

PUPIL PREMIUM RECEIVED: £22,700

REVIEW OF WEBSITE

The school is compliant and had published its Pupil Premium Strategy Report on the school website.

REVIEW OF PUPIL PREMIUM STRATEGY STATEMENT (PPSS)

- 1617 the school used the exemplar Pupil Premium Strategy Statement
- Review and evaluation has identified that this particular format has not been effective and supportive and the school has now devised its own document
- Review and evaluation evidences that in 1617:
 - The school had high expectations for all of its children: all PP children, without additional complex needs, were targeted to achieve Age Related Expectations
 - Disadvantaged pupils were given a high profile within the school
 - There was a high level of accountability: all teachers are required to maintain class data which identifies all PP children
 - The PP Champion, Mrs Kelly, and the SLT also maintained a whole school PP register
 - Embedded liaison between the PP Champion/Safeguarding Lead and the SENCO contributed to PP children being understood and supported on an individual basis with regards to all areas of their development: academic, personal development, behaviour and welfare
 - The school recognises that interventions delivered by qualified and experienced staff has a greater impact and endeavours to employ HLTAs with education degrees to deliver these.

SPECIFIC BARRIERS

- A: Some PP children entering Reception have below average levels of oracy, communications and language skills and struggle to communicate in an effective manner
- B: Some PP children entering Reception have below average mark making ability
- C: Some PP children entering Reception have below average maths ability
- D: Some PP children do not achieve the Y1 Phonics threshold at the specified point of time
- E: Some Y2 PP children are not consistently proficient in Y1 phonics
- F: Some PP children do not achieve the Y2 end of year age related expectations at the specified point of time
- G: Some PP children enter KS2 year groups with a gap between their attainment in key areas and the average attainment in these areas of the NON PP children

REVIEW OF IMPACT OF 1617 INTERVENTIONS

RECEPTION

- The school is pro-active in its response and has implemented a programme of interventions to specifically support Reception PP children, accelerate progress and close gaps
- Key to this is the employment of two highly qualified and experienced Nursery Nurses, one of whom has particular experience of the early identification and support of special needs, with a particular focus on ASD

| Intervention | Small group Interventions | | Small group Interventions | |
|------------------|---------------------------|---------|---------------------------|--|
| | Reading | Writing | Maths | |
| Target PP EXP+ | 100% | 100% | 100% | |
| Achieved PP EXP+ | 100% | 60% | 60% | |
| Non PP EXP+ | 100% | 91% | 86% | |
| Gap | 0% | -31% | -26% | |

COST: £9,448

EVALUATION

- A comprehensive range of interactions for Reception PP children was implemented during 1617 aimed at addressing barriers:
 - A: Some PP children entering Reception have below average levels of oracy, communications and language skills and struggle to communicate in an effective manner
 - B: Some PP children entering Reception have below average mark making ability
 - C: Some PP children entering Reception have below average maths ability
- These strategies were delivered by either experienced class teachers or experienced Nursery Nurses and carried a significant cost in terms of staffing
- Data and SLT monitoring indicate that these interventions had a positive impact with regards to both PP and NONPP children
- The school will maintain this programme of interventions for 1718, particularly given that the school has no nursery and takes, on average, from 48 different early year’s settings
- However it will be refined and repositioned to reflect both feedback from staff and the needs of the new Reception cohort
- Impact will be maintained through ongoing generic and individual training

YEAR 1

SPECIFIC BARRIERS

- D: Some PP children do not achieve the Y1 Phonics threshold at the specified point of time

| Intervention | Small group & 1:1 Targeted Support Oracy | Small group & 1:1 Targeted Support Phonics | Small group & 1:1 Targeted Support Reading | Small group & 1:1 Targeted Support Writing | Small group & 1:1 Targeted Support Maths |
|------------------|--|--|--|--|--|
| Target PP EXP+ | | 100% | | | |
| Achieved PP EXP+ | | 100% | | | |
| Non PP EXP+ | | 90% | | | |

