

# Pupil Premium Report 2017-18

Our PP grant for 2017-18 was £80,000.

It was another mixed year for our cohorts of PP/FSM6 children. The cohorts vary wildly: from all EXS or higher in some year groups, to other cohorts that are largely children with SEND. Some significant successes in statutory testing year groups include:

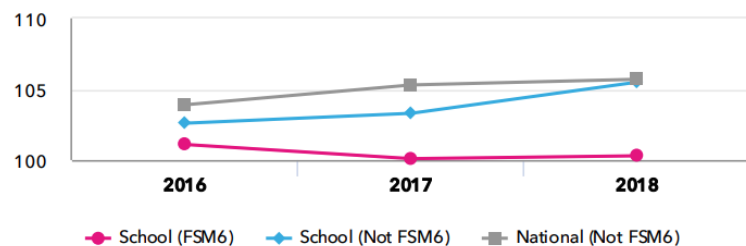
- Progress of PP in Reception children was as good or slightly better than the rest of the cohort (excluding one child working out of year group with an EHCP)
- A majority of PP children passed their Y1 Phonics screening, with impressive progress for some children inc a CLA
- All 6 PP children in Y2 met the EXS or GDS in reading and maths, and all made expected or better progress from their starting point at the end of the Early Years Foundation Stage. One third of the children were GDS in maths. Three children didn't reach EXS in writing, but all but made expected progress other than one.
- One Y2 PP child progressed from 1 at EYFS in Reading to EXS in Y2 SATs Reading Test and passed their Y1 Phonics retest.
- One PP child in Y6 progressed from level 1 in Y2 to EXS in KS2 SATs in reading and in SPAG
- Good PP progress in Y6 reading

The attainment gap between our FSM6 and non-FSM6 children widened slightly in this Y6 cohort, but the progress (Re, Ma) of this cohort was better and was close to national 'Not FSM6'.

## Disadvantaged pupils

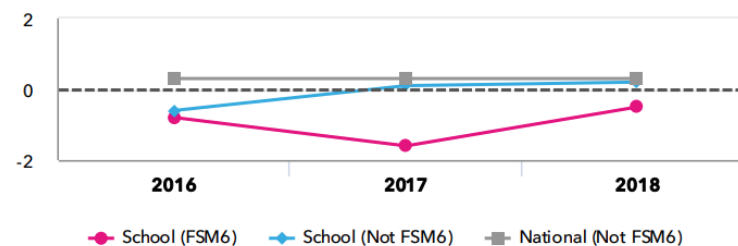
### KS2 attainment for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



### KS2 progress for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



## Pupil Premium Report 2017-18

Progress in writing, however, was significantly weaker than for the rest of the cohort and writing is a focus for the School Improvement Plan.

Overall, the picture is mixed and there remain gaps in progress and attainment to address. Disadvantaged children's progress in the last Y6 cohort for Reading, Writing and Maths was +0.6 (-0.98 last year), -1.5 (+0.03) and -3.3 (-2.18 last year) respectively: this is generally within the national average band and would not have triggered any floor target criteria if applied to the cohort as a whole (floor targets are typically -5, -7, -5).

Data for other year groups without statutory assessment:

|         | Year 3 2017-18<br><small>(7 pupils, but only 5 tracked for progress due to movement. One child SEN, one in receipt of FFI, one very new to English)</small> |                     | Year 4 2017-18<br><small>(12 pupils. One EHCP)</small> |                     | Year 5 2017-18<br><small>(11 pupils. 2 SEND and one EHCP)</small> |                     |
|---------|---|---------------------|--|---------------------|---|---------------------|
|         | % Age-related expectations  | % Expected progress | % Age-related expectations                             | % Expected progress | % Age-related expectations  | % Expected progress |
| Reading | 57  | 60                  | 66   | 92                  | 45  | 73                  |
| Writing | 43  | 60                  | 42   | 92                  | 27  | 82                  |
| Maths   | 43  | 60                  | 58   | 83                  | 64  | 73                  |

Key barriers for our PP/FSM6 children include:

- A relatively high prevalence of SEND, SEMH and medical issues
- A relatively high prevalence of family difficulties inc being looked after (5 officially CLA across the school, with at least 2 others in unofficial kinship care)
- Relatively poor attendance for a small minority of children

However, the needs of this group are far from homogenous and provision needs to be tailored for individuals and small groups. Some of our PP children are high attainers and we must have the highest expectations of them and design bespoke support for them.

## Pupil Premium Report 2017-18

In 2017-18, our expenditure was focused on:

| Expenditure                                   | Focus   | Cost   | Impact   |
|---|---|--------|--|
| EYFS Early Intervention (morning role)        | Supporting children, particularly PP, with early intervention around PSED and key skills. Support in classrooms and in intervention groups. | £10000 | <p>Pupils in receipt of PP made as good or better assessed progress than the rest of the cohort (excl one child with SEND and an EHCP working out of year group)</p> <p>Half the children reached or exceeded a GLD (slightly less than the cohort as a whole but this is a small sample).</p>   |
| Y2 Intervention role (afternoons)             | <p>1<sup>st</sup> Class @ Number intervention</p> <p>1:1 Reading Booster intervention</p>   | £7000  | <p>100% of PP children reached EXS or better in reading and in maths</p> <p>With hindsight, greater use of this role might have been made to secure improvement in writing. One option might have been for this member of staff to release the class teacher to deliver further targeted intervention.</p>   |
| Y1 literacy Intervention role (four mornings) | <p>FFT Wave 3 literacy intervention</p> <p>Support with phonics, reading and writing. Generally 1:1 sessions.</p>                           | £7000  | <p>The PP children in this cohort are typically less highly attaining. None of them reached a GLD in EYFS.</p> <p>There was some terrific progress in this cohort: for example, in phonics test scores. 4/7 passed the phonics screening test despite only one of them having scored a 2 in reading in Reception.</p> <p>All the children reached their internal school targets for reading and writing.</p> |

