

## Evaluation of spending Pupil Premium for 2017-18

### NUMBER OF PUPILS AND PUPIL PERMIUM GRANT RECEIVED 2017-18

Total number of pupils on roll September 2017 (excluding Nursery)	703 R to Yr 6
Total number of pupils eligible for Pupil Premium Grant	304 R to Y6, 21 in Nursery
Total amount of Pupil Premium Grant received	£420,355
Total expected expenditure September 2017-18	£420,355

### PERFORMANCE OF PUPIL PREMIUM PUPILS AT END OF KS2 IN 2018 COMPARED WITH NON-PUPIL PREMIUM PUPILS

	Pupils eligible for PP (school)	Pupils not eligible for PP (National)
% pupils attaining expected level in Reading, Writing and Maths combined	70	76
% pupils attaining expected level in Reading	80	87
% pupils attaining expected level in Writing	74	82
% pupils attaining expected level in Spelling, Punctuation and Grammar	82	89
% pupils attaining expected level in Maths	80	92
%pupils making expected progress in Reading	4.1	2.5
% pupils making expected progress in Writing	1.6	-0.6
% pupils making expected progress in Maths	2.8	2.6

## Evaluation of Pupil Premium Strategy for 2017-18

<b>Quality of Teaching for all</b>				
Desired Outcome	Evidence base and rationale	Chosen Action	Impact	Cost
Pupils benefit from good and better teaching strategies. The PP gap is reduced per year group.	AHT monitors pupil premium progress within the phase as part of regular monitoring cycle	AHTs delegated responsibility to close PP gap through intensive support of teaching and learning. Lead interventions Additional support in class Parent meetings	Good or better teaching resulted in diminished gap by end of KS2. Progress by end of KS2 of PP children exceeds non PP	£162,456
Raising standards for Pupils benefitting from PP monies. Higher percentage of combined attainment Y6	Reduces ratio; class teachers to pupils improves outcomes.	Additional teacher for year 6. Pupils taught in class groups of 23 ( instead of 30 per class) English & Maths lead teachers non class based –  Smaller class groups- quality teaching in place focussed on PP pupils.	Good or better teaching resulted in diminished gap by end of KS2. Progress by end of KS2 of PP children exceeds non PP	
<b>Targeted Support</b>				
<b><u>EARLY YEARS PUPIL PREMIUM £5830</u></b> PP children make early gains to reduce gaps in learning during EYFS so are able to start NC at required level.	Reduced ratio of adults to pupils enables learning in smaller groups in YN. Some Pupil premium children learn better and make progress in smaller group situation (+3 months impact EEF Toolkit)	Additional TA time in Nursery and Reception, targeted at PP pupils who are underachieving, to raise standards in Reading and speaking and listening.	Additional support has impacted on language skills and gap is diminishing between PP and non PP.  Additional support for reading improved fluency levels and impacted on enjoyment levels.	£207,703

		Additional 1:1 reading for PP pupils (8 hours a week)		
Improved progress for PP children with SEN and behavioural needs	<p>1.Beco provides Nurture and counselling weekly.</p> <p>2.Behaviour support worker x2 integrating high level pupils into class with mentoring strategies.</p> <p>3.Intervention teacher for SEN provides targeted support for SEN, PP pupils.</p> <p>4.ADHD champion advises class teachers and works in class to support 5 year one pupils high level ADHD needs. EEF Toolkit suggests high quality feedback is an effective way to improve attainment +8 months – developing feedback approach for SEND/PP pupils</p>	<p><b>Raise standards for SEN children across the school,</b> through differentiation, appropriate intervention and careful planning. Line managers support staff and liaise with external agencies, delivering training and monitoring progress.</p>	Both Nurture groups impacted on the children’s self-esteem, behaviour and self regulation, resulting in all children who participated in Nurture being able to access the curriculum within a full time classroom environment.	
<b>PP children are more engaged with reading, making greater progress in spelling across school working towards at least expected for their age.</b>	Reading comprehension strategies seen to improve learning by additional 5 months- EEF research.	<p>New phonics and spelling scheme across school. Supported across the year by external consultant (Alex Phinn)</p> <p>Additional phonics and reading support across EYFS and Y1 from FT qualified Reading teacher</p>	<p>External support for staff resulted in systematic phonics being taught which impacted positively on Y1/2 phonics data.</p> <p>Challenge Partner reports show impact on whole school spelling standards improved last academic year.</p>	

<p>Improved oral language skills. Pupil's specific needs addressed Are children with speech and language needs making progress along the SEN continuum?</p>	<p>Locally such provision is not available through NHS, unless on a long waiting list. School aims to get pupils early help, to reduce gaps in learning occurring. EEF- 6 months additional progress across a year.</p>	<p><b>Speech and Language interventions across school</b> according to need. Pupils receive speech and language targeted support from trained S&amp;L teacher: leading to raised attainment and standards in reading and writing.</p>	<p>WellComm strategy impacted on S&amp;L standards in EYFS – PP children able to access FS curriculum more successfully.</p> <p>Data - Sept 2017 - 42 Nursery pupils below ARE June 2018 - 4 Nursery pupils below ARE</p> <p>S&amp;L therapist providing 1:1 support for children with S&amp;L diagnosis. Therapist training staff to lead S&amp;L interventions impacting of communication abilities.</p>	
<p><b>Other Approaches</b></p>				
<p>Pupils <i>work together</i> on <b>creative learning approaches</b>, through cooking and growing topic in an area where obesity can be a factor. (NHS statistics) Teaching life skills. Case studies provided by FT teacher show collaborative learning approach has improved pupils approach to learning and the curriculum/motivation?</p>	<p>EEF- collaborative learning study. Motivation and enjoyment of learning is proven through this initiative (+5months) Teaching of Literacy and Numeracy are ably supported through cooking curriculum. Reading recipes and research-measuring and quantities.  PP pupils targeted for School Nutrition action group work-as leaders</p>	<p>Provide <b>enrichment opportunities</b> such as: cooking, growing, music, camping experience Y6 Children have the opportunity to learn new skills and encourage further parental engagement through performances.</p> <p>Children with limited experience often have limited vocabulary and this helps to provide opportunities for children to gain experiences to draw upon, whilst also supporting</p>	<p>Y6 camping impacting on self-esteem, life skills and enjoyment. Evidence e of impact on writing as a result of experience - all children making progress with writing within the topic.</p> <p>Music opportunities for children to participate in concerts at Symphony Hall – opportunity to work alongside talented musicians and experience/enjoy musical events.</p> <p>Food Tech – all children developing cooking/growing skills. Enhanced knowledge of healthy lifestyle and how to</p>	<p>£50,195</p>

		our healthy school approach.(seasonal)	improve their diets (school located in area of high obesity)	
Increased attendance rates for PP pupils and close gap between PP and non PP attendance and punctuality	Improved attendance allows for higher standards, as pupils have received more quality first teaching. EEF – behaviour interventions, proven to improve learning, parental involvement and support proven to raise pupil aspirations, can therefore be attributed to raised standards in the longer term.	Improve quality of children’s access to education. Attendance Officer works with families where the attendance of pupils is less than 90% and monitors data, conducts support meetings with families and develops school strategies and initiatives to increase attendance through awareness. Targeted support and monitoring for PP pupils	School acknowledges that this is an area still in need of improving.  New strategies in place to diminish difference academic year 18-19	
<b>Total Budget</b>				£420, 355