



## Pupil Premium Funding and Impact Report 2016-2017

### Purpose

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'), are looked after children or have parents/carers in the armed forces.

Schools, headteachers and teachers will decide how to use pupil premium allocation, as they are best placed to access what additional provision should be made for individual pupils. It is for schools to decide how the pupil premium, allocated to schools per free school meal pupil, is spent, since they are the best placed to access what additional provision should be made for individual pupils within their responsibility.

Source DFE website

Number of Pupils and Total Amount 2016-2017	
Total Number of Pupils on Roll	200 (2016-17)
Total Number of Pupils Eligible for Pupil Premium	64
% of Pupils Eligible for Pupil Premium	32%
Amount of Pupil Premium received per pupil	£1,320
Total Amount of Pupil Premium Funding Received	£76, 560

Impact 2016-2017		
Project / Object	Outcome / Impact	Cost
Cover for Deputy Head 2.5 days per week to run RWM interventions	Improve reading, writing and maths standards for those who are underachieving against their peers. Deputy head to target Pupil Premium pupils and raise attainment and achievement and those pupils who are identified as	£18,000

	underperforming against their peers.	
2 x LSA's 5 day's per week to support in class and run targeted interventions in reading and maths, plus same day interventions and pre teaching.	Effective use of teaching assistants to impact upon reading and maths standards – target pupil premium pupils and under performers in small maths group tuition	£10,439 x 2 = £20,878
Maths booster by maths consultant to support more able Y6 pupils so greater proportion reach greater depth and to support targeted pupils who are under performing	Accelerated progress in maths for underperforming pupils and develop deeper understanding for more able pupils	£3,000
KS1 Phonics champion	Training costs for LSA to work 5 afternoons per week with identified pupils in KS1/FU who require intervention to meet phonic threshold or are identified as requiring extra support in FU. Cover for English coordinator 6 afternoons per year to monitor and support phonics champion	£6,600
KS1 staff/leadership training for 'Talk for Writing'	All staff confident in using talk for writing to improve writing outcomes for all groups but with a focus on pupil premium children	£1000
Reading Eggs intervention programme and spelling programme (use of EYFS PP money to lease I pads)	Renewal of licences and leasing of IPads for EYFS to accelerate progress using phonics to decode in reading and aid spelling for greater proportion of disadvantaged pupils across EYFS/KS1/KS2	£2517
Mathletics KS2 and mathletics after school club	Accelerate progress in maths for a greater percentage of disadvantaged pupils	£1500 for licences
Breakfast Club	Improve attendance / punctuality of targeted pupil premium pupils	£3,000
Contribution to school visits	Provide pupils with a wide range of experiences thus increasing self-esteem and confidence in speaking & listening and writing.	£3000
ICT programmes and access improvement	Use of a range of ICT programmes to target literacy and maths	£8,000

Outdoor learning (Steve Brondell)	Using Forest school principals - provide support for those children who have difficulty controlling their emotions. Pupils are more settled in class and this impacts on learning behaviours.	£2,000
Choice Programme	Weekly programme for vulnerable disadvantaged pupils in Y6 to help emotional difficulties and self-esteem.	£800 plus cover costs 1 afternoon per week (1925
Shine Project	In conjunction with York University – work to raise aspirations for Y6 pupils so that a greater proportion will see importance of working to full potential.	£500
Enterprise Project. Y5/6 focus but with visits across KS2 and whole school full day sessions, plus staff training.	Improve resilience and confidence to ensure more receptive to listening to each other and greater focus on 8 core skills.	£5,000 (including travel costs for visits).
Dyslexia Training for 1 member of staff to work ½ day per week with identified disadvantaged pupils	Accelerated progress in reading and writing for identified pupils.	£1600
Total spent		£79.320

## Impact Report 2016-2017

### KS1 Results:

2015-2016

Year 2	% working at expected standard			% working at a greater depth		
	School	National	PP	School	National	PP
Reading	57%	74%	14%	20%	23%	0%
Writing	50%	65.5%	14%	0%	13%	0%
Maths	53%	72.6%	29%	0%	18%	0%
R, W & M	47%	64%	14%	0%	9%	0%

2016-2017 (7 children disadvantaged; 1 of these also SEND) 3PP children left the school during Y2 and this impacted on results.

Year 2	% working at expected standard			% working at a greater depth		
	School	National	PP	School	National	PP
Reading	59%	76%	43%	21%	25%	29%
Writing	45%	68%	43%	3%	16%	0%
Maths	59%	75%	43%	0%	21%	0%
R, W & M	45%	64%	43%	0%	11%	0%

### ARE

In 2017, the results show that the number of disadvantaged children achieving the ARE was 43% in reading, writing and maths which is above the percentages achieved in the previous year and reflects the impact of interventions across school. Compare to the whole school data, disadvantaged children were behind non Disadvantaged children and this varied from year group to year group Y1, Y4 and Y5 there is a narrowing of the gap in reading, Y2 and Y6 in writing and the gap remaining above 20% in all year groups in maths.

