

Pupil Premium: Financial Year 2017-2018



Allocation and Impact

Forecast income: £86 404	Actual income: £92 391 (including £810 EYFSP)	
	Estimated	Actual
INCo (non-class based) including mentoring (60%)	£24 124	£24 717
1:1 Tuition / Tutors	£3 000	£3 088
Additional Teacher support for KS2 learners in Year 6 for Summer Term 2017 and Autumn & Spring Terms 2018	£15 318	£16 340
Specialist Therapeutic interventions including dedicated TA for Pastoral support and behaviour	£22 843	£25 011
Specialist EAL support (Early intervention)	£100	£50
Professional support Services for families	£4 357	£4 171
Subsidies for educational visits and visitors, Curriculum enrichment including PE, Swimming, residential, breakfast club	£4 600	£ 3 980
Teacher / SLT release and CPD opportunities for teachers and TAs to enable effective dialogue, tracking, assessment and professional development to support disadvantaged learners	£2 000	£2 000
Specialist Teaching Assistant support deployed throughout the school ('top ups', personalisation and lower adult ratios within EYFS2 for early intervention).	£12 277	£13 140
Pupil premium individual spend	£800	£424
Resources specific to EYFSP learners	£350	£285
Total	£89 769	£93 206

Impact on Pupil Premium Spend:

End of Key stage 2 outcomes for disadvantaged learners in 2017 and 2018 achieving expected standard+:

	Reading		Writing		Maths		RWM		Science	
2017: 15 learners	8/15	53%	9/15	60%	8/15	53%	3/15	20%	12/15	80%
2018: 10 learners	7/10	70%	5/10	50%	7/10	70%	5/10	50%	7/10	70%

20% of disadvantaged learners were working at the higher standard in Reading with 10% working at Greater Depth in Writing.

	Reading	GAPS	Maths
Average Point Score (APS)	102.4	105	101.3

The data shows that more disadvantaged learners in 2018 achieved expected standard in Reading, Writing and Maths than in 2017. The Average Point Score is above 101 in Reading, Maths and Grammar, Spellings and Punctuation (GAPS).

Progress since conversion - 11 terms (expected progress is 11 steps)

Number of learners where progress can be measured: 24

Progress	Reading	Writing	Maths
Disadvantaged (7)	13.1	14.0	12.4
Other (17)	13.2	13.9	13.6

Year 6 disadvantaged learners made strong progress from the point of conversion in Reading, Writing and Maths. In writing the disadvantaged group made slightly better progress than their peers. This is the impact of high quality teaching and learning, accurate and robust in-year assessments, coupled with the additional educational and well-being support.

Progress dashboard for end of KS2 2018 (ASP):

	Reading	Writing	Maths
Disadvantaged (9)	2.58	-4.06	1.38
Other (17)	3.04	0.87	3.07
All (27)	2.9	-0.8	2.51

Of the 9 disadvantaged learners 7 were on roll at the end of Key Stage 1. Of those 7, 4 achieved age related expectations with a further two achieving the majority of requirements for 'working towards' however following external moderation further independent evidence would be required demonstrate that they had secured age-related expectations.

Writing continues to be the key focus for school improvement for all learners in 2018-2019.

End of Key stage 1 outcomes for disadvantaged learners 2017 and 2018:

	Reading		Writing		Maths		Science	
2017: 7 learners	4/7	57%	3/7	43%	3/7	43%	5/7	71%
2018: 12 learners	7/12	58%	6/12	50%	7/12	58%	7/12	58%

In 2018 more disadvantaged learners achieved the expected standard+ than in 2017. 17% of disadvantaged learners were working at greater depth in Reading, with 8% in Writing and Maths. 2 disadvantaged learners joined the Year 2 cohort in 2018. These learners were working below the expected standard on entry.

Progress across KS1 - 6 terms (expected progress is 5 steps)

Number of learners where progress can be measured: 25

Progress	Reading	Writing	Maths
Disadvantaged (9)	6.0	5.1	5.7
Other (16)	6.7	6.2	6.7

Progress dashboard for end of KS1 2018 (AM7):

	Reading	Writing	Maths
Ever FSM	1.4	-1.0	0.6
Non Ever FSM	3.1	1.6	3.3

83% of learners in Year 1 achieved the expected standard in Phonics (sustaining the 2017 outcomes). 60% of disadvantaged learners achieved the National Expectations in Phonics in 2018 which is a 17% increase from 2017. All disadvantaged learners without SEND scored 32+ (out of 40).

EYFS outcomes July 2018:

EYFS disadvantaged learners' outcomes improved in 2017-2018 with 75% of the group achieving GLD.

Progress (Expected is 3 steps)	Literacy	Maths
Disadvantaged (4)	4.8	4.8
Other (21)	4.7	4.9

Disadvantaged learners made good progress across Reception and are in line with their peers in Literacy and Maths. Of the 3 learners that could be tracked across 2 made strong progress (5+ steps) which enabled them to achieve GLD

Wider impact of Pupil Premium Grant spend:

- 86% of learners in KS2 are working at or above Age Related Outcomes in PE by the end of 2017-2018. A plethora of extra-curricular activities were provided and participation increased across the academic year

- Curriculum enrichment (through curriculum themes and whole school theme weeks) has provided kinaesthetic opportunities and 'real' experiences which has enabled disadvantaged learners to have memorable learning and apply this knowledge across the curriculum
- Attendance and effective monitoring of attendance ensures that there is a higher pro-active approach to ensure disadvantaged learners are regularly attending school
- 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 is at the core for our school. The Readings offered weekly therapeutic support with personalised programmes for key disadvantaged learners. NLP4Kids (weekly small group sessions) continued which enabled more disadvantaged learners to be supported. Spring and Summer terms 2018 also included whole class sessions for Year 5 and Year 6. The Teaching Assistant for Pastoral Care and behaviour continued to have a positive significant impact