

Pupil Premium Planning and Evaluation

2016-17 Impact Statement

Pupil Premium Impact Summary:

During the 2016/17 academic year there were twelve children in receipt of Pupil Premium assistance. Of these, two were in EYFS and the remaining ten were in Key Stages One and Two. Overall, attainment and progress among this group has been very pleasing.

The 'headlines' in Key Stages One and Two are as follows:

- 90% of the children achieved 'Expected' or 'Better than Expected' progress in Reading, Writing & Maths
- 60% of the children 'diminished the difference' and exceeded 'Expected Progress' in Maths and in Reading
- 50% exceeded in Writing and 30% exceeded overall in Reading, Writing and Maths

- 50% of the children met Age Related Expectations (ARE) in Reading, Writing and Maths
- 70% achieved the expected ARE in Maths and 70% in Reading
- 50% reached the expected ARE in Writing
- 100% of the PP assisted children in Year 6 achieved scaled scores of 100 or more in their SATs tests (Maths, Reading and Grammar Punctuation and Spelling)
- 75% of the Year 6 children achieved the 'Expected' standard in Writing
- 50% of PP assisted children in Early Years achieved a Good Level of Development (GLD)

Due to the relatively low numbers of Pupil Premium assisted children attending the school it is not always possible to meaningfully analyse trends over time or compare with National statistics. However, please see the attached comparison document for our most recent data.

Assistance was also offered financially across a number of areas (e.g. provision of school uniform, payment for school trips etc. - although entitlement varies depending on individual circumstances). Across the 2016-17 academic year 83% of assistance available was taken up by eligible families.

- 67% of families took up their entitlement to a complete set of school uniform
- 85% of families took up their entitlement to payment of school trips
- 100% of entitled families took up their entitlement to musical instrument hire and for attendance at fee paying after-school clubs

The chart below documents the initial allocation of funds as published at the start of the year. However, as the number and needs of our learners has changed across the year, different interventions and support have been put in place accordingly. Overall, 78%* of Pupil Premium funding was allocated to 'in-class support' on a 1:1 or small group basis. This helped enable teachers to deliver the core aspects of 'Quality First Teaching' to our Pupil Premium assisted children, notably 'the effective inclusion of all pupils in high-quality everyday personalised teaching.'

Overall, we are pleased with the progress and attainment of our assisted children as well as with their growth and development as happy and settled individuals in keeping with our whole child ethos. We are aware of next steps in the development of our Pupil Premium offering, particularly with a new Headteacher and SENCO in post from September 2017. As always we will keep what is best for the children at the centre of all that we do.

Pupil premium used for:	Amount allocated £	One off or ongoing activity /cost	Brief summary- activity, children/groups, timescale	Outcomes: How will this intervention/action improve achievement for PP pupils?	Monitoring: When/who/how What evidence will be looked at?	Actual impact- tracking achievement. Will this activity continue? What to change/improve next time.
School uniform	£350	ongoing	One complete set of school uniform per year	Enhance pupil well-being and confidence	Office staff record uniform each child takes up	67% of families took up their entitlement to a complete set of school uniform. All of our entitled children were appropriately dressed for

						school and compliant with our school dress code/expectations.
Extra-curricular trips and activities	£2,000	ongoing	Pay for all trips and visits and after school clubs for all PP children- includes residential Y6, guitar hire and G&T courses	To enhance the curriculum and ensure that children are able to participate, give children opportunity to experience new and challenging activities	HT talk to teachers regarding success of visits Office staff record number of trips, clubs etc. each child takes up	All teachers reported that trips had been a success and that they had enriched the curriculum. There was an 85% uptake on payment of school trips. 100% of entitled pupils received musical instrument hire payment to enable complete access to sessions conducted by a peripatetic teacher. 100% of entitled pupils also took up the option of payment for after-school clubs. We will continue to report on each area of entitlement separately as this enables us to monitor the extent of provision and address any significant gaps (none identified in this year).
Homework Club TC	£861	ongoing	One lunch time per week for children in Years 4/5/6 led by a teacher	Ensure all children are able to access/have time to complete homework	Teacher leading homework club to record who attends/ check with class teachers which children need support/invite to attend, homework completed as required	Attendance has continued to be sporadic generally despite promotion by teachers and communication with families. However, of the 22% of PP assisted children who attended the group all scored over 100 in all of their SATs. Although the numbers of pupils attending is relatively small we will continue to run Homework Club next year as it provides a valuable option for those that cannot always access technology or adult support at home. Teachers will continue to promote the club as a positive choice.
Springboard Maths SCS	£480	Ongoing	Catch up maths programme led by 1X HLTA before school 2X week Y3/4/5/6 12 weeks each	Provide extra learning support in area of weakness as identified by class teacher in discussion with head/SENCO	HLTAs keep weekly monitoring records and carry out planned assessments, Teacher to monitor progress in termly TAs	This Maths programme ran but did not include PP assisted children. It was felt that the scheme did not meet their specific needs and alternative provision was implemented. This was partially through increased in-class support and partially through the Power of Two scheme. The pupils on this scheme met their ARE and achieved a scaled score in excess of 100 in their end of Key Stage test. They also made above expected progress. Of the pupils receiving in-class Maths support, 60% made above expected progress, 30% made expected progress and 10% made less than expected progress. Springboard will not run in 2017-18. Power or Two will be used more widely and the specialist SEND teacher will implement 'Success @ Arithmetic: Number Sense'.
Phonics and Language LN	£240	ongoing	30 mins 1X week before school catch up group led by LSA SALT trained Y3/4	Provide extra learning support in area of weakness as identified by class teacher in discussion with head/SENCO	LSA keeps weekly record sheet Teachers to note improvements in application of spelling/phonics in class written work and termly TA	The group ran until Easter. Although the group became more general support based on school need and alternative provision was made for those PP assisted children who were in need of

