combined (KS1 2014)	60.0%	73.3%	68.0%
KS2	% Achieving expected standard or high standard in Reading, Writing (TA) & Maths combined (KS2 2018)	70.0%	73.3%	72.0%

*66.7% of disadvantaged children achieved the expected standard in RWM at the end of KS1. This rose to 83.3% achieving the expected standard in RWM at the end of KS2.

*68.0% of Other children achieved the expected standard in RWM at the end of KS1. This rose to 72.0% achieving the expected standard in RWM at the end of KS2.

*Y6 Disadvantaged children performed better than Y6 Other children in RWM combined.

Value Added- Reading, Writing and Maths

PERFORMANCE DATA		READING			WRITING			MATHS		
		All	Dis	Other	All	Dis	Other	All	Dis	Other
All pupils		31	6	25	31	6	25	31	6	25
PAG Low		1	0	1	2	0	2	1	0	1
PAG Middle		19	4	15	23	5	18	21	5	16
PAG High		11	2	9	6	1	5	9	1	8
Overall	% EXS+	87.1%	83.3%	88.0%	90.3%	83.3%	92.0%	87.1%	100.0%	84.0%
	% High	35.5%	33.3%	36.0%	35.5%	33.3%	36.0%	35.5%	16.7%	40.0%
PAG Low	% EXS+	0.0%		0.0%	50.0%		50.0%	0.0%		0.0%
	% High	0.0%		0.0%	0.0%		0.0%	0.0%		0.0%
PAG Middle	% EXS+	84.2%	75.0%	86.7%	91.3%	80.0%	94.4%	85.7%	100.0%	81.3%
	% High	21.1%	0.0%	26.7%	21.7%	20.0%	22.2%	9.5%	0.0%	12.5%
PAG High	% EXS+	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% High	63.6%	100.0%	55.6%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

- Y6 Disadvantaged children did not perform as well as Y6 Other children in Reading (expected standard and high score), Writing (expected standard and high score) and Maths (high score).
- Y6 Disadvantaged children performed better than Y6 Other children in Maths at the expected standard.

EYFS Good Level of Development

St Annes CE Primary		2016			2017			2018		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	16	15	31	14	16	30	18	12	30
School Disadvantage	School Disadvantaged	2	2	4	2	3	5	3	1	4
	SEN	0	0	0	0	0	0	0	1	1
	EAL	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0
GOOD LEVEL OF DEVELOPMENT	School Disadvantaged	50.0%	100.0%	75.0%	50.0%	100.0%	80.0%	0.0%	0.0%	0.0%
	National Other	65.0%	79.0%	72.0%	67.0%	80.0%	73.0%	67.0%	80.0%	73.0%
	GAP School Dis vs National Other	-15.0%	21.0%	3.0%	-17.0%	20.0%	7.0%	-67.0%	-80.0%	-73.0%
	National All Pupils	62.0%	77.0%	69.0%	64.0%	78.0%	71.0%	64.0%	78.0%	71.0%
	National Disadvantaged	46.0%	63.0%	54.0%	48.0%	64.0%	56.0%	48.0%	64.0%	56.0%

- 0% of disadvantaged children achieved a Good Level of Development compared with 73% of National Other. Disadvantaged children did not perform as well as National Other.

Improving Attendance

Absence Rate of Pupils eligible for Pupil Premium funding	2016/17		2017/18	
	School	National	School	National
% of sessions missed due to overall absence	2.6%	5.5%	3.6%	Available Dec/Jan
% Persistent absentees – absent for 10% or more of sessions	0%	15.7%	2.9%	
<p>Using 2017 National Data as a comparator until 2018 data is available, the absence rate of pupils eligible for Pupil Premium funding is below National. It has, however, shown a slight increase on the previous year.</p> <p>Free breakfast club is offered to disadvantaged children in school.</p> <p>A school clerk monitors lateness and produces a spreadsheet showing this. Parents are contacted if children are often late. Persistent lateness is “nipped in the bud” before it translates into persistent absence.</p> <p>Parents receive a letter advising them if absence is becoming an issue.</p> <p>The Head Teacher telephones parents if absence is heading towards becoming “persistent absence”.</p> <p>All of the above help children to have a good start to their school day by attending breakfast club and /or attending school on time.</p> <p>Attendance is tracked weekly by an Assistant Head Teacher.</p>				

One aspect of Pupil Premium allocation

Objective

English-Reading and Writing- To provide additional support closely focussed upon the needs of disadvantaged children to enable them to make at least expected progress and/or meet Age Related Expectation.

