



## Pupil Premium Plan 2017 – 2018

Pupil Premium Grant allocation 2017 - 2018	
32 pupils x £1320	£42240
2 pupils x £1900	£3800
3 x pupil x £300	£900
<b>Total</b>	<b>£46940</b>

### Barriers to educational achievement

- Financial constraints and poverty
- Less support from home
- Weak language and literacy skills
- Social and emotional difficulties including self-esteem and behavioural difficulties
- Attendance and punctuality issues
- Complex family and/or safeguarding issues which prevent children from flourishing
- Lack of opportunities and experiences outside of school
- Communication and language acquisition

How	Why	£	How will impact be measured															
<p><b><u>Pastoral Officer</u></b> Responsible for running a range of pastoral intervention groups; home school support with families through Early Help, CIN, CP; attendance monitoring and support.</p>	<p>Social, emotional and behavioural barriers to learning impact on children’s educational outcomes, pastoral intervention groups to target these barriers.</p> <p>Complex family and/or safeguarding issues prevent children from flourishing in school and at times accessing education successfully.</p>	£23,448	<p>Attendance for gap for Disadvantaged pupils compared to non-disadvantaged pupils continues to close.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Attendance</th> <th style="text-align: center;">2017 - 2018</th> <th style="text-align: center;">2016 - 2017</th> </tr> </thead> <tbody> <tr> <td>National all</td> <td></td> <td style="text-align: center;">96.0%</td> </tr> <tr> <td>Disadvantaged</td> <td style="text-align: center;">95.53%</td> <td style="text-align: center;">95.89%</td> </tr> <tr> <td>Non Disadvantaged</td> <td style="text-align: center;">97.06%</td> <td style="text-align: center;">97.9%</td> </tr> <tr> <td>Gap</td> <td style="text-align: center;">1.53%</td> <td style="text-align: center;">2.01%</td> </tr> </tbody> </table>	Attendance	2017 - 2018	2016 - 2017	National all		96.0%	Disadvantaged	95.53%	95.89%	Non Disadvantaged	97.06%	97.9%	Gap	1.53%	2.01%
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			Disadvantaged pupils across the school made more than expected progress (4 steps) in Reading 4.1 steps, Writing 4.1 steps and SPAG 4.5 steps.																							
<b>CPD for staff</b> Pastoral office, teacher and TA training eg Drawing and Talking Therapy, Lego Therapy, Safeguarding training, substance misuse, Precision teaching, Better Partners, RWinc	To develop strategies to support with removing barriers to learning both in the classroom for teachers and TA and through intervention.	£1000	See above attendance data  See progress and outcomes below for whole school																							
<b>Resources</b> Resources to support social and emotional pastoral groups eg Lego Therapy, Forest Schools, Animal Therapy, Toe by Toe	Social, emotional and behavioural barriers to learning impact on children's educational outcomes, a range of pastoral intervention groups run to target these barriers.	£1200	See above attendance data  See progress and outcomes below for whole school																							
<b>Teaching Assistant</b> Extra teaching assistant focus intervention for PPG in class and in small across the school.	To improve education outcomes for children to overcome barriers to learning.	£11238	See progress and outcomes below for whole school  See above attendance data above																							
<b>Early Years Practitioner</b> in Reception	To raise attainment and target early barriers to learning and GLD, specifically communication and language barriers, reading, writing and maths.	£8256	<table border="1"> <thead> <tr> <th rowspan="2">EYFS</th> <th>GLD</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> <tr> <th>ARE</th> <th>ARE</th> <th>ARE+</th> <th>ARE</th> <th>ARE+</th> </tr> </thead> <tbody> <tr> <td>Baseline PPG (3)</td> <td>33%</td> <td>33%</td> <td>0%</td> <td>33%</td> <td>0%</td> </tr> <tr> <td>Summer 2018 (6) 3</td> <td>50%</td> <td>76%</td> <td>0%</td> <td>50%</td> <td>0%</td> </tr> </tbody> </table> <p>Increase in % children achieving GLD and Early Learning Goals in Reading and Writing from baseline assessments in Autumn 2017.</p>	EYFS	GLD	Reading		Writing		ARE	ARE	ARE+	ARE	ARE+	Baseline PPG (3)	33%	33%	0%	33%	0%	Summer 2018 (6) 3	50%	76%	0%	50%	0%
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Baseline PPG (3)	33%	33%	0%	33%	0%																					
Summer 2018 (6) 3	50%	76%	0%	50%	0%																					
<b>Enrichment</b>	Lack of opportunities outside of school for PPG children, which	£2145	See attendance data above																							

