

Summary School Improvement Sheet.

What we did? Allocation-£186,768

- Provided intervention and support to pupils through Nurture groups.
- Provided Pupil Premium Pupils with Maths Whizz accounts to support maths work in school and at home.
- Supplemented reading and library books to enhance reading within school
- Subsidised educational and residential trips for pupils
- Took part in the REAL programme in EYFS and Y1 and provided Parent Literacy Workshops
- Ensured all pupils received Close The Gap time to improve attainment in Reading, Writing and Maths
- Provided all pupils with home school work books to support learning at home.
- Offered high quality support to a large number of families through the school Family Support Worker
- Used part of administration team salary to monitor attendance.
- Termly Behaviour reward parties
- Texting service to inform parents of good behaviour
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What is Pupil Premium money for?

The Government allocated money for children receiving a **free school meal**, or who are **looked after** by the local authority to help close the **gap in attainment** between those in receipt of Pupil Premium funding and those without . Schools are required to evidence the **impact** of pupil premium spending across the school and report to parents and governors.

Where can we find the evidence?

- ✓ Extracts of RAISE online (data document published by the DFE)
- ✓ Examples of in-house data tracking,
- ✓ School questionnaires- parents, staff and pupils
- ✓ Pupil Progress Paperwork
- ✓ Impact of the School Improvement Plan
- ✓ Intervention tracking

Summary for parents to show the impact of Pupil Premium Spending 2016-17

The impact at the end of 2017 was as follows:

- **By the end of KS2, progress of PP pupils was above the national average in Reading and Writing and just below in Maths.**
- **Pupil Premium pupils made better progress than Pupil Premium pupils nationally in Reading, writing and maths.**
- **In Y1 71% of PP pupils passed the phonics screening test**
- **In Y2 100% of PP pupils passed the phonics retake which was above the National average.**
- **Over the last year, in reading, writing and maths, the gap between PP pupils and non PP pupils and the national narrowed in almost all year groups.**
- **The gap between PP and non PP pupils in KS1 has diminished significantly with PP pupil attaining in line with their peers in Writing and Maths and above in Reading**
- **Children looked after by the local authority made better than expected progress. Provision for Looked after children was commented on very positively by Ofsted.**
- **95% of children attended the Summer Behaviour Reward Party compared to 90% at the end of 2015.**
- **Attendance of Pupil Premium pupils was in line with national.**

Next steps: 2017-18

- Further identify vulnerable groups/individuals (pupil premium plus) who would benefit from support and intervention provided by additional funding
- Improve outcomes for New Arrival Pupils and those with English as an Additional Language
- Improve the number of pupils attaining ARE and GDS in Reading, Writing and Maths by the end of KS2
- Provide further opportunities for home learning /extended learning
- Improve the number of EYFS pupils achieving a Good Level of Development
- Focus on raising achievement in EYFS in Communication and Literacy and Physical Development
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Training provided:

- Pre Teaching
- Flip learning
- Maths Whizz intervention training
- Quality Marking and Feedback training (Improving teaching, learning and assessment)
- REAL training

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2016/2017 Impact Summary against desired outcomes and success criteria

	Desired Outcomes	Success Criteria	Impact - end of 2016/2017
A	Increase reading attainment of disadvantaged pupils to be in line with that of other pupils throughout the school.	<p>End of KS1 reading attainment to be above that of similar pupils nationally and at least a 10% decrease in gap between non disadvantaged .</p> <p>Current disadvantaged Y3 pupils to increase their attainment to bring it in line with that of non-disadvantaged pupils by the end of KS2.</p>	<p>Reading attainment at the end of KS1 was above that of the national figure for all pupils for the expected standard (85% compared to 76%), and significantly above similar pupil nationally (85% compared to 62%) the in school gap has reduced significantly from -9 to +13.</p> <p>The % of disadvantaged pupils attaining greater depth has increased by 10% and is in line with all pupils nationally at the end of KS1.</p>
B	Increase Writing attainment of disadvantaged pupils to be in line with that of other pupils throughout the school.	<p>End of KS1 writing attainment to be above that of similar pupils nationally and at least a 10% decrease in gap between non disadvantaged .</p> <p>Current disadvantaged Y3 pupils to increase their attainment to bring it in line with that of non-disadvantaged pupils by the end of KS2.</p>	<p>The in school gap has diminished in KS1 writing from -21 to 0. Disadvantaged pupils attainment is significantly above that of similar pupils nationally (65% compared to 68%)</p> <p>The % of disadvantaged pupils attaining greater depth has increased by 8% and is in line with all pupils nationally at the end of KS1</p>
C	Increase maths attainment of disadvantaged pupils to be in line	<p>End of KS1 maths attainment of disadvantaged pupils to be above that of similar pupils nationally and at least a</p>	<p>The in school gap has diminished in KS1 maths has reduced significantly from -14 to -5.</p>

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	<p>with that of other pupils throughout the school.</p>	<p>10% decrease in gap between non disadvantaged</p> <p>Current disadvantaged Y3 pupils to increase their attainment to bring it in line with that of non-disadvantaged pupils by the end of KS2.</p>	<p>Disadvantaged pupils attainment is above that of similar pupils nationally (65% compared to 68%)</p> <p>The % of disadvantaged pupils attaining greater depth has increased by 18% and is in line with all pupils nationally at the end of KS1</p>
<p>D, E, F</p>	<p>Increase the proportion of disadvantaged students working at greater depth in reading, writing and maths throughout the school.</p>	<p>Proportion of disadvantaged pupils working at greater depth to be above that of similar pupils nationally and in line with non-disadvantaged pupils in school by the end of KS1.</p> <p>% of Y6 PP pupils attaining Greater Depth increases by at least 8% in R, W and M</p> <p>% of Y2 PP pupils attaining Greater Depth increases by at least 8% in R, W and M</p>	<p>30% increase in number of disadvantaged pupils achieving GDS in all 3 subjects across years 1 to 6.</p> <p>8% increase in the number of disadvantaged pupils attaining GDS in R,W and Maths combined at the end of KS1 from 7% to 15%</p>
<p>G, H, I</p>	<p>Increase the reading overall KS1-KS2 progress score to be in line with that of non-disadvantaged students' average and above the national disadvantaged students' average.</p>	<p>Overall KS1-KS2 progress score to be in line with that of non-disadvantaged students' average.</p>	<p>Based on unvalidated figures progress for PP pupils at the end of KS2 were in line with national averages.</p> <p style="text-align: center;">R 0.1 W 3.5 M 0.5</p>
<p>J</p>	<p>Increase the attendance of disadvantaged pupils.</p> <p>Improve the behaviour of small group of disadvantaged boys.</p>	<p>Attendance of disadvantaged pupils to be over 96%</p> <p>5% increase in the number of Disadvantaged pupils attending behaviour parties.</p>	<p>Attendance across the academic year has improved -</p> <p>95.7% (2016/17) compared to 94.9% (2015/16)</p>