

### Impact of Pupil Premium Fund 2017-18

Outcomes for all pupil premium children has been very positive throughout school. This has been largely due to all staff knowing who their Pupil Premium children are and understanding their needs. Action Plans for disadvantaged children were adapted to allow for written evaluations against more succinct actions.

#### **END OF KS2 DATA**

The end of KS2 SATs results show that the gap between Pupil Premium children and non-Pupil Premium children is diminishing, which demonstrates a positive impact of the Pupil Premium Strategy on teaching and learning.

The table below compares the attainment of Pupil Premium children to non-Pupil Premium children over the last two years.

	2016-17			2017-18		
	ALL (30)	PP (13)	NON-PP (17)	ALL	PP(13)	NON-PP(18)
READING	45%	23%	61%	68%	69%	67%
WRITING	68%	46%	83%	61%	54%	67%
MATHS	61%	46%	72%	74%	77%	72%
ESPG	52%	23%	72%	71%	69%	72%
COMBINED	45%	23%	56%	52%	38%	61%

Although attainment was higher than the previous year, progress was lower but still in line with the National.

	2016-17			2017-18		
	ALL	PP	NON-PP	ALL (28)	PP	NON-PP
READING	-1.1	-1.2		0.02	-0.64	0.51
WRITING	+1.5	+1.9		0.70	-0.71	1.75
MATHS	+1.4	+2.5		-0.15	-0.51	0.11

**Writing** has the greatest gap between the two groups of children. However, the actual structure and vocabulary of much of the children's work is of a higher standard than previously. In order for more children to be writing at the expected standard for Year 6 children, there needs to be greater consistency in punctuation and grammar throughout all writing across the curriculum. To that end, teachers will devote a minimum of 20% Teaching Assistant time and 10% of Teacher time working with Pupil Premium in guided sessions. This will help to ensure Pupil Premium children of all abilities make at least good progress and attain higher standards.

**Maths.** Third Space Learning continues to have a positive impact on results with 5 out of 6 pupils (83%) 'At Standard'. Children have 1-1 tuition tailored to their needs by the teacher. The price and the impact makes it very cost effective when compared to 1-1 tuition with a teacher. For that reason, we will be buying the intervention again.

#### **END OF KS1 DATA**

There has also been an increase in the attainment of Pupil Premium children at KS1.

	2016-17			2017-18		
	ALL(29)	PP (9)	NON-PP	ALL (26)	PP (4)	NON-PP (22)
READING	72%	67%	75%	73%	75%	72%
WRITING	62%	56%	65%	69%	75%	75%
MATHS	52%	33%	60%	65%	50%	68%

**Phonics.** Having small numbers of children in groups for phonics has benefited all the younger children but especially the Pupil Premium children who come into school well below average in Speaking and Listening and many have poor concentration skills. The small groups allow children more individual practice and adult attention.

Phonics	2017			2018		
	All	PP	NON-PP	All	PP	NON-PP
Year 1	71	83%(5/6)	68%(15/22)	79 (+8)	43% (3/7)	91%(20/22)
Year 2 resit	56	50% (2/4)	50% (3/6)	67 (+11)	16% (1/6)	60% (3/5)

## **EYFS**

Early Learning Goals	Pupil Premium children	Non-Pupil Premium children
Listening and attention	89% (8/9)	94% (17/18)
Understanding	89% (8/9)	89% (16/18)
Speaking	89% (8/9)	83% (15/18)

The evidence from the data shows that there is very little difference in attainment between Pupil Premium and Non-pupil Premium children in Communication and Language. The funding of the Teaching Assistant has been used to deliver stories to Pupil Premium children, allowing them opportunities to discuss the stories and explore new vocabulary. As with the work in Phonics, the adult-child ratio ensures more children have quality time for learning in small groups.

### **Improve punctuality and attendance**

Although the lowest attendance in most classes is from Pupil Premium children, punctuality has improved overall. Of the six children who have had their names drawn from the raffle, three have been Pupil Premium children. This means that these children had the opportunity to spend the voucher at a shop of their choice, giving them the opportunity to buy something they may never have been able to.

Children still enjoy toast and will rush into school for it. This not only encourages them to be on time, but enables some of them to get the breakfast they might have missed.

### **Make as many cultural experiences available to the children as possible**

The school arranged for a touring theatre group to put on a performance of 'The Nutcracker' pantomime in the school hall on the last day of the Autumn Term. This enabled all children to watch a live performance as well as take part in a traditional event at no cost.

Covering transport costs has also made school trips more affordable for all children so the school will continue to spend some of the money on this in the foreseeable future.

29 out of 32 children attended the residential with ten out of thirteen Pupil Premium children doing so. Of the children who stayed behind, two were due to medical conditions.

### **Children complete homework to a high standard**

There has been a greater uptake on the home learning packs and more homework has been completed with the appropriate equipment. There are still a number of children who do not complete homework on time or struggle with it. For that reason, all classes will be expected to have a 'Homework Club' which children can attend to get the support they need to complete the tasks.

### **Implications for next year.**

- Adults identified to work with Pupil Premium children of all abilities for set times throughout the week in English and Maths
- Intervention groups for targeted Pupil Premium children taken by Head twice a week
- Interventions in phonics
- Funding of Teaching Assistant in EYFS
- Third Space Learning
- Continue to subsidise visits and touring theatre/music groups
- Provide children with free stationery for homework

There will be opportunities throughout the year to evaluate the impact of embedded interventions and look at new initiatives to ensure that the gap between Pupil Premium children and Non-Pupil Premium children is diminished.