

Pupil Premium: Financial Year 2016-2017



Allocation and Impact

£92 391 (including £810 EYFSPP)		
	Estimated	Actual
INCo (non-class based) including mentoring	£15 500	£25 161
1:1 Tuition / Tutors	£4 000	£3 774
Additional Teacher support for KS2 learners in Year 6 and additional teacher in Year 2 to support KS1 learners	£35 000	£36 717
Specialist Therapeutic interventions including dedicated TA for Pastoral support and behaviour	£26 800	£30 970
Specialist EAL Teacher and mentor support (Early intervention)	£400	£400
Software access at home (Maths Whizz & Espresso) including lunch club facilitated for learners with limited home access	£2 500	£1 500
Professional support Services for families	£1 300	£1 833
Subsidies for educational visits and visitors, Curriculum enrichment including PE, Swimming, residential, breakfast club and music (EYFS2, Year 1, Year 2)	£7 750	£ 6 257

Teacher / SLT release and CPD opportunities for teachers and TAs to enable effective dialogue, tracking, assessment and professional development to support disadvantaged learners	£4 000	£2 500
Specialist Teaching Assistant support deployed throughout the school (intervention, personalisation, managed move support and 1:10 ratio within EYFS2 to target support through early intervention).	£18 000	£18 090
Pupil premium individual spend	£1000	£180
Resources specific to EYFSPD learners	£350	£350
Total	£116 600	£127 732

Impact on Pupil Premium Spend:

End of Key stage 2 outcomes:

Number of learners in cohort: 24

Attainment	Reading		Writing	Maths		GAPS		Science
	%	Score		%	Score	%	Score	
Disadvantaged (15)	53%	101.8	60%	47%	101.2	67%	103.6	80%
Other (9)	33%	99.0	22%	44%	99.7	56%	102.0	56%

difference	+20 %	+2.8	+38%	+3%	+1.5	+11%	+1.6	+24%
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The data shows that the disadvantaged learners in the Year 6 cohort attained higher than their peers who were not entitled to the PPG. The Average Point Score is above 100 in Reading, Maths and Grammar, Spellings and Punctuation (GAPS). A significant amount of Pupil Premium Grant funding was allocated to this cohort to enable these learners to achieve better end of key stage outcomes.

Progress since conversion - 8 terms (expected progress is 7 steps)

Number of learners where progress can be measured: 19

Progress	Reading		Writing		Maths	
Disadvantaged (12)	10.2	92% made 8+ steps (11 out of 12) 4 made 12+ steps	10.3	92% made 8+ steps (11 out of 12) 9 made 11+ steps	10.3	92% made 8+ steps (11 out of 12) 6 made 11+ steps
Other (7)	10.7	100% made 8+ steps 3 made 12+ steps	9.6	100% made 8+ steps 1 made 11+ steps	10.3	100% made 8+ steps 1 made 12 steps

Year 6 disadvantaged learners made strong progress from the point of conversion in Reading, Writing and Maths. In writing the disadvantaged group made better progress than their peers. This is the impact of the additional teacher and targeted tuition.

Due to the significantly high percentage of additional needs within the cohort (79%) the additional teacher, additional Teaching Assistant and the work of the Pastoral Care TA coupled with the therapeutic interventions enabled the above progress picture.

End of Key stage 1 outcomes:

Number of learners in cohort: 29

Attainment	Reading	Writing	Maths	Science
Disadvantaged (7)	57%	43%	43%	71%
Other (22)	82%	77%	68%	95%

difference	-25%	-34%	-25%	-24%
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This data shows that the non-disadvantaged learners attained higher than the disadvantaged learners.

Progress across KSI - 6 terms (expected progress is 5 steps)

Number of learners where progress can be measured: 26

Progress	Reading		Writing		Maths	
	Disadvantaged (6)	5.7	83% made 5+ steps (5 out of 6) 3 made 6+ steps	5.0	67% made 5+ steps (4 out of 6) 3 made 6+ steps	4.5
Disadvantaged excluding SEND (3)	6.3	100% made 5+ steps 2 made 7 steps	6.3	100% made 5+ steps 100% made 6+ steps	5.0	67% made 5+ steps 1 made 6 steps
Other (20)	6.4	100% made 5+ steps 15 made 6+ steps	5.7	85% made 5+ steps 13 made 6+ steps	6.1	85% made 5+ steps 13 made 6+ steps

When SEND disadvantaged learners are removed from the data set the disadvantaged learners are working broadly in line in Reading and above in Writing with non-disadvantaged peers.

Year 1 Phonics:

83% of learners in Year 1 achieved the expected standard in Phonics (12% increased from previous year). 43% of disadvantaged learners achieved the National Expectations in Phonics. All disadvantaged learners without SEND scored 36+ (out of 40).

EYFS outcomes:

EYFS disadvantaged learners' outcomes improved in 2016-2017 with 50% achieving GLD (+10% from 2015-2016). 83% achieved the expected standard in Reading.

Progress (Expected is 3 steps)	Literacy	Maths
Disadvantaged (6)	5.2 100% made 4+ steps 83% made 5+ steps	5.2 100% made 3+ steps 83% made 4+ steps
Other (24)	5.2 83% made 4+ steps 54% made 5+ steps	4.9 92% made 4+ steps 67% made 5+ steps

Disadvantaged learners made good progress across Reception and are in line with their peers in Literacy and slightly above in Maths.

Wider impact of Pupil Premium Grant spend:

- The number of learners meeting Age Related Outcomes in PE has increased (90%+ across KS2) with more learners working above ARE. Those learners who attended extra-curricular sessions are showing a higher level of skill acquisition

- Curriculum enrichment (through curriculum themes and whole school theme weeks) has provided kinaesthetic opportunities and 'real' experiences which has enabled disadvantaged learners to apply knowledge across the curriculum
- Attendance and effective monitoring of attendance has improved ensuring that our disadvantaged learners are attending school regularly
- Enrichment opportunities for disadvantaged learners has been a priority with activities fully / partially funded enabling learners to participate in a range of events including a Year 5/6 Residential
- Well-being, pastoral care and effective leadership of our most vulnerable learners has been a core vision for the school. The school offered weekly therapeutic support with personalised programmes for key disadvantaged learners. NLP4Kids (weekly group sessions) were introduced which enabled more disadvantaged learners to be supported. The Teaching Assistant for Pastoral Care and behaviour continued to have a significant impact