

Pupil Premium Review: 2017/18

Total budgeted cost: £177,160

Brief Description of Project & Rationale	Funding Amount	Intended Outcome	Impact																																
<p>Speaking & Listening skills are low for the majority of children. Response: Provide Speech & Language teacher 1 days per week to work in EYFS</p>	<p>£10,440</p>	<p>Number of referrals to SaLT reduces from Yr 1 onwards. Pupils in EYFS are able to speak more clearly, positively impacting on their reading and writing work. Results in Expressive Arts & Design (EAD) increases and pupils converse freely and confidently with their peers and other adults.</p>	<p>Communication, Language and Literacy Early Learning Goals are all above national figures for pupils in receipt of PPG.</p> <p><u>Literacy & Communication</u> School: 91.7% National: 77.4%</p> <p><u>Understanding</u> School: 91.7% National: 77.4%</p> <p><u>Speaking</u> School: 83.3% National: 76.4%</p>																																
<p>Pupils lack aspiration and levels of engagement with adults are low, particularly in class. RESPONSE: Four support staff employed to work in EYFS, KS1 and lower KS2 to help improve standards and enhance provision.</p>	<p>£54,300</p>	<p>Data shows that attainment across all key stages is consistent, ensuring that all pupils make expected progress in R,W and Ma in all year groups. School needs to focus on closing the gap between pupils in receipt of the PPG and those who are not at KS1. These support staff will work with all pupils in their class and will lead interventions for identified pupils. These small group numbers will primarily be made up of pupils in receipt of the PPG and in danger of falling behind.</p>	<p>Progress Gap of pupils in/not in receipt of PPG:</p> <table border="1" data-bbox="1503 855 2042 1129"> <thead> <tr> <th>N</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>-0.5</td> <td>-0.1</td> <td>+0.4</td> </tr> <tr> <td>1</td> <td>-0.4</td> <td>+0.1</td> <td>+0.2</td> </tr> <tr> <td>2</td> <td>+0.4</td> <td>+0.5</td> <td>+0.3</td> </tr> <tr> <td>3</td> <td>+0.1</td> <td>-0.1</td> <td>0</td> </tr> <tr> <td>4</td> <td>-1.6</td> <td>-1.4</td> <td>-1.1</td> </tr> <tr> <td>5</td> <td>+0.5</td> <td>-0.3</td> <td>+0.9</td> </tr> <tr> <td>6</td> <td>-0.9</td> <td>-1.4</td> <td>+0.5</td> </tr> </tbody> </table> <p>Progress gaps are narrow between the two groups of pupils.</p>	N	R	W	M	R	-0.5	-0.1	+0.4	1	-0.4	+0.1	+0.2	2	+0.4	+0.5	+0.3	3	+0.1	-0.1	0	4	-1.6	-1.4	-1.1	5	+0.5	-0.3	+0.9	6	-0.9	-1.4	+0.5
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<p>Many pupils begin to fall behind due to a lack of support at home or poor absence levels. We need them to catch up, keep up and compete with their</p>	<p>£19,549</p>	<p>Vulnerable pupils in danger of falling behind or in danger of not making AT LEAST expected progress achieve levels expected of them.</p>	<p>100% of disadvantage achieved expected levels at KS2 in 2018.</p> <p>100% of disadvantaged pupils made at least expected progress in Y6</p>																																

<p>peers. RESPONSE: Subscription to KS2 PiXL Programme and employment of TA to deliver therapies.</p>			
<p>Some pupils cannot access learning in school due to barriers at home or problems in their own personal life. RESPONSE: School to support families financially to allow their children to attend a range of trips, visits and special events including two residential trips in Yr 5 and Yr 6.</p>	<p>£13,000</p>	<p>Families are not charged for any trips, visits or special events. EVERY child in school benefits from this approach. School does not rely on donations from parents to run these, hence they are not cancelled and are guaranteed to take place helping enhance the curriculum and broaden childrens life experiences. Children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice.</p>	<p>All trips and visits were funded by the school. All pupils in the school benefited from either a trip off site or a guest specialist to visit here at school.</p>
<p>Many pupils begin to fall behind due to a lack of support at home or poor absence levels. We need them to catch up with, keep up with and push past their their peers. RESPONSE: Study Support, 1 to 1 tuition sessions and booster groups to take place in KS1 and KS2. Support staff and agency staff used to ensure a programme of after-school support takes place across the whole of the academic year. Rewards, prizes, incentives and certificates purchased to motivate and engage pupils</p>	<p>£22,000</p>	<p>All resources are used effectively to ensure that identified children make at least expected progress in R, W and Maths, with a high percentage of them (over 50%) making better than expected progress as a result of the interventions put in place for them and the incentives offered to them as part of their work.</p>	<p>22 pupils benefited from booster groups across Y6 and Y2. Y6 pupils received revision packs with study at home material included free of charge. After school clubs ran all year on 4 out of 5 school nights. These included: cooking, board games, hockey, football, benchball, arts and crafts, radio club and French club. Three prize days took place over the school year with awards for improved effort included. Weekly celebration assemblies promoted and supported pupils. DISADVANTAGED PUPIL PROGRESS REPORT:</p>

