

Pupil Premium Impact Statement 2017-2018

PP Profile

During the school year 2017 – 2018 there were 12 children, out of 111, who were in receipt of Pupil Premium funding: 10 for the whole period and 3 for part of the period. Funding is complicated due to the way information is gathered on eligible pupils, based on the January census, and the funding period, which follows the financial year, not the academic year. Some children who receive Pupil Premium left part way through the year; this report includes those who were at the school for the whole academic year. There are 7 girls and 5 boys. 4 of the children in receipt of PP are also on the SEN register and 1 has an EHCP.

What actions were required in 2017/18 and how the pupil premium funding was planned to be spent?

- All children are closely tracked in school and those children falling behind age related expectations will need targeted interventions in class provided by their teacher.
- Teachers meet the Head teacher and the Inclusion Lead regularly to look at attainment and progress of all children, including those in receipt of the pupil premium.
- Barriers to learning are discussed at these meetings and further targeted interventions are put in place.

Funding Plan for Pupil Premium 2017-18

Number of eligible pupils	12
Number of pupils funded for whole period	10
Total PP funding received	£21,840

Key Stage	Barrier to learning	Intervention	Estimated cost	Impact
EYFS	Language skills below age related expectations	<ul style="list-style-type: none"> • Daily Phonics Intervention 	TA time (1 hour per week = £13 x 39 weeks) £600	<p>In reading 13 children (81.5%) achieved GLD.</p> <p>2 of the 3 Pupil Premium children, achieved GLD in Reading.</p> <p>Barriers: The 1 child who didn't achieved GLD in Speaking has Speech and Language difficulties with forming some speech sounds. Following input from SALT, this is improving and she is communicating more, which in turn has increased her confidence.</p>
	Social skills below age related	<ul style="list-style-type: none"> • Play therapy once a week 	Inclusion Lead Time (£34 x 35 weeks) £600	<p>This was with the 3 PP children.</p> <p>In Speaking, 2 out of the 3 achieved GLD and 1 did</p>

	expectations			<p>not.</p> <p>In Self-confidence and self-awareness, managing feelings and behaviour and making relationship (which were the targeted areas), all 3 achieved GLD.</p> <p>Barriers: The 1 child who didn't achieved GLD in Speaking has Speech and Language difficulties with forming some speech sounds. Following input from SALT, this is improving and she is communicating more, which in turn has increased her confidence.</p>
EYFS Total: £1200				
KS1	Inconsistent reading skills and lack of reading for meaning	<ul style="list-style-type: none"> • Daily Phonics Intervention • 1:1 reading session • Targeted morning work with class TAs 	<p>TA time (1 and 1/4 hour per week = £13 x 30 weeks) £600</p> <p>TA time (£13 x 2 class x30) £800</p> <p>TA time (1 hour per week x 30) £400</p>	<p>In Year 1, 15 children (75%) were at the expected standard at the end of the year in Reading. There are no Pupil Premium children in Year 1.</p> <p>In Year 2, 12 (92%) were at the expected standard at the end of the year in Reading.</p> <p>There was 1 Pupil Premium child in Year 2 who made expected.</p> <p>18 out of 20 children in Year 1 (90%) achieved Working At in the Phonics Screening check. Both of these children are on the SEN Register and 1 of the children joined the school in May. There are no Pupil Premium children in Year 1.</p>
	Writing skills below age related expectations	<ul style="list-style-type: none"> • Guided writing session with class teacher. • Target spelling – precision monitoring 	<p>Inclusion Lead (10 minutes x 3 x30 weeks) £600</p>	<p>In Year 1, 15 children (75%) were at the expected standard at the end of the year in Writing. There are no Pupil Premium children in Year 1.</p> <p>In Year 2, 12 (92%) were at the expected standard at the end of the year in Writing.</p> <p>There was 1 Pupil Premium child in Year 2 who made expected.</p> <p>Action: There needs to be further use of guided writing sessions within class which are differentiated and with a specific focus.</p>