Targeted pupils:

Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision: Reading

Identify the needs of PP children to increase their rate of progress.

Children to be given 1:1 or small group reading support with TAs and/or teachers before school, focussing on basic reading skills and reading comprehension skills/extending skills into greater depth work.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Teachers to work closely with PP children to support their need to develop their phonics, basic reading skills and reading comprehension skills, first orally and then moving into written answers.

Children to be allocated time with volunteer readers up to 4 times/week to increase their amount of time spent reading, to develop a love of reading and to build confidence in their reading skills.

Children to be placed on the Accelerated Reading Programme (when appropriate to do so). Give initial 1:1 TA support in developing their confidence to access the ARP quizzes.

Place a high level of value on reading and reward children for good levels of effort and/or progress in class and during Praise Assembly via reading awards.

Provision: Writing

Identify the needs of PP children to increase their rate of progress.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Place a high level of value on writing and reward children for good levels of effort and/or progress in class and during Praise Assembly via awards.

Years 2 and 6 to have 2 teachers, with a smaller group being taught separately each morning for English. This will lower the staff-pupil ratio in both groups and allow teachers to dedicate more time to each pupil.

Writing intervention will be led by trained TAs during the afternoon sessions.

Outcomes to date:

- 83.3% of disadvantaged children in Y2 met the expected standard for the end of KS1 in Reading and Writing.
- Disadvantaged children in Y2 outperformed all categories of National Data (2017)- National Other, National All and National Disadvantaged- in Reading and Writing.
- When reaching the expected standard or greater depth, disadvantaged children in Y2 outperformed Y2 Other children in Reading, Writing and RWM combined.
- When reaching greater depth, disadvantaged children in Y2 outperformed Y2 Other children in Reading.
- They did not perform as well as Y2 Other children at greater depth in Writing or RWM combined.
- Value added EYFS to end KS1-100% of Disadvantaged children in Y2 made at least expected/good progress in reading and writing, and 17% made better than expected progress/ outstanding progress in reading and writing.
- 83.3% of disadvantaged children in Y6 met the expected standard for the end of KS2 in SPAG, Reading, Writing and RWM.
- They outperformed all categories of National Data(2017)- National Other, National All and National Disadvantaged- in SPAG, Reading, Writing and RWM.

Process for monitoring impact: Disadvantaged children are discussed at Pupil Progress Meetings which take place with class teachers and a member of the SLT. Teachers identify the children, monitor and track their progress and adjust their access to additional support as necessary. Teachers keep Class Action Plans which plan to address the needs of the cohort, including any disadvantaged children. These plans are updated termly and children are targeted in order to access provision they need.	
Cost: £15,000	% of total PPG: 29%

One aspect of Pupil Premium allocation	
Objective Phonics/Spelling- To provide additional support closely focussed upon the needs of disadvantaged children, to enable them to make at least expected progress and/or meet Age Related Expectation.	
Targeted pupils: Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.	

Provision:

Identify the needs of PP children to increase their rate of progress.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Use of aspects of schemes as appropriate to support teaching- Jolly Phonics, Phonics Play, Sounds Write.

Place a high level of value on correct spelling and reward children for good levels of effort and/or progress in class and during Praise Assembly via awards.

Years 2 and 6 to have 2 teachers, with a smaller group being taught separately each morning for English. This will lower the staff-pupil ratio in both groups and allow teachers to dedicate more time to each pupil.

Phonics/Spelling intervention may be led by class teachers, or be led by trained TAs during.

