

Impact of Pupil Premium Funding 2016/2017

| Strategies Used | Impact on Learning, Attainment and Progress | Lessons Learnt and Implications | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|------------------|---|------------|---|-------------|---|------------|---|------------|---|----------------|--------|-----------|---------------|-----|-----|-----|---|-----|-----|---|-----|-----|---|-----|-----|---|-----|-----|---|-----|-----|---|-----|-----|---|
| <p>The purchasing of the Accelerated Reader reading scheme.</p> | <p>The scheme has encouraged a great love of reading and pupils have responded very well to the rewards for reading the most books, taking the most quizzes, achieving 100% in quizzes and moving through the different reading stages. The scheme is not linked to reading ability and therefore, even our least able readers are able to achieve the rewards.</p> <p>The table below shows the average progress in reading age that the disadvantaged pupils made over the 7 month period (the time between baseline and final assessment tests).</p> <table border="1" data-bbox="488 580 904 826"> <thead> <tr> <th>Year Grp</th> <th>Average Progress</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>+ 8 months</td> </tr> <tr> <td>3</td> <td>+ 10 months</td> </tr> <tr> <td>4</td> <td>+ 9 months</td> </tr> <tr> <td>5</td> <td>+ 7 months</td> </tr> <tr> <td>6</td> <td>+ 1yr 4 months</td> </tr> </tbody> </table> <p>The table below shows the percentage of pupils who reached the expected attainment in reading, by June 2017. ■ indicates that it is in line or above the national average for End of Key Stage 2 assessments.</p> <table border="1" data-bbox="488 1023 1093 1347"> <thead> <tr> <th>Yr Grp</th> <th>PP Pupils</th> <th>Non-PP Pupils</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>33%</td> <td>95%</td> </tr> <tr> <td>1</td> <td>63%</td> <td>73%</td> </tr> <tr> <td>2</td> <td>50%</td> <td>83%</td> </tr> <tr> <td>3</td> <td>71%</td> <td>94%</td> </tr> <tr> <td>4</td> <td>33%</td> <td>75%</td> </tr> <tr> <td>5</td> <td>43%</td> <td>70%</td> </tr> <tr> <td>6</td> <td>67%</td> <td>96%</td> </tr> </tbody> </table> | Year Grp | Average Progress | 2 | + 8 months | 3 | + 10 months | 4 | + 9 months | 5 | + 7 months | 6 | + 1yr 4 months | Yr Grp | PP Pupils | Non-PP Pupils | Rec | 33% | 95% | 1 | 63% | 73% | 2 | 50% | 83% | 3 | 71% | 94% | 4 | 33% | 75% | 5 | 43% | 70% | 6 | 67% | 96% | <p>Currently the scheme runs from Year 2 upwards. We will look to train and support staff in opening up the scheme to our youngest more able pupils, as soon as they are ready to access the reading books.</p> |
| Year Grp | Average Progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | + 8 months | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | + 10 months | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | + 9 months | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | + 7 months | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | + 1yr 4 months | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr Grp | PP Pupils | Non-PP Pupils | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rec | 33% | 95% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 63% | 73% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 50% | 83% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 71% | 94% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 33% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 43% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 67% | 96% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The purchasing of the RM Easimaths program.</p> | <p>The table shows the percentage of pupils who reached the expected attainment in maths, by June 2017. ■ indicates that it is in line or above the national average for End of Key Stage 2 assessments.</p> | <p>The improvement in attainment and progress across the school was not as high as desired. Staff were finding the program difficult to use with our laptops and it could</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | <table border="1"> <thead> <tr> <th>Yr Grp</th> <th>PP Pupils</th> <th>Non-PP Pupils</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>50%</td> <td>95%</td> </tr> <tr> <td>1</td> <td>63%</td> <td>73%</td> </tr> <tr> <td>2</td> <td>50%</td> <td>92%</td> </tr> <tr> <td>3</td> <td>29%</td> <td>75%</td> </tr> <tr> <td>4</td> <td>33%</td> <td>63%</td> </tr> <tr> <td>5</td> <td>29%</td> <td>65%</td> </tr> <tr> <td>6</td> <td>33%</td> <td>92%</td> </tr> </tbody> </table> | Yr Grp | PP Pupils | Non-PP Pupils | Rec | 50% | 95% | 1 | 63% | 73% | 2 | 50% | 92% | 3 | 29% | 75% | 4 | 33% | 63% | 5 | 29% | 65% | 6 | 33% | 92% | | <p>not be used with a whole class. The school will replace this program with Mathsframe. This program better fits the new national curriculum, can be used in whole class sessions and staff will be able to track the progress made by each pupil.</p> | | | | | | | | | | | | | | | | |
|---|---|---------------|---|---------------|-----------|---------------|-----|---------|-----|-------|---|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|---|-----|-----|-----|-----|---|-----|-----|-----|-----|--|--|
| Yr Grp | PP Pupils | Non-PP Pupils | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rec | 50% | 95% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 63% | 73% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 50% | 92% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 29% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 33% | 63% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 29% | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 33% | 92% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The training of a senior teacher in Successful Teaching and Learning, to lead training for teachers and support staff.</p> | <p>This has resulted in fortnightly professional development for all staff (focussing on writing and maths), in areas such as questioning, effective deployment of TAs, differentiation and effective interventions. These skills have been noted in teaching staff lesson observations and informal learning walks around the school.</p> <p>The table below shows the progress made by pupils in writing and maths. Expected progress for pupils in Years 2 to 6 is 6 steps per year (Year 1 is 5 steps).