## Pupil Premium Report 2017-18

|                                  |   |        |  |
|----------------------------------|---|--------|--|
| Y4-6 Tutor Trust                 | 1:1 or 1:2 sessions with a trained under or post graduate student for 1 hour per week (half term 2-5) focussing on literacy and numeracy as directed by class teachers. | £13000 | Positive feedback from children and parents.<br><br>Some good progress data for Y4-6.  |
| Morning Intervention TA time KS2 | A range of interventions including 1 <sup>st</sup> Class at Number: Number Sense and Calculation (NS predominantly)   | £10000 | <p>1<sup>st</sup> Class Calculation: Year 4 and Year 5 groups<br/> Y4 Progress: The PP child involved made expected progress in Maths<br/> Y5 Progress: The PP child involved made expected progress in Maths<br/> BK/DC to share specific progress from baseline tests</p> <p>Quest Literacy intervention: Majority of the children made good progress and developed a very positive attitude towards Literacy. They enjoyed going to the sessions each week.</p> <p>Y3 Alpha to Omega 1:1 – Provided very specific intervention for a LA PP child who needs regular, repetitive phonic work to close gaps.</p> <p>Y6 Alpha to Omega 1:2 (Greatly increased confidence in PP child with dyslexic tendencies/Irlens who went on to meet the expected standard in Reading and GPS)</p> <p>Support in Y4 Maths lessons targeted at PP children</p> |

## Pupil Premium Report 2017-18

|  |  |       |   |
|--|--|-------|---|
| 50% contribution of Learning Mentor time   | Leadership of EHAs, pastoral support, family links, attendance   | £7000 | Leading and coordinating work on attendance, Early Help and access to cluster and other mental health services. Pastoral support and work to remove SEMH barriers. Sarah has had considerable success keeping vulnerable children in school and maximising their attendance that, otherwise, could have been much lower. Approximately half her workload relates to PP children and their families. |
| Teacher PP Time KS1 (2 x 30 mins per week) | Y2 reading and writing interventions 1:1 or very small group   | £2000 | All four targeted children reached ARE in reading and 75% in writing. All showed expected or better progress since EYFS.  |
| Leadership of KS2 Intervention             | Leadership and coordination of all assessment and intervention in KS2, focussing particularly on PP children. Quality assurance of key areas such as Guided Reading. Monitoring and challenge around pupil progress. | £5000 | Some good progress Y4-6<br><br>Narrowing of progress gap in Y6, particularly in reading.  |

## Pupil Premium Report 2017-18

|                       |  |  |   |
|-----------------------|--|--|---|
| <p>Class TAs Y1-6</p> | <p>General targeted support in the classroom, delivery of IEPs and small group interventions</p> | <p>£19000<br/>(17% of expenditure on class-based TAs Y1-6)</p> | <p>Y3 PP interventions: Phonics intervention with a small group, Memory &amp; Auditory processing intervention 1:1, Maths tuition 1:1, Rapid Phonics &amp; Rapid Reading 1:1, Vocabulary preteaching group, handwriting/disco dough fine motor skills group<br/> <b>Y3 PP Progress: 4/6 children made expected progress in Reading, 3/6 in Writing, 3/6 in Maths</b></p> <p>Y4 PP interventions: Project X &amp; Bug Club Reading groups, Maths booster groups, Rapid Reading 1:1<br/> <b>Y4 PP Progress: 11/12 children made expected progress in Reading, 11/12 in Writing, 10/12 in Maths</b></p> <p>Y5 PP interventions: Conversation group, Lego therapy group, Social group, Speech &amp; Language group, Maths &amp; Writing interventions each week during assembly times to fill gaps based on need<br/> <b>Y5 PP Progress: 8/11 children made expected progress in Reading, 8/11 in Writing, 9/11 in Maths</b></p> <p>Y6 PP interventions: Reading Inference groups, Sentence structure &amp; grammar 1:2, Maths Booster, Spelling patterns group, Grammar group, Handwriting 1:2, Reading Booster<br/> <b>Y6 PP Progress: 6/8 children made expected progress in Reading, 6/8 in Writing, 4/8 in Maths</b></p> |
|-----------------------|--|--|---|

# **Pupil Premium Report 2017-18**

## **Non-academic impact**

We also ensure that PP expenditure contributes to progress beyond academic success. Mentoring by Tutor Trust under and post graduates is designed to support the raising of aspiration. Where necessary PP monies support families to afford trips, music tuition and residential.

## **Impact on other children**

Non PP children have benefitted from most of this provision by being included alongside their PP peers in interventions, mentor time and shared access to class TAs. They have also benefitted from improvements to teaching practice as a result of work by the Intervention Leader.

## **Principal Changes in 2018-19**

- Further improvements to Tutor Trust programme, particularly around communication and planning systems. Teachers now required communicate directly themselves and to copy in a member of SLT to communications with the tutors
- A 'Show Time' programme providing PP children with opportunities to experience and enjoy a range of six theatre productions over the year: orchestral music, two theatrical musicals, a recital, a historical performance and a ballet.