



PUPIL PREMIUM REVIEW OF IMPACT 2017-2018

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REVIEW OF EXPENDITURE 2017-2018

| 2.CURRENT ATTAINMENT | | | |
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| END OF KEY STAGE 2 (2017-2018) | | | |
| | Pupil Results 17-18 (40 PUPILS) | Pupils eligible for PP (17 PUPILS) | Pupils not eligible for PP (23 PUPILS) National other in brackets |
| % of Y6 pupils achieving National standard in reading, writing and maths | 68% | 53% | 78% |
| % of Y6 pupils achieving National standard in reading. | 83% | 65% | 96% (80%) |
| % of Y6 pupils achieving National standard in writing | 78% | 53% | 96% (83%) |
| % of Y6 pupils achieving National standard in maths | 75% | 65% | 83% (81%) |
| % of Y6 pupils achieving Higher standard in reading, writing and maths. | 8% | 6% | 9% (10%) |
| % of Y6 pupils achieving Higher standard in reading | 40% | 29% | 48% (33%) |
| % of Y6 pupils achieving Higher standard in writing | 18% | 6% | 26% (24%) |
| % of Y6 pupils achieving Higher standard in maths. | 10% | 12% | 9% (24%) |
| Progress amount for Reading (0 is expected progress) | +2.02 | +2.32 | +1.80 |
| Progress amount for Writing (0 is expected progress) | +0.28 | -1.11 | +1.30 |
| Progress amount for Maths (0 is expected progress) | -1.36 | -0.94 | -1.67 |
| END OF KEY STAGE 1 (2017-2018) | | | |
| | Pupil Results 17-18 (all pupils-39) | Pupils eligible for PP (18 pupils) | Pupils not eligible for PP (21 PUPILS) National other in brackets |
| % of Y2 pupils achieving National standard in Reading, writing and maths | 62% | 44% | 76% |
| % of Y2 pupils achieving National standard in Reading. | 77% | 61% | 90% |
| % of Y2 pupils achieving National standard in Writing | 69% | 50% | 86% |
| % of Y2 pupils achieving National standard in maths | 74% | 61% | 86% |
| % of Y2 pupils achieving greater depth in reading, writing and maths. | 10% | 6% | 14% |
| % of Y6 pupils achieving greater depth in reading | 18% | 16% | 19% |
| % of Y6 pupils achieving greater depth in writing | 10% | 6% | 14% |
| % of Y6 pupils achieving greater depth in maths. | 15% | 11% | 19% |
| END OF EYFS (2017-2018) | | | |
| | Pupil Results 17-18 (all pupils-39) | Pupils eligible for PP (10 pupils) | Pupils not eligible for PP (29 PUPILS) |
| % achieving Good Level of Development | 69% | 60% | 73% |
| Average Point Score | 32.2 | 29.2 | 33.2 |