### Greater Depth

At Greater Depth, disadvantaged children perform slightly better the previous year with 29 % achieving the Greater Depth Standard in reading (2/7 children). In writing 3% of children were awarded the Greater Depth standard which represents 1 child in the class. No disadvantaged children were awarded greater depth.

**KS2 (Year 6) – Disadvantaged Pupils**

2015-2016

Year 6	% working at expected standard			% working at a greater depth		
	School	National	PP	School	National	PP
Reading	77%	66%	56%	20%	15%	20%
Writing	67%	74%	33%	3%	15%	0%
SPAG	80%	72%	56%	13%	23%	11%
Maths	83%	70%	67%	13%	17%	11%
RWM	63%	53%	33%	3%	5%	0%

Year 6	Average scaled score	Average scaled score	Average scaled score
	School	National	PP
Reading	104.6	103	104
GPS	103.6	104	103
Maths	104.8	103	102

2016-2017 (7 children Disadvantaged; also SEND)

Year 6	% working at expected standard			% working at Greater Depth standard			
	School	National	PP	School	National	PP	Non PP
Reading	71%	71%	43%	13%	24%	14%	12%
Writing	75%	76%	71%	13%	18%	0%	18%
SPAG	71%	77%	57%	29%	31%	14%	35%
Maths	88%	75%	86%	33%	23%	14%	41%
RWM	67%	61%	43%	4%	9%	0%	6%

Year 6	Average scaled score	Average scaled score	Average scaled score
	School	National	PP
Reading	104.2	104	100.9
GPS	106.1	106	103
Maths	106.1	104	103.6

## ARE

In 2017 the results show that 43% of PP children in Year 6 achieved the Expected standard in reading, 71% in writing and 86% in maths. In SPaG, 57 % of children achieved the Expected standard.

Compared with the previous year's results the number of Disadvantaged children achieving the Expected Standard in writing has risen by 38%. In reading there has been a decrease of 13%. In maths there has been an increase of 19% and in SPaG there has been an increase of 1%.

When compared to school data, disadvantaged children were significantly behind in reading, writing, maths and SPaG for children at ARE.

Disadvantaged children at ARE in all subject were below national other in all subjects.

## Greater Depth

At greater depth, the percentage of disadvantaged children: reading (14%) compared to others (12%), writing (0%) compared to others (18%); maths (14%) compared to others (41%) and SPaG (14%) compared to others (35%).

Compared to national data, the percentages of disadvantaged children at greater depth was above in reading (14% compared to 10% national\*), Maths (14% compared to 9% national\*), in line for SPaG and below in writing (0% compared to 8% national\*)

- National figures are from 2016

## Progress

Progress	School	Percentile	PP	Percentile
Reading	1.8	5 - 25	-1.1	60 - 75
Writing	1.4	25 - 40	-0.3	40 - 60
Maths	3.4	5 - 25	1.3	25 - 40

- A score of 0 means pupils in this school, on average, do as well at KS2 as those pupils with **similar prior attainment nationally**.
- A positive score means pupils in this school, on average; do better at KS2 as those pupils with **similar prior attainment nationally**.
- A negative score means pupils in this school, on average; do worse at KS2 as those pupils with **similar prior attainment nationally**.
- **Top 5% (0 – 5%)** Reading 4.4 + top 5%; Writing 3.8+ top 5%; Maths 4.4+ top 5%
- **Next 20% (5 – 25%)** Reading 1.8 to 4.3 +; Writing 1.6 to 3.7; Maths 1.8 to 4.3
- **Next 15% (25- 40%)** Reading 0.8 to 1.7; Writing 0.8 to 1.5; Maths 0.7 to 1.7
- **Middle 20% (40-60%)** Reading -0.5 to 0.7; Writing -0.3 to 0.7; Maths -0.6 to 0.6
- **Next 15% (60 – 75%):** Reading -1.4 to -0.6; Writing -1.3 to 0.4; Maths -1.7 to -0.7
- **Next 20% (75 – 95%):** Reading -3.8 to -1.5; Writing -3.9 to -1.4; Maths -4.2 to -1.8
- **Bottom 5% (95-100%)** Reading -3.9 and below; Writing -4 and below; Maths -4.3 and below

Disadvantaged children made less progress than Non-Disadvantaged children in reading, writing and maths. Their best progress was in maths where they were ranked in the 25 – 40 percentile compared to non-disadvantaged rank of 5 - 25

## **Areas for development**

### **KS1:**

Although Key Stage 1 results for 2017 show an improvement from 2016 in the percentage of disadvantaged pupils working at national standard (reading and writing up by 29% from 14% to 43% at ARE and maths that there is a need to improve the number of Disadvantaged pupils reaching ARE and so close the gap to national. The school also needs to ensure a number of disadvantaged pupils reach Greater Depth standard in writing and maths.