</p> <table border="1"> <thead> <tr> <th>Yr Grp</th> <th>PP Pupils</th> <th>Non-PP Pupils</th> <th>PP Pupils</th> <th>Non-PP Pupils</th> </tr> </thead> <tbody> <tr> <td></td> <td colspan="2">Writing</td> <td colspan="2">Maths</td> </tr> <tr> <td>1</td> <td>4.8</td> <td>5.3</td> <td>5.2</td> <td>5.5</td> </tr> <tr> <td>2</td> <td>7.0</td> <td>5.8</td> <td>6.0</td> <td>6.1</td> </tr> <tr> <td>3</td> <td>5.7</td> <td>5.9</td> <td>6.7</td> <td>6.0</td> </tr> <tr> <td>4</td> <td>5.6</td> <td>6.3</td> <td>5.6</td> <td>5.8</td> </tr> <tr> <td>5</td> <td>8.0</td> <td>7.1</td> <td>6.2</td> <td>6.2</td> </tr> <tr> <td>6</td> <td>5.8</td> <td>9.1</td> <td>5.4</td> <td>7.7</td> </tr> </tbody> </table> | Yr Grp | PP Pupils | Non-PP Pupils | PP Pupils | Non-PP Pupils | | Writing | | Maths | | 1 | 4.8 | 5.3 | 5.2 | 5.5 | 2 | 7.0 | 5.8 | 6.0 | 6.1 | 3 | 5.7 | 5.9 | 6.7 | 6.0 | 4 | 5.6 | 6.3 | 5.6 | 5.8 | 5 | 8.0 | 7.1 | 6.2 | 6.2 | 6 | 5.8 | 9.1 | 5.4 | 7.7 | | <p>We will continue to build on staff knowledge in developing teaching and learning and will now expect to see these skills in TA lesson observations. We will also be seeking opportunities for developing the skills of our HLTA staff, starting the year with enhancing their PE teaching and a training day on supporting pupils with their writing.</p> |
| Yr Grp | PP Pupils | Non-PP Pupils | PP Pupils | Non-PP Pupils | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Writing | | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 4.8 | 5.3 | 5.2 | 5.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 7.0 | 5.8 | 6.0 | 6.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 5.7 | 5.9 | 6.7 | 6.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5.6 | 6.3 | 5.6 | 5.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 8.0 | 7.1 | 6.2 | 6.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 5.8 | 9.1 | 5.4 | 7.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Feedback to pupils, including pupil conferencing.</p> | <p>The progress table above, shows how the quality of marking, feedback and pupil conferencing is also having an impact on learning. Learning walks, lesson observations and book monitoring also show evidence that feedback is specific to the lesson intentions and addresses the next steps in a pupil's learning.</p> <p>Pupils regularly visit senior staff and the Headteacher with their work, where they can confidently and articulately explain their learning.</p> | | <p>Marking and feedback is constantly discussed for its effectiveness. This year the policy will be amended, to improve the timing and quality of feedback, including dedicated time within a lesson for personal verbal feedback and editing/polishing time.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The purchasing of additional Learnpad tablets.</p> | <p>This has enabled a greater number of pupils to complete their reading book quizzes, ensuring no child is left waiting to move on in their reading. Staff can</p> | | <p>Staff will receive training from the company to develop their monitoring of the scheme, by identifying gaps in pupils' comprehension</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | access records more quickly, monitor their pupils' reading behaviours and address any concerns. | skills and setting attainment / comprehension targets. | | | | | | | | | | | | | | |
|--|---|--|--------------------|-----------|-------|-----------|-------|--|---------|---------|-------|--------------|-----|-----|-----|--|
| Subsidising pupils to attend residential camps and trips. | <p>Subsidising the trips this year has meant that every disadvantaged child that wanted to, attended their class camp or day trip.</p> <p>Staff have observed improvements in pupils' self-esteem, confidence, resilience when faced with a challenge and better problem solving skills. Their communication skills have increased and friendships are stronger.</p> <p>Pupils have had the wider curriculum enriched with activities planned around topics learnt in school and with the aim of providing experiences and sporting activities that they would not otherwise have the opportunity to try.</p> | This will continue next year. | | | | | | | | | | | | | | |
| Providing additional TA hours to provide pastoral support to pupils. | <p>Having a specific adult that the pupils can talk to on a 1:1 basis, ensures that they start their school day ready for learning, rather than worrying about things that have happened outside of school. They cope better in the classroom and have strategies for managing their emotions.</p> <p>The TA has also been effective in building relationships with families and working in partnership with outside agencies.</p> <p>In total, 20 pupils received pastoral support this year, either as one-off instances or more regular, weekly support.</p> <p>The table below shows that attendance for these pupils receiving support, has improved this year.</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Average Attendance</th> </tr> </thead> <tbody> <tr> <td>2015/2016</td> <td>94.4%</td> </tr> <tr> <td>2016/2017</td> <td>96.7%</td> </tr> </tbody> </table> <p>The following table shows the average progress that this group of pupils made in reading, writing and maths. Expected progress is 6 steps per year.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Av. Progress</td> <td>6.9</td> <td>7.5</td> <td>6.7</td> </tr> </tbody> </table> | Academic Year | Average Attendance | 2015/2016 | 94.4% | 2016/2017 | 96.7% | | Reading | Writing | Maths | Av. Progress | 6.9 | 7.5 | 6.7 | <p>Staff have identified a specific group of pupils who need longer, more focussed sessions on developing self-esteem, managing emotions and building resilience. Therefore staff will be identified to complete Thrive training next year, to be able to provide twice-weekly support sessions.</p> |
| Academic Year | Average Attendance | | | | | | | | | | | | | | | |
| 2015/2016 | 94.4% | | | | | | | | | | | | | | | |
| 2016/2017 | 96.7% | | | | | | | | | | | | | | | |
| | Reading | Writing | Maths | | | | | | | | | | | | | |
| Av. Progress | 6.9 | 7.5 | 6.7 | | | | | | | | | | | | | |
| The purchasing of an interpreter to support | This support has led to an increase in the number of parents attending consultation evenings, attendance clinics and SEN meetings. Therefore, these | This support will continue for next year. | | | | | | | | | | | | | | |