IMPACT OF SPENDING

| QUALITY OF TEACHING | | | |
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| DESIRED OUTCOME | ACTION | ESTIMATED IMPACT | LESSONS LEARNED |
| <p>To teach pupils specific strategies to set goals, and monitor and evaluate their own academic development.</p> <p>BARRIER: A,B,C,D</p> | <p>Develop and implement a whole school approach to teaching and learning that focuses on the development of meta cognitive strategies and self regulation approaches to support learners to think and lead their own learning more explicitly.</p> <p>Incorporate Art of Being Brilliant</p> | <p>Pupil engagement in lessons is consistently good and self evaluation and understanding of how they need to improve in their learning is clearly articulated</p> | <p>To continue developing the characteristics of effective learners across school as developing key features of self regulation (+7 months EEF toolkit), collaborative learning (+5 months EEF toolkit) have impacted well during the first 12 months of implementation.</p> |
| <p>To develop and improve feedback and assessment at the point of learning to improve pupil outcomes by redirecting or refocusing the learners/teachers actions to achieve learning goals Immediate feedback to generate next steps.</p> <p>BARRIER: B,D</p> | <p>Introduction of Balance assessment system and relevant CPD</p> | <p>Lesson observations have demonstrated that feedback at the point of learning has resulted in improved outcomes within lessons. Pupils indicate that feedback is more valuable and leads more directly to improving work and outcomes. This is also key in supporting with evaluation and the development of flexible 'keep up' intervention groups on the same day before moving learning forward.</p> | <p>To continue developing the use of 'Balance' as an assessment tool that links directly to improved feedback (+8 EEF toolkit) at the point of learning and self evaluation and metacognitive and self regulation strategies are incorporated.</p> |
| <p>Improved outcomes for all pupils in KS2 with a sharp focus on reducing attainment gaps between disadvantaged and non disadvantaged pupils nationally.</p> <p>BARRIER: B</p> | <p>Funding for an additional class teacher in lower KS2; maintaining 6 classes across the key stage and resulting in smaller class sizes and ensuring high quality teaching and learning for all children across KS2.</p> | <p>Y6-attainment outcomes in all subjects improved for disadvantaged pupils. Attainment gaps with national other have reduced. (reading +12%, writing +6% and maths+7%) Y5- attainment outcomes in all subjects improved for disadvantaged pupils. Attainment gaps with national other have reduced. (reading +7%, writing +13% and maths+13%) Y4- attainment outcomes in all subjects improved for disadvantaged pupils. Attainment gaps with national other have remained consistent except in maths which has widened. Y3 - attainment outcomes in all subjects improved for disadvantaged pupils. Attainment gaps with national other have remained consistent in all subject areas.</p> | <p>Improved attainment outcomes are evident in UKS2 for disadvantaged pupils but the same rate of improvement is not evident in LKS2- review quality of T&L and intervention delivered in LKS2. Review of class organisation and effective use of interventions needs to be considered to maximise impact on PP eligible pupils.</p> |

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| Engage all pupils in reading for pleasure whilst developing reading skills and understanding. BARRIER: A,B,D | Online access to Accelerated Reader programme. Issue book prizes for disadvantaged pupils increasing access to books at home and increasing levels of engagement. Daily reading with welfare staff for Y1 disadvantaged pupils. | Participation levels remain high and improvements in reading ages can be clearly seen within the system that are on average more than the increase in chronological age. | Weakest performing groups in terms of engagement were Y2 and Y6- How do we increase engagement next academic year? Review subscription when renewal is due? Y5 strongest levels of engagement and highest improvements in RA measures. |
| Further improve outcomes and diminish differences for EYFS pupils so that differences between disadvantaged and non disadvantaged pupils is reduced by 5% BARRIER: A,B | High adult/child ratio- Increased staffing in EYFS to reduce adult: child ratio to 1: 10 each morning to ensure Pupil Premium children to receive targeted support to improve attainment and increase rates of progress | The gap for disadvantaged v Non disadvantaged pupils within this cohort in terms of achieving GLD at the end of the year was 13%. The context of this cohort needs to be considered. Progress by all children from their starting points was good but this needs to be accelerated further to reduce the gaps that exist between groups in the setting | Organisation of classes to be considered to ensure that accelerated progress is made by all vulnerable groups. Consider Early Years Toolkit EEF. |
| Further enhance curriculum opportunities to develop core skills Curriculum development – Global Learning programme BARRIER:A,B,D | Curriculum developments to be made to increase engagement in lessons and learning, gain deeper curriculum knowledge and understanding and improve enquiry and critical thinking skills. | The curriculum developments has sparked an increased motivation and improved outcomes across the curriculum. | High levels of engagement and positive attitudes to learning beyond compliance are key to improving outcomes. Curriculum developments are key in ensuring continued investment in learning. Question is to find balance and ensure knowledge gaps are closing also. |

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| Total cost | £50,659 |
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TARGETED SUPPORT

| DESIRED OUTCOME | ACTION | ESTIMATED IMPACT | LESSONS LEARNED |
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| To improve overall attendance rates for disadvantaged pupils and reduce cases of persistent absence for disadvantaged pupils. BARRIER:D,E | LA attendance SLA and dedicated Learning Mentor work with key cases to support and challenge attendance issues within target families. | Scrutiny of attendance information shows that attendance has dipped during the academic year and PP eligible groups are the poorest attending pupils in school with high levels of PA despite significant internal and external challenge and all steps being taken by school. There are a number of cases that highlight improvements but not enough to cross the PA threshold. | Continue with a sharp focus on attendance and punctuality of PP children. Review the impact of actions weekly and early identification of vulnerable groups continues to be vital so that attendance is not a barrier to learning. |