There also needs to be a narrowing of the gap between Disadvantaged and non-Disadvantaged children. The gap is significant at ARE for reading writing and maths and the the gap at the GD for writing and maths is also significant.

### **KS2**

The results show that main weakness for our Disadvantaged children this year was achieving ARE in reading and SPaG and achieving the Greater Depth Standard in writing. There is also a need for these children to make between progress from Key Stage 1 to the end of Key Stage 2 especially in reading and writing.

## **Intended Actions:**

The School Strategic plan aims to address these issues and all subject leader development plans have a focus of aiming to increase the percentage of Greater Depth. The core subjects have a particular focus on disadvantaged children and ensuring their make rapid progress. The School Strategic plan also focusses on challenge and ensuring children are challenged in all areas of the Curriculum which should have an impact on the percentages of children reaching the Greater Depth standard.

There will also be further CPD for both teaching staff and TAs which aim to increase teacher awareness of what needs to be taught in writing to develop children into 'Expected' or 'Greater Depth' writers by Year 2 and Year 6.

There is also a greater focus for staff on reading and the expectations for each year group along with developing questioning techniques to ensure children are being challenged in all Content Domains.

## IMPACT

### Cover For Deputy Head

The deputy head teacher, who is also the SENCO, worked closely with Disadvantaged children and address social and emotional needs. She used over saw a variety of interventions by LSA's and monitored progress very closely. She also used same day intervention for identified Y6 pupils to ensure that all learning misconceptions and gaps were addressed. As a result of this, these children have been able to better engage in lessons and make more rapid progress across the Curriculum.

### Breakfast club

Breakfast club has ensured children are better nourished and ready to start the day and has also begun to have an impact on attendance by ensuring children are at school on time and not missing any learning.

### Sports participation

This has allowed children to try a range of sports such as football, rugby, dance and multi sports. It is helping to ensure children's fitness levels are improved and promote a healthy lifestyles.

### Setting in KS2 (maths):

This has been on-going for a number of years and is continuing to have an impact on standards as it had done in previous years. Setting allows focussed work with disadvantaged children and same day intervention by class teachers a very experienced member of the support staff. The children have been challenged with reasoning skills and mastery levels of work across the Curriculum during these booster groups which has helped deepen understanding and allow more children to gain the Expected Standard and some to gain the Greater Depth standard. This use of setting will continue this year across KS2, with same day intervention and pre teaching of skills for identified pupils

#### Impact Summary 2016 – 2017

Project / Object	Outcome / Impact	Impact
Cover for D/H 2.5 days per week to run RWM interventions	Improve reading, writing and maths standards for those who are underachieving against their peers. Deputy head to targets pupil premium pupils and raise attainment for those pupils identified as underperforming against their peers.	Reading in KS1 has improved slightly this year this year with a greater percentage of disadvantaged achieving expected standard and a greater proportion achieving greater depth. With regards to phonics more children passing the phonics reading check (up from 77% to 81%, and disadvantaged pupils achieving phonics threshold in line with non-disadvantaged pupils. Children are also being picked up sooner for same day interventions and pre teaching so any issues are being identified and addressed quickly so learning and progress is less affected by any problems the child may have.
2 x LSA's 5 days a week to support in class and run targeted interventions, same	Effective use of teaching assistants to impact upon reading and maths standards – target pupil premium pupils	Increase in the % of Y6 disadvantaged pupils attaining ARE in writing and maths has increased