Outcomes to date:

- 100% of Disadvantaged children in Y1 met the expected standard in phonics
- The average score on the phonics screen for Disadvantaged children in Y1 rose from 32/40 in 2017 to 38/40 in 2018- an improvement of 6 points.
- Using 2017 National Data as a comparison (until 2018 data is available), Y1 disadvantaged children have outperformed all categories of National Data- National Disadvantaged, National Other and National All.
- 100% of disadvantaged children in Y2 who re-took the phonics screen, met the expected standard.
- 83.3% of disadvantaged children in Y6 met the expected standard for the end of KS2 in SPAG, Writing and RWM.
- Y6 Disadvantaged children outperformed all categories of National Data (2017)- National Other, National All and National Disadvantaged- in SPAG, Reading, Writing and RWM.

Process for monitoring impact:

Disadvantaged children are discussed at Pupil Progress Meetings which take place with class teachers and a member of the SLT. Teachers identify the children, monitor and track their progress and adjust their access to additional support as necessary. Teachers keep Class Action Plans which plan to address the needs of the cohort, including any disadvantaged children. These plans are updated termly and children are targeted in order to access provision they need.

Cost:£4,000	% of total PPG:7%
-------------	-------------------

One aspect of Pupil Premium allocation

Objective

Maths- To provide additional support, closely focussed upon the needs of disadvantaged children, to enable them to make at least expected progress and/or meet Age Related Expectation.

Targeted pupils:

Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Identify the needs of PP children to increase their rate of progress.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Place a high level of value on maths and reward children for good levels of effort and/or progress in class and during Praise Assembly via awards.

Years 2 and 6 to have 2 teachers, with a smaller group being taught separately each morning for Maths. This will lower the staff-pupil ratio in both groups and allow teachers to dedicate more time to each pupil.

Maths intervention will be led by specialist Maths teachers for Years 2- 6.

Trained TAs will lead intervention for maths during the afternoon session for other children.

Children will have access to Mathletics to improve their basic skills in fun on-line challenges.

Year 6 children will have Maths Booster Club, once per week, led by teachers.

Revision materials will be purchased by school for children to use in booster sessions and at home.

Outcomes to date:

- 83.3% of disadvantaged children in Y2 met the expected standard for the end of KS1 in Maths.
- Disadvantaged children in Y2 outperformed all categories of National Data- National Other, National All and National Disadvantaged- in Maths.
- When reaching the expected standard or greater depth, disadvantaged children in Y2 matched Y2 Other children in Maths.
- When reaching greater depth, disadvantaged children in Y2 did not perform as well as Y2 Other children in Maths and RWM combined.
- Value added EYFS to end KS1-100% of Disadvantaged children in Y2 made at least expected/good progress in Maths, and 17% made better than expected progress/ outstanding progress in Maths.
- 100% of Disadvantaged children in Y6 met the expected standard for the end of KS2 in Maths.
- 83.3% of disadvantaged children in Y6 met the expected standard for the end of KS2 in RWM.
- Y6 Disadvantaged children outperformed all categories of National Data(2017)- National Other, National All and National Disadvantaged- in Maths and RWM.

Process for monitoring impact:

Disadvantaged children are discussed at Pupil Progress Meetings which take place with class teachers and a member of the SLT. Teachers identify the children, monitor and track their progress and adjust their access to additional support as necessary. Teachers keep Class Action Plans which plan to address the needs of the cohort, including any disadvantaged children. These plans are updated termly and children are targeted in order to access provision they need.

Cost:£15,000

% of total PPG: 29%

One aspect of Pupil Premium allocation

Objective

More Able Intervention- To provide the necessary challenge for those children who are more able.
To develop children to allow them to reach their potential.

Targeted pupils:

Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Recognition that these children need additional challenge.

Additional challenge to be provided. Class teachers to plan stimulating activities to spark interest and stretch children appropriately. This may be in class- led by teacher or TA, or during intervention time, led by specialist teachers or TAs.

Outcomes to date:

KS1 Disadvantaged children reaching greater depth:

33.3% in Reading (outperforming Y2 Other)

16.7% in Writing and Maths

No KS1 child achieved GD in RWM combined

KS2 Disadvantaged children achieving high score:

33.3% in SPAG, Reading and Writing

16.7% in maths and RWM combined

Process for monitoring impact:

Disadvantaged children are discussed at Pupil Progress Meetings which take place with class teachers and a member of the SLT. Teachers identify the children, monitor and track their progress and adjust their access to additional support as necessary. Teachers keep Class Action Plans which plan to address the needs of the cohort, including any disadvantaged children. These plans are updated termly and children are targeted in order to access provision they need.