<b><u>Opportunities</u></b> Lunch time and afterschool clubs targeted for PPG children: Taiko Drumming, Multi-sports, Guitar lessons, Woodwind lessons.	impacts on self-esteem and attitude to education.		66% of disadvantaged pupils attended an enrichment club
<b><u>Enrichment Opportunities</u></b> Subsidy of trips including residential visits.	Lack of opportunities outside of school for PPG children, which impacts on self-esteem and attitude to education and educational outcomes.	£325	See attendance data above
<b><u>Uniform and PE kits</u></b>	Social and emotional impact on educational outcomes, when children do not have the appropriate uniform or PE kit it can impact on pupil confidence, allows access to the full national curriculum.	£225	See attendance data above  67% of Disadvantaged pupils attended an enrichment club last academic year
<b>Total</b>		<b>£47837</b>	

### **In Year Progress**

4 steps expected progress in a year

Progress	Reading	Writing	Maths	SPAG
<b>Year 6 (9) 2 SEN</b>	4.6	4	4.2	5.7
<b>Year 5 (6) 1 SEN</b>	4.2	4.3	4	4.2
<b>Year 4 (9) 1 SEN</b>	4.1	3.9	4.1	3.9
<b>Year 3 (6) 2 SEN</b>	3.8	4.8	3.4	4.4
<b>Year 2 (4) 1 SEN</b>	4.5	4	4.3	4.3
<b>Year 1 (5) 2 SEN</b>	3.4	3.3	3.5	
<b>Year 1 – Year 6</b>	<b>4.1</b>	<b>4.1</b>	<b>3.9</b>	<b>4.5</b>

### Summer 2018 end of KS2 - Y6 outcomes

	End Y5 ARE	Y5 ARE+	Gap with NPPG	End Y6 ARE	End Y6 ARE+	Gap ARE	GAP ARE+
<b>Reading</b>	50%	13%	<b>-41%</b>	<b>57%</b>	14%	<b>-14%</b>	<b>-10%</b>
<b>Writing</b>	50%	13%	<b>-41%</b>	<b>71%</b>	14%	<b>-24%</b>	<b>-10%</b>
<b>Maths</b>	50%	13%	<b>-41%</b>	<b>57%</b>	14%	<b>-24%</b>	<b>0%</b>
<b>SPAG</b>	25%	13%	<b>-48%</b>	<b>71%</b>	14%	<b>-15%</b>	<b>-10%</b>
<b>RWM</b>				<b>57%</b>	14%	<b>-5%</b>	<b>+9%</b>

Gap closed between Disadvantaged and non-Disadvantaged in Summer 2018 outcomes for Y6 in all areas and the % of Disadvantaged pupils achieving ARE and ARE+ has improved in R, W, M, SPAG and combined RWM.

### Spring 2018 -Current end of KS1 - Y2

	End Y1 ARE (2)	Y2 ARE+	Gap	End Y2 ARE (6)	End Y2 ARE+	Gap
<b>Reading</b>	100%	0%	<b>+ 33%</b>	<b>83%</b>	<b>0%</b>	<b>-1%</b>
<b>Writing</b>	100%	0%	<b>+31%</b>	<b>67%</b>	<b>0%</b>	<b>-9%</b>
<b>Maths</b>	50%	0%	<b>- 64%</b>	<b>67%</b>	<b>0%</b>	<b>-9%</b>
<b>SPAG</b>	100%	0%	<b>-23%</b>	<b>67%</b>	<b>17%</b>	<b>-1%</b>

End of KS1, numbers of disadvantaged pupils more than doubled during the year from 2 to 6.

The 2 constant pupils from Y1 who were ARE in R, W, M and SPAG are still achieving ARE, with the both now ARE at the end of Y2 in maths. Disadvantaged pupil outcomes in Reading and Spag are broadly in line with each other R – 83% and 84%, SPAG 67% and 68%. Writing and Maths outcomes are slightly lower for disadvantaged pupils.

Improvements end KS1 on outcomes for July 2018 compared with July 2017 = R 0%, W 0%, M 33%, SPAG 0%

### Phonics

Year 2 phonics 100% disadvantaged pupils passed, 3 children rescreened in Y2 all passed, who did not pass in Y1.

Year 1 phonics 2/4 50% disadvantaged pupils passed, 2 who did not pass SEND.

**Year 3** – The gap has narrowed between disadvantaged and non-disadvantaged pupils in ARE for Reading, Writing, Maths and SPAG, with an increase in the % of disadvantaged pupils achieving ARE in all subjects.

November 2017 to be reviewed August 2018

**Year 4** –Outcomes for Disadvantaged pupils at ARE and ARE+ in R, W, M, SPAG are better than that of non-disadvantaged pupils. There has been an increase in the % disadvantaged pupils achieving ARE+ in R, M, and SPAG this year.

**Year 5** – Outcomes for disadvantaged pupils at ARE have improved in R, W and SPAG. Maths has remained the same. Outcomes for ARE+ have improved in Maths. R, W, SPAG have remained the same. The gap has narrowed in R, W, SPAG at ARE.