| <p>parents with English as an additional language.</p> | <p>parents have a better understanding of their child’s school and learning needs and their role in supporting this.</p> <p>The table below shows that attendance for EAL pupils, has improved this year.</p> <table border="1" data-bbox="488 272 1016 395"> <thead> <tr> <th>Academic Year</th> <th>Average Attendance</th> </tr> </thead> <tbody> <tr> <td>2015/2016</td> <td>93.3%</td> </tr> <tr> <td>2016/2017</td> <td>95.6%</td> </tr> </tbody> </table> <p>The following table shows the average progress that this group of pupils made in reading, writing and maths. Expected progress is 6 steps per year.</p> <table border="1" data-bbox="488 555 1263 635"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Av. Progress</td> <td>6.9</td> <td>7.3</td> <td>6.4</td> </tr> </tbody> </table> | Academic Year | Average Attendance | 2015/2016 | 93.3% | 2016/2017 | 95.6% | | Reading | Writing | Maths | Av. Progress | 6.9 | 7.3 | 6.4 | | | | | | | |
|---|--|--|-----------------------------------|-----------|------------------------------|-----------|-----------------------------|--|---------|---------|-------|--------------|-----|--------|-----|-----|-----|-----|-----|-----|-----|--|
| Academic Year | Average Attendance | | | | | | | | | | | | | | | | | | | | | |
| 2015/2016 | 93.3% | | | | | | | | | | | | | | | | | | | | | |
| 2016/2017 | 95.6% | | | | | | | | | | | | | | | | | | | | | |
| | Reading | Writing | Maths | | | | | | | | | | | | | | | | | | | |
| Av. Progress | 6.9 | 7.3 | 6.4 | | | | | | | | | | | | | | | | | | | |
| <p>Providing additional TA hours to lead speech and language interventions.</p> | <p>This provision has ensured that pupils in the Reception class have had their daily speech and language support, in line with the support plans provided by the county Speech and language therapists.</p> <table border="1" data-bbox="488 794 1529 995"> <thead> <tr> <th rowspan="2">No. of PP Pupils with support</th> <th colspan="2">% achieving ELG for understanding</th> <th colspan="2">% achieving ELG for speaking</th> <th colspan="2">% achieving ELG for reading</th> </tr> <tr> <th>PP</th> <th>Cohort</th> <th>PP</th> <th>Cohort</th> <th>PP</th> <th>Cohort</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>80%</td> <td>96%</td> <td>60%</td> <td>92%</td> <td>40%</td> <td>81%</td> </tr> </tbody> </table> | No. of PP Pupils with support | % achieving ELG for understanding | | % achieving ELG for speaking | | % achieving ELG for reading | | PP | Cohort | PP | Cohort | PP | Cohort | 5 | 80% | 96% | 60% | 92% | 40% | 81% | <p>The provision will continue next year. In addition, staff in the EYFS will ensure pupils are referred more quickly and referrals tracked and challenged if the school does not hear back from agencies within the allocated time frame.</p> |
| No. of PP Pupils with support | % achieving ELG for understanding | | % achieving ELG for speaking | | % achieving ELG for reading | | | | | | | | | | | | | | | | | |
| | PP | Cohort | PP | Cohort | PP | Cohort | | | | | | | | | | | | | | | | |
| 5 | 80% | 96% | 60% | 92% | 40% | 81% | | | | | | | | | | | | | | | | |
| <p>Providing additional TA hours to lead daily Funfit and weekly Life Skills groups.</p> | <p>In Life Skills, staff observe increased levels of self-confidence, resilience and problem solving skills. The pupils are better able to manage their social and emotional needs and are able to carry out everyday life tasks independently and safely.</p> <p>Of the 16 PP pupils who completed the Fun Fit course last year, all made progress from their baseline assessments and 83% passed their final assessment. Pupils were noted to have improved fine motor skills, which was supporting their handwriting, scissor use and general coordination.</p> | <p>This provision will continue next year, but with more effective planning of activities which link into specific core curriculum objectives.</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Providing additional TA hours to support the English and maths lessons in Year 2 and Year 6.</p> | <p>The tables display the SATs results for these cohorts - those at the expected standard (EXS) and those achieving greater depth (GD). ■ indicates that it is in line or above the national average for End of Key Stage assessments.</p> | <p>It is identified that there are pupils in every year group, who would benefit from small group work which focusses on areas of the core curriculum. Staff will deploy their</p> | | | | | | | | | | | | | | | | | | | | |