	<p>Inability to apply mathematical skills and knowledge</p>	<ul style="list-style-type: none"> • Pre-teaching activities 	<p>TA time (20 minutes a week) £200</p>	<p>In Year 1, 16 children (80%) were at the expected standard at the end of the year in Maths. There are no Pupil Premium children in Year 1.</p> <p>In Year 2, 12 (92%) were at the expected standard at the end of the year in Maths.</p> <p>There was 1 Pupil Premium child in Year 2 who made expected.</p> <p>Barriers: The TAs have found it difficult to include the morning sessions with individuals and groups.</p> <p>Action: For teachers to plan the gap filling activities as part of the group work within the lesson for the children who need it. For SLT to reconsider timings during the day for 1:1 work.</p>
<p>KS1 Total £2600</p>				
<p>KS2</p>	<p>Inconsistent reading skills and lack of reading for meaning</p>	<ul style="list-style-type: none"> • 1:1 reading session with TA. 	<p>TA time (£13 x 2 class x30) £800</p>	<p>In Year 3, 11 children (85%) are working at the expected standard.</p> <p>There are 2 PP children in this year group, 1 child, who is has an EHCP is working below and the other is at expected.</p> <p>In Year 4, 10 children (83%) are working at the expected.</p> <p>There are 2 PP children in this year group, 1 child, is working below and the other is at expected.</p> <p>In Year 5, 11 children (79%) are working at expected standard. 2 of the 3 children working below expected are on the SEN Register.</p> <p>There are 2 PP children in this year group and they are both working at expected level.</p>

		<ul style="list-style-type: none"> • 1:1 tutoring with Inclusion Lead (Reading – 10 sessions) 	<p>Inclusion Lead (£34 x 10) £400</p>	<p>In Year 6, 7 children (70%) are working at the expected standard.</p> <p>There are 2 PP children in this year group and they are both working at expected level.</p> <p>The 2 Pupil Premium children in Year 6 were tutored. Both children achieved At Expected Standard in the SATS at the end of KS2.</p> <p>Barriers: Due to some staffing issues, priority readers have not been able to be heard as regularly as planned.</p> <p>Action: To engage more parent helpers to hear priority readers.</p>
	Writing skills below age related expectations	<ul style="list-style-type: none"> • 1:1 tutoring with Inclusion Lead (Writing – 10 sessions) • Target spelling – precision monitoring 	<p>Inclusion Lead (£34 x 10) £400</p> <p>Inclusion Lead (10 minutes x 3 x30 weeks) £600</p>	<p>The 2 Pupil Premium children in Year 6 were tutored. 1 child achieved At Expected Standard in the SATS at the end of KS2 and the other achieved Working Towards.</p> <p>The Inclusion Manager worked with 3 Year 6 children on precision teaching of spelling. One of these children was Pupil Premium and they achieved Has Not Met Expected.</p> <p>Precision teaching for Maths was also used with one Year 5 Pupil Premium child.. Over the year, 5 steps progress have been made in Maths and the attainment is below the expected level.</p> <p>Barrier: The Year 5 child’s perception of their Maths ability is very low and although activities went home to help with this, they were not completed.</p>
	Inability to apply mathematical skills and knowledge	<ul style="list-style-type: none"> • Purchase of 1st Class@Number 	<p>£775 for training course</p>	<p>The training for 1st Class@Number has been completed and this is now an intervention which can be used in school.</p>

