

PUPIL PREMIUM STRATEGY EVALUATION

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT RECEIVED	
Total number of pupils on roll September 2018	393 (YR – Y6)
Total number of pupils eligible for Pupil Premium Grant	292
Amount of Pupil Premium Grant received per pupil	£1320 (PPG) £2300 (LAC or PLAC) £300 (Service Children) £302 (Early Years)
Total amount of Pupil Premium Grant received	£385,000

Outcomes							
% of Pupils	School - all Pupils	School non-disadvantaged	School disadvantaged	In School Gap	National all pupils	National non-disadvantaged	<i>Gap compared with national non-disadvantaged</i>
EYFS – GLD	66%	71%	60%	-11%			
Phonics Y1	76%	67%	79%	+12%			
Phonics Y2	93%						
Key Stage 1							
Reading	71%	77%	73%	-4%			
Writing	70%	77%	70%	-7%			
Maths	64%	71%	70%	-1%			
Key Stage 2							
Reading	67%	80%	62%	-18%	73%		
Writing	77%	80%	75%	-5%	78%		
Maths	67%	80%	63%	-17%	79%		
Combined	56%	75%	48%	-27%	65%		

Attainment for disadvantaged children should be compared with national other children as the purpose of the grant is to close or eradicate this gap

Greater Depth/Higher Standard Outcomes for the school in 2018 compared to the national 2018 data.							
% pupils	School all pupils	School non-disadvantaged	School disadvantaged	In school Gap	National all pupils	National Non-disadvantaged	Gap compared with national non disadvantaged.
Key Stage 1							
Reading	18%	35%	6%	29%			
Writing	7%	9%	6%	3%			
Maths	11%	17%	6%	11%			
Key Stage 2							
Reading	5%	6%	5%	1%			
Writing	13%	19%	10%	9%			
Maths	16%	44%	5%	39%			
Combined	2%	6%	0%	6%			

Quality teaching for all				
Desired outcome	Strategies	Impact to date	Cost	LESSONS LEARNT
Rapidly diminish the gap between disadvantaged pupils and other pupils nationally.	Director of Learning to support teachers in planning and delivering improved QFT across the school. Bespoke CPD for staff. Director of Inclusion to support with planning to meet needs of all disadvantaged pupils during QFT.	Outcome for disadvantaged pupils improved at KS2 in all subject areas, as well as all subjects combined. Reading: +11% Writing: + 26% Maths: +17% Combined: +15% In academic year 2017-18, all teaching was judged to be less than good. In 2018-19, nearly all teaching was judged to be of a good standard.	£167,000	Improvements in planning and quality first teaching has led to an improvement in outcomes. Improved use of assessments has led to more effective and targeted teaching.
Language improvement from Reception to Yr 6 classes	Speech & Language Therapist - to train school staff and to work on 1:1 basis with children with significant language	The percentage of disadvantaged pupils achieving ELG or greater, is higher than those who are not disadvantaged in listening, understanding and speaking. The difference was +5% 2017-18:		Direct intervention from a speech and language therapist, who has focused in EYFS, has led to an increase in attainment for PP pupils. The intervention has ensured that the percentage of PP pupils achieving ELG

	issues. Language Link Specific TA training delivering planned programmes to specific children Screening children and addressing mobility concerns	The in-school gap for the same subjects show disadvantaged children underperforming compared to non-disadvantaged. Listening: -9% Understanding: -8% and Speaking -6%.		or above has exceeded those who are not pp.
Greater life experiences and improve attainment cross curricular	Subsidise educational trips including Yr 6 residential trip at the beginning of school year. Introduce music tuition for whole year group as well as specific after school clubs. Increased visitors to school.	Whilst children benefitted from an enriched and broadened curriculum, there is not clear evidence this strategy has improved outcomes for disadvantaged pupils.		Insufficient measurable indicators to clearly evidence the impact on attainment, however pupil voice records reflect the children's enjoyment and learning from planned experiences. Progress data in all year groups, excluding year 3, shows increases in in-year attainment. Trips and music provision will no longer be funded through PPG grant.
Targeted Interventions				
To ensure identified disadvantaged pupils are able to access age appropriate curriculum expectations.	Provide a personalised programme (Acorns) delivered by a teacher and teaching assistant.	Following reviews of ACORN provision in line with the schools monitoring and evaluation schedule, it was found that progress was limited and children were not benefitting from the provision. The children returned to their classes and made at least expected progress. This element of funding was redirected to support pupil premium children in year 5 with significant behaviour challenges and were at risk of exclusion. These children's books evidenced improved progress and none were permanently excluded.	£213,000	This cohort of children continue to need additional support for challenges related to their behaviour. Following specialist advice, this provision will continue through additional staff allocation in year 6.