Cost:£3,000

% of total PPG: 6%

One aspect of Pupil Premium allocation

Objective

Speech and Language- To support children to develop their speech and language skills to be age appropriate

Targeted pupils:

Disadvantaged children in all classes who need this support.

Provision:

The school engages a trained Speech and Language therapist to assess children and to provide school with a programme to support each child. The programmes are followed by school staff. The therapist then returns termly to assess progress and set new targets and provide new programmes.

To provide a language rich environment where children are listened to and encouraged to develop their speech and language skills.

To model correctly spoken English.

Outcomes to date:

The Speech and Language therapist engaged by the school has had success with the disadvantaged children she has worked with, alongside the work done in school: e.g a child in Y1 moved onto the 4th centile for understanding and expression of language, having previously been on the 3rd and 1st centiles respectively. The children have made progress but continue to need further work on their speech and language skills.

Process for monitoring impact:

The Speech and Language therapist provides written reports detailing the progress of children she has worked with.

Cost:£2,000

% of total PPG: 4%

One aspect of Pupil Premium allocation

Objective –

Chaplain led Support and Intervention.

Targeted pupils:

Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Much of this support is provided by the school chaplain who works with children who may experience bereavement, family upset, changes in family circumstances or personal difficulties. The chaplain supports these children on a needs basis, providing

them with emotional support, offering time and a safe and confidential place to explore their feelings. Children may see her regularly or just now and again. The chaplain acts as a “go to” person and children know they can approach her at any time with any issue. The chaplain is in close contact with the parents of these children and often offers emotional support to them also.

Other difficulties children may experience may lead to a referral to Educational psychiatry.

Children may also access Drawing and Talking therapy sessions provided by trained school staff, including the school chaplain.

Outcomes to date:

The school chaplain worked with many of our disadvantaged children throughout the year. She saw some children on a regular basis (weekly) and others at their request. The children were often included in pupil voice groups to raise self-esteem and also to encourage them to be aspirational. Support from the chaplain was “stepped up” in times of need and she also provided advice and support to the families.

“ I like talking things through with Mrs S. She listens to me and I know I can say anything.”

“I don’t know why I like seeing Mrs S but I just do. She’s funny and I feel relaxed.”

“I know I can talk to Mrs S when I need to. Or I can talk to my teacher. I feel happy in school.”

“Mrs S is the best. She’s dead funny but kind and tells you how to help yourself.”

Process for monitoring impact:

Impact is difficult to measure but is clear to see in the way children grow in confidence and emotional maturity. As they are supported through their difficulties they exhibit improved concentration in class and access lessons more fully. Parents often inform the chaplain of improvements in behaviour and/or emotional resilience in the home situation.

Cost:£10,000

% of total PPG: 19%

One aspect of Pupil Premium allocation

Objective

To provide a range of experiences for children.

To provide access to enrichment activities for disadvantaged children.

To raise self- confidence and self-esteem.

Targeted pupils:

Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Disadvantaged children may access, free of charge:

Breakfast Club

After school clubs

Specialist music tuition

Educational visits

Residential trips

Enrichment activities- visiting theatre groups and authors.

Outcomes to date:

"The boys are better behaved when they have been to breakfast club. They have settled down before reaching lessons and are ready to work."

"A is showing improved concentration since attending breakfast club. He has also made some new friendships with children who are good role models."

"It's great to see B ready to work as soon as she comes into school. I'm sure breakfast club helps with her no longer being hungry and being ready to work."

"It was great to see C enjoying Robin Wood. He has demonstrated increased independence and willingness to try since returning."

Process for monitoring impact:

Impact is difficult to measure but these experiences are beneficial in many ways. From the child whose teacher reports that they can now concentrate as they have had breakfast, to the child who experiences a residential trip and, as a consequence, demonstrates increased self-esteem and maturity. Positive outcomes can also be found when chatting with these children.

Cost:£3,000

% of total PPG: 6%