



Pupil Premium Review 16 17

Year Allocation Per Pupil: £1320.00

Total School Allocation: £186,540

Spend

Salary allocation:

This amount includes the following roles:

- 1. Nurture** (4 afternoons/week) – Our nurture team supports vulnerable pupils each afternoon through SEAL and Nurture (personal, social & emotional support) groups for targeted pupils across school.
- 2. EAL support** (50%) – Our EAL mentor works across the school supporting in class and with small groups. She works to more intensively in foundation stage and key stage one to ensure early language development of pupils where English is an additional language.
- 3. Family Liaison Officer** (100%) – Our Family Liaison officer works with families where the attendance of pupils is less than 95%. She monitors data, conducts support meetings with families and develops school strategies to increase attendance through awareness. She completes family outreach work, supporting with benefits claims, housing issues, marriage breakdown support and parenting skills (delivering the Changes programme). She leads EH meetings and attends EH, CIN and CP meetings where appropriate, she liaises with school where our pupils may have siblings and where there might be transition needs. She liaises across and multitude of agencies to support our most vulnerable pupils and their families.
- 4. Sports Coach** (50%) – Our Sports coach provides additional sporting opportunities across school during lunchtime and afterschool.

Spend

5. **Forest School Leader** (25%) – Our forest school leader develops and maintains the area and plans and delivers forest school lessons for pupils across the school. Providing pupils with experiences to draw upon during lessons and develops important skills such as collaboration, problem solving, & leadership. He also delivers family sessions across the year.
6. **Senco** (30%) – Our SENCo works to ensure that all pupils with special educational needs are appropriately catered for through differentiation, appropriate intervention and careful planning. She line manages the learning support staff, liaises with external agencies and parents, delivers training and monitors progress.
7. **Parental liaison** (50%) – The front office staff provide our parents with information, assistance, support and advice on a daily basis.
8. **Learning support intervention:** £51,668.80 - In each year group our learning support staff carryout small group interventions to support children to meet their targets in reading, writing, mathematics and social, emotional and mental health.
9. **Letterbox Resources:** £1140.00 - This amount is allocated to provide 30 targeted pupil premium pupils with books delivered to their homes. These 'Letterbox' book packs from the book trust will allow targeted children to access reading books and maths activities in their home. Targeted pupils and their parents will be supported with a workshop to allow them to get the best out of the resources. Each child will receive one pack a month over a six month period.
10. **Enrichment:** £5,000 - This amount is allocated to provide targeted pupils with enrichment experiences e.g. clubs, theatre visits, holiday play scheme places, trips, visiting authors, PP pupil milk,
11. **Breakfast Club places:** £780 - These places are allocated to support low attending and low earning families so that pupils are on time and have breakfast.
12. **Family Support:** £2000.00 - We have a dedicated Family Liaison officer who works directly with parents and children. She works with families and offers support and advice regarding benefits, attendance, behaviour, domestic violence and a wide range of other support facilities. She delivers family support through the changes programme.

Impact

Based on end of 2017 academic year performance

Disadvantaged Pupil Attainment at KS2 2017 (22/60pupils)

Reading

Expected level: 57% disadvantaged vs 87% non-disadvantaged in school (30% gap)

This is slightly below local authority figures (59%) and national figures (59%)

Exceeding: 19% disadvantaged vs 15% non-disadvantaged in school (4% gap)

This is above local authority figures (12%) and national figures (14%)

Writing

Expected level: 71% disadvantaged vs 79% non-disadvantaged in school (8% gap)

This is above local authority figures (67%) and national figures (65%)

Exceeding: 10% disadvantaged vs 8% non-disadvantaged in school (2% gap)

This is in line with local and national figures (10%)

Maths

Expected level: 90% disadvantaged vs 87% non-disadvantaged in school (3% gap)

This is above local authority figures (65%) and national figures (63%)

Exceeding: 29% disadvantaged vs 36% non-disadvantaged in school (7% gap)

This is above local authority figures (11%) and national figures (13%)

Reading Writing and Maths combined

Expected level: 52% disadvantaged vs 77% non-disadvantaged in school (25% gap)

This is above local authority figures (49%) and national figures (47%)

Exceeding: 5% disadvantaged vs 3% non-disadvantaged in school (2% gap)

This is above local authority figures (3%) and national figures (4%)

Spelling Grammar & Punctuation

Expected level: 81% disadvantaged vs 85% non-disadvantaged in school (4% gap)

This is above local authority figures (70%) and national figures (66%)

Exceeding: 29% disadvantaged vs 31% non-disadvantaged in school (2% gap)

This is above local authority figures (22%) and national figures (18%)

Science (Teacher Assessment)

Expected level: 86% disadvantaged vs 85% non-disadvantaged in school (1% gap)

This is above local authority figures (70%)

Summary:

Strengths: All aspects highlighted in green exceed or are in line with national and local authority data.

The gap between disadvantaged and non-disadvantaged have all narrowed since last year's data (with the exception of Reading expected)

Maths progress for pupil premium is greater than non-pupil premium, with others in line or slightly below.

Reading and Maths progress for SEN pupils is greater than non-SEN pupils.

Area for development: To close the gap between disadvantaged and non-disadvantaged in Reading expected. To be in line with local authority figures in Reading expected.

To close the gap between the progress made in reading between disadvantaged and non-disadvantaged pupils.

To close the gap between the progress made in writing between SEN and non-SEN pupils.