<p>even further. Attendance priority group led by the school learning mentor.</p>			<table border="1"> <tr> <td></td> <td>R</td> <td>W</td> <td>M</td> </tr> <tr> <td>EXPECTED</td> <td>78%</td> <td>78%</td> <td>79%</td> </tr> <tr> <td>EXCEEDING</td> <td>48%</td> <td>41%</td> <td>43%</td> </tr> </table>		R	W	M	EXPECTED	78%	78%	79%	EXCEEDING	48%	41%	43%
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<p>Some pupils are unable to work at home due to a lack of resources. Parents who want to support their children often find it too expensive to purchase the materials required. RESPONSE: Purchase of home study and revision support packs for Year 6 pupils, along with CDROM to support Maths. Parent workshops invite parents into school to learn how to use the materials effectively</p>	<p>£3,000</p>	<p>Parents work with their child at home, helping secure greater progress and raising attainment. Parents feel supported in their own ability to work with their child at home.</p>	<p>Parent/pupil projects introduced. Maths parent workshops run termly. Half termly parent drop in to review pupils work in books and discuss new targets.</p>												
<p>Some children have low aspirations due to a lack of experience and knowledge for the wider world. Attendance levels are often low due to a lack of aspiration from the parent. We need children to want to come to school in order for them to convince parents to bring them each day. RESPONSE: Arrangement of special incentive days to promote pupil thirst for progress and greater attainment, including circus workshops, archery lessons and REAL SKILLS days. Work will be linked to literacy follow-ups</p>	<p>£3,000</p>	<p>Children show self-motivation to learn and do well; this is rewarded by their attendance at a special event or activity. These activities have been chosen as things children would not normally have access to.</p>	<p>Water sports afternoon offered to Y6 pupils who had shown dedication and motivation towards their own learning.</p>												

<p>We need to ensure that our PPG allocation is being spent correctly. We need to continue to develop and challenge our teachers in our drive for educational excellence.</p> <p>RESPONSE: Release time for teachers to meet with SLT and stakeholders to discuss pupil progress for FSM6 pupils; three times per year. Half-termly meeting costs to be met by school. Staff to work with other staff within EIP Cluster and to also take part in peer teaching and coaching models</p>	£10,000	<p>SLT, stakeholders and teachers meet to focus on attainment and progress of FSM6 pupils. Pupils are discussed individually and actions agreed to maximise impact. As a result of this work the attainment and progress of pupils in receipt of the PPG increases and accelerates. As a result the work on improving outcomes for those in receipt of the PPG, there is also a noticeable impact on other pupil groups too.</p>	<p>The rate of progress and attainment of pupils in receipt of PPG is inline with their peers in all subjects across the school.</p>
<p>Our children respond differently to a range of teaching styles and classroom groups, Extra staff ensure that children can be taught in different ways and in smaller groups.</p> <p>RESPONSE: Part time support teachers to work in Y2 and Y6 (5/12 of school year)</p>	£42,000	<p>Increased standards in reading, writing and maths at the end of KS1 and KS2, particularly in achieving a higher standard.</p>	<p>Standard in KS2 remain high and above national both at expected and greater depth.</p> <p>Standards at KS1 increased further at expected and are fell slightly below national when working at a higher level. Progress in this year group however was accelerated for pupils in receipt of the PPG.</p>
TOTAL COST OF OUTLINED PROJECTS	£177,289		
Pupil Premium Allocation for 2017 - 2018	£177,160		
REVIEW DATE: July 2018			