End of KS1 (national figures for PP unknown)

| | Reading | | Writing | | Maths | |
|---------------------|---------|-----|---------|-----|-------|-----|
| | EXS | GD | EXS | GD | EXS | GD |
| Whole Cohort | 75% | 25% | 81% | 19% | 81% | 25% |
| PP Pupils | 50% | 0% | 50% | 0% | 50% | 0% |

End of KS2

| | Reading | | Writing | | Maths | | GPS | |
|------------------|---------|-----|---------|-----|-------|-----|-----|-----|
| | EXS | GD | EXS | GD | EXS | GD | EXS | GD |
| Cohort | 90% | n/a | 83% | 37% | 80% | n/a | 83% | n/a |
| PP Pupils | 67% | n/a | 50% | 17% | 33% | n/a | 50% | n/a |

End of KS2 progress measures

■ indicates that it is in line or above the national average for End of Key Stage assessments.

| | Reading | Writing | Maths |
|------------------|---------|---------|-------|
| Cohort | +4.99 | +4.19 | +4.30 |
| PP Pupils | +1.76 | -1.18 | +1.03 |

support staff more effectively next year, by identifying pupils each term for small group interventions that focus on specific individual learning objectives. These objectives will be chosen and prioritised from the half termly teacher assessments.

Subsiding children to attend our daily breakfast club.

The club ensured that the pupils attending had a healthy breakfast and were not hungry during lesson time. The club did not have a significant impact on attendance/punctuality, as these pupils were still not arriving in school on time.

This will not continue next year, as although staff could identify a number of pupils who would benefit from attending the club, very few actually did. Staff are aware of those pupils who sometimes need a breakfast and provide it on those occasions.

Providing additional administrator hours and the Education Welfare Support service package to improve attendance figures.

The overall school and disadvantaged pupils' attendance has risen over the last 3 years.

| | 2014/2015 | 2015/2016 | 2016/2017 |
|------------------|-----------|-----------|-----------|
| School | 95.4% | 95.8% | 95.7% |
| PP pupils | 93.0% | 93.7% | 94.5% |

We will continue to fund this service next year, with the same attendance clinics, home visits and late gate sessions. In addition, traffic light letters will be updated to reflect changes in attendance expectations and to give a more formal approach to persistent absentee concerns.

| | | |
|--|--|---|
| <p>The employment of an additional lunchtime supervisor, to lead the Year 6 Play Leaders scheme.</p> | <p>This has had a very positive impact on pupils' experiences of lunchtime. They are more physically active, with a range of equipment and games to play with and there are fewer disagreements. Play leaders were confident and respected by their peers, to support friendships and lead on organised games.</p> | <p>This will continue next year, but with a slight reorganisation of staff and play leaders, to ensure that the Reception pupils have the option of their own space and collection of equipment to play with.</p> |
|--|--|---|