day interventions and pre teaching	who are under performing in small group sessions, pre teaching and same day intervention	quite significantly and the gap to national diminished. Cover for the deputy and two LSA's has been timetabled next year to continue these intervention.
Maths booster by maths consultant to support more able Y6 pupils so greater proportion reach greater depth and to support targeted pupils who are under performing	Accelerated progress in maths for underperforming pupils and develop deeper understanding for more able pupils	This intervention has benefited the children with more intensive support. Our attainment was higher than the national average (Y6 88% school, 75% national) and the progress made by the children from the end of KS1 to end of KS2 was 3.3 (top 25% of schools nationally). This was down to being able to give the children targeted support and in depth learning in this subjects.
KS1 Phonics champion	Training costs for LSA to work 5 afternoons per week with identified pupils in KS1/FU who require intervention to meet phonic threshold or are identified as requiring extra support in FU. Cover for English coordinator 6 afternoons per year to monitor and support phonics champion	The phonics reading check up from 77% (2016) to 81% (2017) and disadvantaged pupils achieving phonics threshold in line with non-disadvantaged pupils (83% dis/80% non dis). Children are also being picked up sooner for phonics interventions so any issues are being identified and addressed quickly so learning and progress is less affected by any problems the child may have. Intervention to continue in 2017-18
KS1 staff/leadership training for 'Talk for Writing'	All staff confident in using talk for writing to improve writing outcomes for all groups but with a focus on pupil premium children	This programme worked well in giving pupils confidence at writing and recalling stories through actions. Writing in Y1 showed an upward trend of some 20% as a result of this programme with 52% of pupils achieving ARE compared to 33% in 2016. There is still a gap within KS1 between disadvantaged and non-disadvantaged, but in Y2 the in school gap has narrowed from 43% in 2016 to 16% in 2017. The EYFS profile shows an increase of 4% in writing from 63% in 2016 to 67% in 2017. For disadvantaged pupils this percentage achieving expected standard has remained stable at 50%. AS school are aware that interventions have to be targeted to ensure that we focus on closing the gap between those children who are identified as vulnerable within school and nationally.
Reading Eggs intervention programme and spelling programme (use of EYFS PP money to lease Ipads)	Renewal of licences and leasing of IPads for EYFS to accelerate progress using phonics to decode in reading and aid spelling for greater proportion of disadvantaged pupils across EYFS/KS1/KS2	EYFS profile demonstrated that in 2017 74% of all pupils reached expected standard in reading ELG, up 15% from 2016. For disadvantaged pupils the percentage has remained stable at 50% reaching the expected standard. The school will continue to lease the Ipads and operate the intervention programme for the coming year.
Mathletics KS2 and mathletics after school club	Accelerate progress in maths for a greater percentage of disadvantaged pupils	At KS1 and KS2 disadvantaged pupils have narrowed the gap to non-disadvantaged pupils in maths. The school will continue with the programme in 2017-18.

Breakfast Club	Improve attendance / punctuality of targeted pupil premium pupils	Breakfast club has provided children with a good start to the day.
Contribution to school visits	Provide pupils with a wide range of experiences thus increasing self-esteem and confidence in speaking & listening and writing.	Pupils have benefited from a wide range of educational visits (from visiting a law firm and taking part in mock court cases to Y1 visiting a Wild Life park linked to literacy and geography work).
ICT programmes and access improvement	Use of a range of ICT programmes to target literacy and maths	This intervention has worked well and Mathematics in particular has had a benefit on the children and created a more positive attitude towards maths.
Outdoor learning (Steve Brondell)	Using Forest school principals - provide support for those children who have difficulty controlling their emotions. Pupils are more settled in class and this impacts on learning behaviours.	Behaviour in class for pupils who have had difficulties focusing has improved. Programme to be rolled out across Y3- Y5 2017-18
Choice Programme	Weekly programme for vulnerable disadvantaged pupils in Y6 to help emotional difficulties and self-esteem.	For the pupils who took part in this programme - 50% achieved ARE in Reading, 100% ARE in writing and 75% ARE in maths. Attitudes to learning and behaviour noticeably improved.
Shine Project	In conjunction with York University – work to raise aspirations for Y6 pupils so that a greater proportion will see importance of working to full potential.	Aspirations raised for many pupils with disadvantaged pupils in Y6 in writing and maths being in line with non-disadvantaged. At the higher standard no difference between disadvantaged and non-disadvantaged in reading.
Enterprise Project. Y5/6 focus but with visits across KS2 and whole school full day sessions, plus staff training.	Improve resilience and confidence to ensure more receptive to listening to each other and greater focus on 8 core skills.	Skills developed within project included resilience, aiming high, self-esteem. For Y6 disadvantaged pupils there was an increase in the percentage gaining ARE at RWM combined, writing maths and SPaG. For the 3 disadvantaged pupils in reading they showed great resilience as whilst they were not at ARE, their scales score was in the high 90's and the fact that reading was a timed test mean they did not complete the paper, however they all achieved over 64% of the marks on the questions attempted (approx 75% of the paper).
Dyslexia Training for 1 member of staff to work ½ day per week with identified disadvantaged pupils	Accelerated progress in reading and writing for identified pupils.	Pupil made progress with reading age improving by over 12 months and writing showed over 2 years progress moving from E2 (at the end of Y4) to E4 (end of Y5). Confidence was improved as Reading improved at expected rate (E3 to E4 at end of Y5) and maths improvement of 2 years (E3++ to E5++ )