<p>Rapidly diminish the gap between disadvantaged pupils and other pupils nationally.</p>	<p>Robust programme of interventions to rapidly diminish the attainment gap. AHT working in Y6 to provide additional capacity. TAs lead closing the gap sessions during afternoon teaching sessions. Programme of interventions in place.</p>	<p>Children who were being taught by AHT made significant gains in their learning.</p> <p>Following CPD for teachers and teaching assistants, the impact of TA led interventions improved significantly - this is evidenced in challenge advisor's reports, as well as overall outcomes.</p>	<p>To continue provision next year.</p> <p>The strategy was successful in ensuring great than expected progress.</p> <p>Interventions are going to be targeted more precisely, with increased use of measurable targets.</p>
<p>To identify children who need to receive emotional support, deliver this immediately and monitor the positive impact</p>	<p>Provide 1:1 or small group support through two Learning Mentors. Support at the point of learning to secure improved progress and engagement. Support during social times such as lunch and break to improve well-being and engagement. Pastoral Lead employed to coordinate support for vulnerable pupils, signposting to appropriate support agencies and providing family support as required.</p>	<p>54 children were supported by the learning mentors with the greatest impact seen in writing progress.</p> <p>There had been a significant reduction in permanent and fixed term exclusions throughout the academic year.</p>	<p>Additional training needed for learning mentors to further improve their impact on children's progress in reading and maths. The improvement in these children's behaviour meant increased amounts of time within the classroom.</p> <p>Whilst the vast number of children requiring the support of the pastoral made improvements, there is not direct evidence to show this was due to the efforts of the pastoral team. This funding in future will be taken from core budget.</p>

Attendance % is improved to at least national expectations, meaning that more pupils attend school and arrive on time	Employ an Attendance Officer. Offer incentives to pupils. as appropriate e.g. disco. Learning mentors and Acorns provision to reduce number of fixed term exclusions.	Attendance for disadvantaged pupils remains stubborn with 93.75% in 2017-18 and 93.66% in 2018-19. This remains behind that of non-PP pupils. 5 pupils, who have multiple, significant vulnerabilities, have a significant impact on attendance data. When removed from the attendance calculations, overall attendance improves by 1%. These children are being supported by a range of external agencies to ensure their safety and access to education.		As attendance remains a focus of school improvement, this strategy will continue. Additional strategies will be implemented next year following an analysis of current strategies.
To provide a Walking Bus to ensure children in need arrive at school on time to learn	To continue to employ 3 x Walking Bus guides who collect and walk 20 children to school every morning.	Overall attendance for these children has improved by 1.4%. Only 8 children are currently accessing this provision. 5 of the 8 children have improved attendance. 50% of the children have an attendance above 96%.		Ensure that the provision is full with children with low attendance targeted as a priority.
Pastoral support				
To provide extra-curricular experiences for children with limited life choices	To offer a selection of art, musical clubs to improve abilities and be involved with events and concerts.	Whilst children benefitted from an enriched and broadened curriculum, there is not clear evidence this strategy has improved outcomes for disadvantaged pupils.	£5,000	Insufficient measurable indicators to clearly evidence the impact on attainment, however pupil voice records reflect the children's enjoyment and learning from planned experiences.