

## Pupil Premium Impact Statement 2016-2017

### PP Profile

During the school year 2016 – 2017 there were 16 children, out of 111, who were in receipt of Pupil Premium funding: 13 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. There are 6 girls and 10 boys. 5 of the children in receipt of PP are also on the SEN register.

### Funding Plan for Pupil Premium 2016-17

Number of eligible pupils	16
Number of pupils funded for whole period	13
Total PP funding received	£19,200

Activity or Intervention	Expected number of Learners	Funding needed (£)	Aims	Impact
1:1 support for personalised learning	2  Both of these children were in receipt of Pupil Premium funding and have an EHCP in place.	17,081	To enable pupils to gain full access to an appropriate curriculum. To ensure effective liaison and assessment with outside agencies.	Both children made good progress given their needs and were able to access learning at the appropriate level. They were both educated in the classroom environment to greater support their learning and inclusion.  Child A (Year 6) made 2 steps in Reading, 2 in Writing and 4 in Maths.  Child B (Year 2) made 4 steps in Reading, Writing and Maths. Child B is now working beyond P scales in Reading Writing and Maths.
Educational visits	13	260	To facilitate inclusion and access to wider opportunities.	All children have been able to attend all school trips this year, including individual trips to work on social skills and learning about safety on roads and around strangers.

				All children who needed additional transition visits attended these so they are well prepared for their next steps.
Targeted support from the Inclusion Manager and other teachers.	16	10,400	To increase focus on the learning of children in receipt of PP funding. To accelerate academic progress in reading, writing and maths to narrow the gap with expected attainment. To support the delivery and monitoring of an effective programme of interventions to accelerate progress. To secure expected attainment in writing and maths in the end of year tests and better than expected attainment in reading.	Suggested additional intervention work has been carried out with Pupil Premium children who are not making expected progress. These interventions have been personalised. Weekly small group guided maths was also put in place. Year 6 pupils attended Easter School. Booster sessions have taken place with Year 6 students in preparation for their end of Key Stage tests. See table below for PP progress teacher assessment data. In 5/7 cohorts gaps are closing.
Enrichment activities E.g. subsidised attendance at clubs	3	100	To facilitate inclusion and access to wider opportunities.	All children have had the opportunity to attend enrichment activities with subsidies. This was particularly utilised for the after-school bike club, although the enrichment offered did not always result in the increased confidence we were hoping to see.
		£27,841		

The table below shows the average progress between September 2016 and the end of the Summer term 2017 for Years 1 – 6, based on our school tracking system (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	2	5.5	4.5	5.5	5.1
Year 1 Non-PP	15	5.2	5.4	5.6	5.4
Year 2 PP	3	6.3	6.3	5.7	6.1
Year 2 Non-PP	13	6.1	5.8	6.2	6
Year 3 PP	2	6	4.5	5.5	5.3
Year 3 Non-PP	9	6	6.1	6	6
Year 4 PP	2	6.5	6.5	6	6.3
Year 4 Non-PP	13	6.5	6.8	6.8	6.7
Year 5 PP	2	6.5	7	6	6.5
Year 5 Non-PP	9	6	6	5.7	5.9
Year 6 PP	4	5.5	5.8	5.8	5.7
Year 6 Non-PP	17	6.7	6.4	6.6	6.5

In a small school with low numbers in each year group, the impact of pupils with high level special needs must be taken into consideration when interpreting data.

Despite the interventions outlined above, progress and attainment of children entitled to Pupil Premium was not in line with their peers. Therefore, this year the school has reviewed its Pupil Premium plan and its approach to the support of children entitled to Pupil Premium funding.

Report by Esther Street and Madeline Vosper. October 2017