

Pupil Premium impact report 2016-2017

	No. of PP children	SEN	EAL	Social Care/Domestic Vulnerabilities	Multiple barriers
Year R	14	0	1	4	0
Year 1	13	4	2	3	1
Year 2	16	4	6	5	1
Year 3	25	8	2	11	0
Year 4	23	6	4	7	1

Strengths

- Although standards of all PP children are relatively low, a further analysis of matched pupil data over the last year, provides strong evidence of positive impact of the planned targeted interventions.
- The percentage of pupils working at age related expectations has increased in every year group from the previous end of year data with the exception of Year 1 maths. We are therefore closing the gap between 'school disadvantaged v's national all' and the trend is that of an improving picture.

Year	Reading			Writing			Maths		
	EoYR	EoY1	Difference	EoYR	EoY1	Difference	EoYR	EoY1	Difference
Year 1	54%	69%	+15%	54%	69%	+15%	77%	69%	-8% (1 pupil)
	Interventions: Boys reading intervention, increased phonic interventions and increased daily phonics sessions in summer 1			Interventions: Increased focus on SPAG with increased focus on spelling, AHT planning support leading to raised expectations.			Interventions: Summer term maths intervention focusing on calculations methods and number knowledge.		
Year 2	44%	56%	+12%	31%	50%	+19%	44%	56%	+12%
	Interventions: AHT/EAL co-ordinator support, phonics intervention, first quality teaching.			Interventions: AHT/EAL co-ordinator support, use of Babcock spelling, additional daily spelling sessions, phonics intervention – phonics leading into writing.			Interventions: Catch up maths, daily interventions from EAL/PP co-ordinator.		
Year 3	52%	76%	+24%	32%	48%	+16%	52%	56%	+4%
	Interventions: AHT reading intervention			Interventions: Babcock spelling scheme, Literacy co-ordinator planning support.			Interventions: Catch up maths, in class support – first quality teaching.		
Year 4	48%	70%	+22%	13%	57%	+44%	26%	61%	+35%
	Interventions: AHT reading intervention			Interventions: Babcock spelling scheme, Literacy co-ordinator planning support.			Interventions: Catch up maths, summer term maths intervention, increased in class support for targeted pupils from T/TA.		

Progress over time v's in year progress

	Reading					Writing					Maths				
	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Rec	Yr 1	Yr 2	Yr 3	Yr 4
Progress over time		100%	94%	100%	91%		100%	87%	100%	87%		92%	88%	96%	70%
In year progress	100%		100%		74%	93%		87%		96%	93%		94%		91%

Over time progress:

- Consistently strong in all subjects for all year groups with the exception on Year 4 maths. Year 3 and Year 1 have shown particularly strong progress in Reading and Writing with 100% of pupils making good progress.
- Particularly strong in writing as only 6/77 pupils were not able to demonstrate good progress either overtime or in year (5 of these are SEN 2 of which are also EAL).
- Reading Interventions have been successful in Year 3 particularly e.g. AHT deployed to provide for underachieving PP children in a specific class in the summer term proved to be highly successful in getting pupils back on track to be at national expectations. 3 additional children now achieving ARE in Y3 than achieved in SAT's.

In year progress:

- Strong in all subjects for all year groups with the exception on Year 4 Reading.
- EYPP progress is strong in all areas particularly in Reading.
- The achievement of EYPP pupils is higher in PD, CLL, R and W than the ALL group. In all other areas there is no significant difference between the achievement of PP and ALL pupils.

Concerns

- Standards-below national averages in reading, maths and writing with the exception of Y3 reading which are inline.
- Despite standards being inline with all pupils, achievement of EYPP pupils in Writing, Number and SSM is below national expectations (2016 figures). EYPP pupils need to be targeted in the Autumn term of Year 1 to begin to narrow the gap to national standards.
- In year progress in Year 4 Reading is less than expected and lower than the other year groups – this was due to insufficient “advanced” opportunities in the first half of year 4. Further professional development was provided and learning opportunities were then matched to abilities.
- In year overtime in Year 4 maths is less than expected. Data shows a drop in attainment from KS1 SATS at the end of Year 3 and despite intensive intervention and support from class teachers, previous gaps in learning had an effect on their progress over time.

Impact of further PP funding

<ul style="list-style-type: none"> • Lunchtime Provision - External sports coach • Structured internal Play Leader 	<p>The external sports coach has provided lunch time support twice a week which has enabled the children to learn new sports skills and make new friendships across their year group. Pupil conversations were extremely positive about the structured play sessions, with pupils saying that they now feel more confident to try new things</p>
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	<p>and that they had learnt how to work more cooperatively as a team player. Pupils talk very positively about the experience of lunchtime structured play.</p> <p>Many of our Pupil Premium eligible pupils have other barriers to learning, particularly in KS2. The external coach and internal play lead has led to a decrease in the number of negative behaviour incidents during lunchtime. Data from behaviour monitoring shows a significant decrease of incidents of inappropriate behaviour being reported to Assistant Head Teachers. Pupils demonstrate behaviours of feeling happier and safer at playtimes.</p>
<ul style="list-style-type: none"> • Partially funding of Behaviour Support Team 	<p>Several children were supported and teachers were also up skilled in dealing more effectively with challenging behaviour. Planning, support and monitoring of extremely intensive support for children with very complex needs ensured that they continued to be included and learn in our school with high quality intervention. There has been very high levels of support for one particular child due to challenging behaviour which led to one to one support in order for him to remain in school.</p>
<ul style="list-style-type: none"> • Pupil Premium co-ordinator -Associated training costs -Half term review meetings with all support teachers/AHT's 	<p>There has been a high presence from Pupil Premium co-ordinator this year which has led to increased standards in all but one curriculum area. Half termly reviews have been led/supported by the PP co-ordinator with a specific focus on individuals who have been tracked closely during the year to ensure that provision meets their needs and support with next steps for these pupils has been provided. As a result pupils have made good progress (in year/over time) this year.</p>