		<ul style="list-style-type: none"> • 1:1 tutoring with Inclusion Lead (Maths – 10 sessions) • Group Maths Intervention with TA 	<p>Inclusion Lead (£34 x 10) £400</p> <p>TA time (£13 x 40 minutes x 30) £300</p>	<p>1st Class@Number was carried out with 4 children. These 4 children are still working below the expected level.</p> <p>The Inclusion Lead and Head teacher do not feel that the correct children were chosen for this intervention work. Although it has increased their basic number knowledge and some of their fluency, as well as their confidence with Maths in the sessions, this has not transferred into the classroom.</p> <p>Barrier: As this was the first time running this intervention, it wasn't known which children would most benefit from it.</p> <p>Actions: The Inclusion Lead and Maths Lead will plan which children will complete the Intervention next year. As the training is now completed, it should be possible to carry this out this programme with 2 groups of 4 children in the next academic year. The Inclusion Lead will disseminate the course to a TA to facilitate with this.</p> <p>The 2 Pupil Premium children in Year 6 were tutored. 1 child achieved At Expected Standard in the SATS at the end of KS2 and the other achieved Has Not Met Expected.</p> <p>The TA worked with all Year 6 children. Using Summative Teacher Assessment, at the end of the Year 5, 30% were working at the expected standard. This increased to 70% by the end of Year 6 from SATS results.</p> <p>The Intervention groups included 2 Pupil Premium children. 1 child achieved At Expected Standard in the SATS at the end of KS2 and the other achieved Has</p>
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				Not Met Expected.
	Danger of child having low expectations of attainment.	<ul style="list-style-type: none"> 1:1 tutoring with Inclusion Lead (Writing – 10 sessions) Group Maths Intervention with TA 1:1 Behaviour mentor and plan. 	<p>Inclusion Lead (£34 (12/2 an hour) x 10) £200</p> <p>TA time (£13 x 20 minutes x 30) £200</p> <p>Inclusion Lead (£34 x 35) £1,200</p>	<p>The 2 Pupil Premium children in Year 6 were tutored. 1 child achieved At Expected Standard in the SATS at the end of KS2 and the other achieved Working Towards.</p> <p>The TA worked with all Year 6 children. Using Summative Teacher Assessment, at the end of the Year 5, 30% were working at the expected standard. This increased to 70% by the end of Year 6 from SATS results.</p> <p>The Intervention groups included 2 Pupil Premium children. 1 child achieved At Expected Standard in the SATS at the end of KS2 and the other achieved Has Not Met Expected.</p> <p>The Inclusion manager has mentored 3 children, 2 of whom are PP. 1 of these children has not had any incidents since 24.11.18 recording in the school's behaviour log. The second child has continued to have incidents recorded and the school is seeking help from external services to help with SEMH needs. However, there has been progress in terms of the length of the incidents due to the use of restorative approaches used.</p>
	Inability to access the curriculum without support (1 child with EHCP)	<ul style="list-style-type: none"> Full time 1:1 support. (Top up to LA SEN funding) 	£1,320	<p>This child is on the SEN Register and is PP. A 1:1 Teaching Assistant is needed in order for the child to access the appropriate curriculum as well as to support during social times.</p> <p>This child is still working well below the expected level.</p>
KS2 Total £6595				
Whole School Actions	Objective		Estimated Cost	Impact
	To ensure that all Pupil Premium children are making the necessary progress. That they	<ul style="list-style-type: none"> Data collection and tracking each half term. Provision 	£5500	<p>Data collection and analysis has been completed each half term.</p> <p>The Inclusion Manager attends to the Pupil Progress Meetings (or is given minutes where attendance is not</p>