						it. This comprised Further Literacy Support (FLS) and a Toe by Toe group. Both groups ran 3x per week. All PP assisted participants made at least expected progress in line with their wider cohorts. All Early Morning Groups and school time interventions are under review ahead of allocation of resources for 2017-18.
Literacy/Reading Group LB	£240	Ongoing	Support groups 30 mins 1X week led by LSA	Provide extra learning support in area of weakness as identified by class teacher in discussion with head/SENCO	LSA keeps weekly record sheet Teachers to note improvements reading/writing in class work and termly TA	This was targeted towards our Year 6 children and 75% met Age Related Expectations in Writing. 100% met or exceeded the expected standard in Reading along with scaled scores in excess of 100 in their Reading SAT. 100% also achieved a scaled score of 100 or more in Grammar, Punctuation and Spelling.
Motor skills LB	£240	Ongoing	Led by specifically trained LSA 30 mins 1Xweekly Y4/5/6	Provide extra learning support in area of weakness as identified by class teacher in discussion with head/SENCO	LSA keep weekly record, formative assessment as skills develop over time Handwriting and other fine motor skills monitored by teachers in class work	This group became more focussed on listening and attention skills for one PP assisted child. Anecdotally, the LSA and class teacher both reported a notable improvement over the year. The child in question achieved well in all areas of learning (exceeding expected progress in two out of three aspects). Looking ahead we will endeavour to implement more specifically measurable targets for next year.
Social Skills LB	£240.	Ongoing	Led by specifically trained LSA 30 mins 1Xweekly Y6	Provide extra learning support in area of weakness as identified by class teacher in discussion with head/SENCO	Pupil confidence, well-being and ability to manage different social situations monitored by class teachers	This group extended to include two PP assisted children. Both became far more adept at reading and managing the social situations that were addressed specifically, as well as developing strategies for general application in a range of circumstances. Again we recognise the need to implement more measureable targets in 2017-18.
Maths Support LB	£240	Ongoing	Support groups 30 mins 1Xweek led by LSA work set by teacher Y6	Provide extra learning support in area of weakness as identified by class teacher in discussion with head/SENCO	LSA keeps weekly record sheet Teachers to note improvements in Maths/Literacy class work and termly TA PP chn make at least expected progress	This group did not run. Additional in-class Maths support was provided and as previously noted, all Year 6 PP assisted children achieved scaled scores in excess of 100 with 75% also making above expected progress.
1:1 support LB	£240	Ongoing	Child-led 1:1 support 30 mins weekly	Specifically trained LSA to provide social and emotional support to CLA- focus directed by needs of child, time to talk	LSA to report directly to HT and class teacher, records not to be kept unless required	The expected need for this did not arise. However, the time/resource was reallocated to another PP assisted child in the form of a tailored Rightstart/Listening skills time. The child achieved expected progress in Reading and Writing but not in Maths.

Extra in-class TA support 1X extra adults	£10,626	Ongoing	TAs employed to provide in class support to all PP children as directed by the class teacher Every child to have 1h 45 mins per week	Provide extra learning support as identified by class teacher	Teachers to note improvements in class work and termly TA PP chn make at least expected progress	This accounted for 78% of the total 'personal support' allocation. As noted in the headline statement above, this amount was invaluable in helping children to access the curriculum, build esteem, receive personalised learning and benefit from the 'Quality First' approach.
1:1 dyslexia support LN	£240	Ongoing	21children to receive 1:1 30 mins 1Xweekly- dyslexia support	Ensure children have personalised support to meet their needs Enhance pupil well-being and confidence	Reading/spelling strategies and confidence to be monitored by LSA and class teacher	This ran until Easter and focussed on one child in particular. They made expected progress in their writing but it was only the spelling requirement of the ARE that precluded them from achieving 'Expected.'
Other Resources	£407	Ongoing	Resources for LM and other SEN support- maths games, books, online activities	Provide extra resources for children to access	SENCO and SEN teacher	These resources helped support a wide range of class, group and individual activities. Their impact cannot be measured as a separate entity from the context they were used in. However the Learning Mentor who worked with two PP assisted children on Social/Pastoral aspects of their 'whole child' development found the resources invaluable. The time for the group itself was funded in part from the reallocation of funds noted above.
Total allocated £ 16,406						

*The 78% refers to non-financial allocations (i.e. the total allocation less the amount spent on uniform, trips, physical resources etc.)