

## Impact of Pupil Premium Spend 2016-17

(See Also Proposed Expenditure Documents)

<b>Total Number of Children on roll</b>	188		
<b>Total Amount of PPG Received</b>	£43,560	Date of most recent PP review. (internal)	March 2017
<b>Total Number of Children Eligible</b>	33	Date for next internal review of this strategy.	July 2017

### OFSTED INSPECTION 10<sup>TH</sup> & 11<sup>TH</sup> MAY 2017

School rated as good in all areas.

#### Relevant OFSTED Quotes:

*Leaders and governors make good use of extra funding provided for disadvantaged pupils. As a result, disadvantaged pupils make at least good progress and sometimes do better than their peers.*

*Attendance has improved and it is above the national average for primary schools. This is because strong links with families enable the barriers that prevent pupils from attending school to be removed.*

*Leaders have used extra funding provided for disadvantaged pupils well. Leaders and governors regularly review the impact of spending plans. Funding is used well to provide extra support should a pupil fall behind. As a result, disadvantaged pupils make good progress, sometimes at a greater rate than their peers.*

*Governors visit the school regularly to understand the work of the school. In a recent visit, a governor reviewed the impact of the pupil premium funding on the few pupils who are eligible for this extra resource. Governors know the school well.*

*Overall, attendance has improved and is above the national average for primary schools. Improvement in attendance has come about because of strong links with families to help overcome any barriers preventing good attendance. The number of pupils who are persistently absent from school is below the national average in primary schools.*

*Disadvantaged pupils currently in the school, including those that are the most able, make good progress and sometimes exceed the progress of their peers. Their good attitudes to learning and focused support from their teachers support this progress.*

Desired Outcomes	Impact
<p>Reading: End of Key Stage 2                      50% (4 of 8) PP children were ARE at end of key stage 2.                      (15/16) This needs to improve for 2016 – 17 to 75%.                      A focus on improving outcomes for lower attaining readers would have the greatest impact on diminishing the difference. QLA form Raise Oct 2016 shows the most significant area for improvement would be in retrieving information from the text. A focus on comprehension skills is needed. We need to increase the frequency and accuracy throughout the year of the lower attaining pupil premium children.</p>	<p>6 children in this cohort were PP.                      100% were ARE at end of key stage 2. 50% were GD.</p>

<p>WRITING: End of Key Stage 2.</p> <p>QLA from Raise shows spelling as the area in which we need to improve performance against the national outcomes. Our desired outcome is an improvement in writing outcomes, especially for previously lower attaining children. These will be measured by comparing analysis of progress scores in 2016-17 for pupils with similar starting points in the previous year. Measured outcomes will include quantitative test scores, raw and standardised scores, both in regular tests against NC words and higher frequency spellings, as well as how these are applied into pieces of writing.</p> <p>50% (4 of 8) PP children were ARE at end of key stage 2 in spelling and grammar and writing.</p> <p>This needs to improve for 2016 – 17 to 75%.</p>	<p>50% of the PP children were age related in writing.</p>
<p>Maths: End of Key Stage 2</p> <p>CPD will be provided in school, specifically in maths but also in a mastery questioning approach. There will be a change in the nature of intervention and pupil progress meetings. Booster classes will focus and prioritise the needs of pupil premium children. Revision Guides will be purchased for all Pupil Premium children free of charge. Whole school approaches will focus (See maths action plan) on concrete/pictorial/abstract models and approaches, the importance of questioning and chains of questions, prioritising the Key Instant Recall Facts and encouraging pupils to monitor (graph) their progress in arithmetic tests. Reward schemes (cinema tickets, priority queuing etc. will be introduced for improvement in these areas). Desired outcomes are an improvement in these key areas of the subject, measured through teacher assessment throughout the year, arithmetic tests, and SATs test results focusing on these question areas.</p>	<p>83% of the PP children were age related in maths.</p>

<p><u>Progress in all subjects - Key Stage 1</u></p> <p>Internal data analysis shows that the progress is slower across years 1 and 2 in reading, writing and maths. Analysis of the children shows that this can be attributed to low self-esteem and a fear of making mistakes.</p> <p>We need to really focus the growth mind-set work on Reception and key stage 1 to develop their resilience. This is also attributed to a lack of parental support, particularly with reading and other home learning. A programme of parental support will be run by The Crossley Company, focussing on supporting children's mental health and learning.</p>	<table border="1"> <thead> <tr> <th>Year 2</th> <th>Age Related+</th> <th>End of year</th> <th>Greater Depth</th> <th>End of year</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>74%</td> <td>Met 74%</td> <td>30%</td> <td>Met 37%</td> </tr> <tr> <td>Writing</td> <td>74%</td> <td>Not met 67%</td> <td>22%</td> <td>Not met 15%</td> </tr> <tr> <td>Maths</td> <td>78%</td> <td>Met 78%</td> <td>29%</td> <td>Not met 15%</td> </tr> <tr> <td>SPAG</td> <td>74%</td> <td></td> <td>19%</td> <td></td> </tr> </tbody> </table> <p>This data is for all children at end of key stage 1.  There are 3 PP children in this cohort.  Tracking for PP children shows that although progress and intervention is good for PP children only 33% of them were ARE in all subjects at end of year.  One child is having daily one to one support for behaviour and learning paid for by PP.  One other child had suffered the loss of his mother and was still receiving in depth ELSA support paid for by PP.  It is anticipated that these 2 children will close the gaps in learning as they overcome their emotional needs further.</p>	Year 2	Age Related+	End of year	Greater Depth	End of year	Reading	74%	Met 74%	30%	Met 37%	Writing	74%	Not met 67%	22%	Not met 15%	Maths	78%	Met 78%	29%	Not met 15%	SPAG	74%		19%	
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<p><u>Attendance of pupil premium children</u>  <u>SDP</u>  To identify ways of improving attendance, working with the EWO by communication and information sharing with parents.  Attendance for pupil premium needs to be in line with national average by end of summer term 2017.</p>	<p>See OFSTED QUOTES</p>																									