	are being challenged appropriately and being supported accordingly.	<p>mapping and strategy sharing for Pupil Premium children</p> <ul style="list-style-type: none"> • Profession development for TAs on how best to support Pupil Premium children. • Monitoring and work scrutiny of PP children. 		<p>possible). This information feeds into the provision mapping and strategies and resources are shared with the Class teacher and TA.</p> <p>TAs have received training on how to support PP children, as well as understanding and using data. All staff know the PP children in their class and are able to identify their barriers to learning as well as the strategies which are used and help them</p> <p>All staff have been given advice on quality first teaching for PP children via the PP and SEN Folders.</p> <p>During book scrutiny it can be seen that PP children are being given appropriate challenge in their work.</p>
	To ensure PP are exposed to a range of learning experiences designed to enrich and compliment the curriculum	<ul style="list-style-type: none"> • Piano/Guitar Tuition Contribution • Premier Sport Lunchtime Club • School Trip Contributions 	<p>50% subsidised fee (£65 per term= £195 x 2 children) £600</p> <p>Fee (£2 per week x 39 = £39 x 13) £1100</p> <p>Subsidised fee = £420</p>	<p>1 PP child has weekly piano lessons.</p> <p>None of the PP children attend the Premier Sports Lunchtime Club, although they all have the opportunity to do so. 1 PP child attends the school Running Club.</p> <p>All PP children have attended the school trips have these have been subsidised.</p> <p>Actions: The school is looking at create more opportunities via lunch time and after school clubs. The Inclusion Manager is to monitor attendance at these clubs to see which are preferable.</p>
	Retaining additional hours for Teaching Assistants in KS1 and KS2	<ul style="list-style-type: none"> • 4 TAs x 1 hour day (39 weeks) 	£4056	<p>All TAs are used to support PP children within the classroom, to ensure that they are progressing.</p>
Whole School Total:	£10,576			

		Overall Total: £20,971		
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The table below shows the Steps progress between September 2017 and the end of the Summer term 2018, for Years 1 – 6 (5 steps are expected in Y1; 6 steps are expected in Y2-Y6). This data is based on teacher assessments.

	No of children	Reading	Writing	Maths	Average
Year 1 PP	0	-	-	-	-
Year 1 Non-PP	20	4.9	4.9	5.1	4.9
Year 2 PP	1	7	7	7	7
Year 2 Non-PP	12	6.7	7.3	6.9	6.9
Year 3 PP	2	4 (6)	5 (7)	3.5 (7)	4.1 (6.7)
Year 3 Non-PP	11	6.3	6.5	6.1	6.3
Year 4 PP	2	4 (6)	6 (7)	4.5 (7)	4.9 (6.7)
Year 4 Non-PP	10	6	5.8	6.1	6
Year 5 PP	2	5.5	7	5.5	6
Year 5 Non-PP	12	6.2	5.9	6.2	6.1
Year 6 PP	2	7.5	6	9	7.5
Year 6 Non-PP	8	6.1	6	6.5	6.3

The impact of pupils with high level needs (EHCP and EHA) needs to be understood, when interpreting these figures. Adjusting the data to remove the 2 high level needs pupils (figure without their data shown in blue) gives a clearer picture.

The table below shows the data for those children in Reception for achieving a Good Level of Development.

	No of children	GLD Met	GLD Not Met
Reception PP	3	2	1
Reception Non-PP	13	11	2

Progress made for Individual Year 6 Children. This includes their EYFS and KS1 SATS results, their teacher assessment data at the end of Year 6/KS2, as well as their SATS results.

PP	GLD Met	KS1 Result			Phonics result	End of Year 6 Teacher Assessment			SATS Results				SEND
		R	W	M		R	W	M	R	W*	G	M	
Y	Y	2B	2B	2B	WT	6s	5s	6w	100	NM	98	99	N
N		2A	2B	2A		6s+	6s	6s+	110	WA	109	110	N
Y	N	2A	2A	2B	WA	6s	6s	6s	104	WA	105	98	N
N	Y	1A	1A	2B	WA	6b+	6w+	6s	95	WT	101	103	Y
N	N	1C	1C	P8	WT	4b	3b	3w	84	GDV	87	80	Y (EHCP)
N	Y	2A	2B	2B	WA	6s	6s+	6s	113	GD	103	102	N
N	Y	3	3	3	WA	6s+	6s	6s+	107	WA	109	104	N
N	Y	3	3	2A	WA	6s	6s	6s	99	WA	107	97	N
N	Y	2B	2A	2A	WA	6s	6s	6s	98	WA	101	102	Y
N	Y	2C	2B	2B	WT	6w	6s	6w+	97	WA	94	97	N