KS1 - 2 Progress 2017

All students:

Reading Progress: +1.6

Writing Progress: -0.7

Maths Progress: +3.1

Pupil Premium Progress

Reading Progress: + 1.2

Writing Progress: - 0.8

Maths Progress: + 3.4

SEND progress

Reading Progress: +2.4

Writing Progress: -1.1

Maths Progress: +4.1

Summary:

Strengths: Progress in mathematics was significant, particularly for disadvantaged and pupils with SEND.

Progress in reading was also significant with very pleasing results for disadvantaged and SEND pupils.

Area for development: Progress in writing is a concern and targeted intervention and further staff training will be implemented to bring progress further in line with national (0) in this and future academic years.

Disadvantaged Pupil Attainment at KS1 2017 (24/90 pupils)

National figures were not available at time of publishing

Combined (Reading, Writing, Maths)

Expected level: 40% disadvantaged vs 68% non-disadvantaged in school (28% gap)

This is below local authority figures (52%)

Greater Depth: 4% disadvantaged vs 12% non-disadvantaged in school (8% gap)

This is slightly below local authority figures (5%)

Reading

Expected level: 56% disadvantaged vs 74% non-disadvantaged in school (18% gap)

This is below local authority figures (64%)

Greater Depth: 12% disadvantaged vs 29% non-disadvantaged in school (17% gap)

This is slightly below local authority figures (14%)

Writing

Expected level: 44% disadvantaged vs 71% non-disadvantaged in school (27% gap)

This is below local authority figures (57%)

Greater Depth: 12% disadvantaged vs 17% non-disadvantaged in school (5% gap)

This is above local authority figures (7%)

Maths

Expected level: 60% disadvantaged vs 80% non-disadvantaged in school (20% gap)

This is below local authority figures (57%)

Greater Depth: 8% disadvantaged vs 25% non-disadvantaged in school (17% gap)

This is below local authority figures (12%)

Science:

Expected level: 84% disadvantaged vs 85% non-disadvantaged in school (1% gap)

This is above local authority figures (71%)

Summary: This year was the first year that the school has had a cohort of 90 in Year 2. The year group is particularly boy heavy (59%) and includes a number of children with high SEMH and SEN needs.

Strengths: Writing greater depth has a small gap between disadvantaged and non-disadvantaged and is above local authority figures.

Science gap is minimal and above local authority figures,

Area for development: The gap in reading, writing and maths at expected and reading and maths at greater depth needs addressing, an action plan will be devised for 17/18 to ensure the gap is narrowed as this year group moves through KS2. The current Y2 cohort will be monitored to see increased attainment with percentage rates more closely in line with local authority figures.

Phonics Screen Y1

Year 1 Phonics Screen (number of disadvantaged pupils: 10/60)

Working at expected: 70% disadvantaged vs 84% non-disadvantaged in school (14% gap)

This is above local authority figures (71%)

Phonics by the end of year 2 - 2017

Pass Rate: 30% disadvantaged vs 33% non-disadvantaged in school (3% gap)

This is above local authority figures (28%)

Strengths: We have performed above local authority figures. The % pass for disadvantaged has increased since last year.

Area for development: To narrow the gap further between disadvantaged and non-disadvantaged pupils in school.

EYFS 2017 **Free School Meals**

Pupils achieving a good level of development:
Free School Meals (9/60)

60% disadvantaged vs 74% non-disadvantaged (14% gap)

This is above local authority figures (55%)

Strengths: 2014-2016 data saw a declining 3 year trend. This is no longer the case with a 20% increase in disadvantaged pupils achieving a good level of development (40% 2016 vs. 60% 2017).

Area for development: To consolidate and sustain this improvement by further narrowing the gap between disadvantaged and non-disadvantaged pupils achieving a good level of development in school.

Attendance:

	% Attendance			
	School Cumulative (HT 1-5)	LA Cumulative (HT 1-5)	Nat 15/16 (HT1-6)	School Vs National (gap)
Not eligible for FSM	97.01	96.49	96.30	+0.71
Eligible for FSM	94.56	94.43	94.20	+0.26
In school gap Non-FSM v FSM	-2.54			

Strengths: FSM children attend more frequently than their peers nationally.

Area for development: To close the gap between our FSM pupils and our non-FSM pupils.

Other Key Information

Parental involvement and engagement has increased this year, with key events attended. Our Family Liaison Worker has helped to support disadvantaged families when attendance or punctuality has been highlighted as a concern. As a result of this, attendance and punctuality levels for targeted families have improved over the year. Out of the 13 disadvantaged children receiving Drama Therapy, 9 have successfully completed sessions and an improvement in their SEMH needs have been noted by school and families. The remaining 4 children continue to receive support in this area, and is offered to support other siblings and family if required. Exclusion rates have also been carefully monitored and if concerns are still raised, the use of pupil premium funding has helped to provide bespoke support. This has led to a reduction in incidences, including those leading to fixed term exclusions.

Summary of Actions to be included in the School Improvement Plan

KS2

- To close the gap between disadvantaged and non-disadvantaged in Reading expected. To be in line with local authority figures in Reading expected.
- To improve writing progress from KS1 to 2 for disadvantaged pupils.

KS1

- The gap in reading, writing and mathematics at expected and reading and mathematics at greater depth needs addressing, an action plan will be devised for 17/18 to ensure the gap is narrowed as this year group moves through KS2. The current Y2 cohort will be monitored to see increased attainment with percentage rates more closely in line with local authority figures.
- To maintain and reduce the gap between disadvantaged and non-disadvantaged pupils in phonics.
- To consolidate and sustain this improvements by further narrowing the gap between disadvantaged and non-disadvantaged pupils achieving a good level of development in EYFS.