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| <p>A/B/C/D/E</p> <p>All pupils are able to access the curriculum through issues being addressed that have proven to be a barrier to learning previously.</p> <p>To provide pastoral support to promote well-being; support pupils to challenge behaviours that impact on learning</p> <p>BARRIER:C</p> | <p>Pastoral support team work individually/ small group work with vulnerable groups of learners.</p> <p>Use of external support team including Play Therapy</p> <p>To provide counselling & 1:1 professional support for emotional well-being and behaviour</p> | <p>Sharply focused work with the most vulnerable PP eligible pupils due to behaviour needs or social or emotional barriers has resulted in positive impact and evidence of good achievement by this group of vulnerable pupils.</p> | <p>This pastoral support is vital in ensuring that the most vulnerable pupils achieve well from their starting points and the role of mentoring and pastoral support within this is of strong benefit.</p> |
| <p>To improve attainment and accelerate progress of pupils in all phases through targeted educational intervention programmes being delivered</p> <p>EYFS</p> <p>KS1</p> <p>KS2</p> <p>BARRIER:A,B,D</p> | <p>Deliver structured intervention programmes:</p> <p>Blast- S&L</p> <p>First Class@Number (Y1-Y4)</p> <p>FirstClass@writing (y3/y5)</p> <p>Letters and Sounds</p> <p>Success@Arithmetic</p> <p>1:1 Reading intervention</p> <p>Booster sessions</p> <p>Bespoke intervention programmes developed</p> | <p>Y6-attainment outcomes in all subjects improved for disadvantaged pupils. Attainment gaps with national other have reduced. (reading +12%, writing +6% and maths+7%)</p> <p>Y5- attainment outcomes in all subjects improved for disadvantaged pupils. Attainment gaps with national other have reduced. (reading +7%, writing +13% and maths+13%)</p> <p>Y4- attainment outcomes in all subjects improved for disadvantaged pupils. Attainment gaps with national other have remained consistent except in maths which has widened.</p> <p>Y3 - attainment outcomes in all subjects improved for disadvantaged pupils. Attainment gaps with national other have remained consistent in all subject areas.</p> | <p>Maintain successful interventions but review the impact and provision of interventions in the phases when success has been limited.</p> |
| <p>Total cost</p> | | | <p>£77,376</p> |
| <p>OTHER APPROACHES</p> | | | |
| <p>DESIRED OUTCOME</p> | <p>ACTION</p> | <p>ESTIMATED IMPACT</p> | <p>LESSONS LEARNED</p> |
| <p>To develop 'Character Education'. All pupils work to develop the tools and values they need to be successful in life such as resilience, determination, empathy and courage.</p> <p>BARRIER:C,D</p> | <p>Use of UKMS/Commando Joe for Character Education programme with Elite support for 6 months. Staff training completed for school led package after initial 6 month period.</p> | <p>The value of the training on learning is difficult to measure impact. The sessions that have been completed have been enjoyed and values and characteristics of effective teamwork, critical thinking and evaluation have been developed.</p> | <p>This needs to be further developed and systems developed to directly measure the value and impact of sessions/ program completed.</p> |

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| <p>Develop aspiration within pupils and engagement in a wider range of experiences. A minimum of 45% of disadvantaged pupils achieve recognition at the Children's University Graduation in Summer 2018.</p> <p>BARRIER: D,F</p> | <p>Children's University Programme- Target individual pupils to access a range of extracurricular activities and receive recognition for a commitment to extracurricular learning</p> | <p>This has proven to be highly successful in ensuring the involvement of disadvantaged pupils in extracurricular activities and additional activities linked to school life. The proportion of disadvantaged pupils who received recognition at the graduation event was 80%</p> | <p>Continue in future years</p> |
| <p>ED VISITS SUBSIDY To increase participation levels and life opportunities of pupils.</p> <p>BARRIER:F</p> | <p>Part Funding towards visits and visitors to enrich the curriculum and subsidise unique experiences for children in receipt of PPG that are not usually accessible.</p> | <p>All disadvantaged pupils in Y3/4 accessed experiences offered beyond the school curriculum which may not be financially accessible for them.</p> | <p>Continue to ensure financial disadvantage doesn't prevent pupils from life experiences that are available for pupils who face no financial hardship.</p> |
| <p>Total cost</p> | | | <p>£20,625</p> |
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