| | | | | | |
|--|---|--|--|--|----------------------------------|
| Gap | | | | | |
| COST: £9,000 | | | | | |
| OVERALL EVALUATION | | | | | |
| <ul style="list-style-type: none"> Data and SLT monitoring indicate that Year 1 phonics interventions for PP children have proven consistently impactful This is mainly due to the continuity of staff which ensures full time LSAs in each class, both of whom are now very experienced with respect to phonics support and interventions; consequently these interventions carried a significant cost in terms of staffing The school will maintain this programme of interventions for 1718 given that 5 PP children will be moving into Y1 However it will be refined and repositioned to reflect both feedback from staff and the needs of the new cohort and enhanced through relevant generic and individual staff training | | | | | |
| YEAR 2 | | | | | |
| SPECIFIC BARRIERS | | | | | |
| <ul style="list-style-type: none"> E: Some Y2 PP children are not consistently proficient in Y1 phonics F: Some PP children do not achieve the Y2 end of year age related expectations at the specified point of time | | | | | |
| Intervention | Small group & 1:1 Targeted Support Reading Plus idl | Small group & 1:1 Targeted Support Writing | Small group & 1:1 Targeted Support Maths | | |
| Target PP EXP+ | 100% | 100% | 100% | | |
| Achieved PP EXP+ | 100% | 100% | 100% | | |
| Non PP EXP+ | 78% | 73% | 78% | | |
| Gap | | | | | |
| COST: £9,000 | | | | | |
| OVERALL EVALUATION | | | | | |
| <ul style="list-style-type: none"> Data and SLT monitoring indicate that Year 2 interventions for PP children have proven consistently impactful This is in mainly due to the continuity of staff which ensures full time LSAs in each class, both of whom are now very experienced with respect to phonics support and interventions; consequently these interventions carried a significant cost in terms of staffing The school will maintain this programme of interventions for 1718 However it will be refined and repositioned to reflect both feedback from staff and the needs of the new cohort and enhanced through relevant generic and individual staff training | | | | | |
| YEAR 3 | | | | | |
| SPECIFIC BARRIERS | | | | | |
| <ul style="list-style-type: none"> F: Some PP children do not achieve the Y2 end of year age related expectations at the specified point of time G: Some PP children enter KS2 year groups with a gap between their attainment in key areas and the average attainment in these areas of the NON PP children | | | | | |
| Intervention | Small group & 1:1 Targeted Support Reading Plus idl | Small group & 1:1 Targeted Support Writing | Small group & 1:1 Targeted Support SPAG | Small group & 1:1 Targeted Support Maths | MeMo Short Term & Working Memory |
| Target PP EXP+ | 100% | 100% | 100% | 100% | 100% |
| Achieved PP EXP+ | 33% | 50% | 33% | 16% | |
| Non PP EXP+ | 75% | 77% | 65% | 65% | |
| Gap | -42% | -27% | -32% | -49% | |
| COST: £7,500 | | | | | |
| OVERALL EVALUATION | | | | | |
| <ul style="list-style-type: none"> Data and SLT monitoring indicate that the programme of Y3 interventions for PP children have not had the impact planned for. This cohort is the weakest in the school with a long tail of under achieving children, both PP and NONPP Support was provided by an experienced 0.8 FTE LSA between the 2 classes. The main budget can only fund 0.4 FTE (mornings only). This LSA moved from 1FTE to 0.8 FTE during the year and the school was able to use the reduction in staffing costs to off-set a very small part of the projected in year deficit The school will maintain this programme of interventions for 1718 given that 6 PP children will be moving into Y4 However it will be refined and repositioned to reflect both feedback from staff and the needs of the new cohort and enhanced through relevant generic and individual staff training | | | | | |
| YEAR 4 | | | | | |
| SPECIFIC BARRIERS | | | | | |
| <ul style="list-style-type: none"> G: Some PP children enter KS2 year groups with a gap between their attainment in key areas and the average attainment in these areas of the NON PP children | | | | | |
| Intervention | Small group & 1:1 Targeted Support Reading Plus idl | Small group & 1:1 Targeted Support Writing | Small group & 1:1 Targeted Support SPAG | Small group & 1:1 Targeted Support Maths | MeMo Short Term & Working Memory |
| Target PP EXP+ | 100% | 100% | 100% | 100% | 100% |
| Achieved PP EXP+ | 100% | 100% | 100% | 100% | 100% |
| Non PP EXP+ | 89% | 75% | 82% | 78% | |
| Gap | | | | | |
| COST: £9,000 | | | | | |
| OVERALL EVALUATION | | | | | |

- Data and SLT monitoring indicate that the programme of Y3 interventions for PP children have proven consistently impactful
- This is in mainly due to the maintenance of an experienced full time LSA between the 2 classes; particularly given that the main budget can only fund 0.5 FTE (mornings only)
- The school will maintain this programme of interventions for 1718 given that 4 PP children will be moving into Y3
- However it will be refined and repositioned to reflect both feedback from staff and the needs of the new cohort and enhanced through relevant generic and individual staff training

YEAR 5

SPECIFIC BARRIERS

- G: Some PP children enter KS2 year groups with a gap between their attainment in key areas and the average attainment in these areas of the NON PP children

| Intervention | Small group & 1:1 Targeted Support Reading Plus idl | Small group & 1:1 Targeted Support Writing | Small group & 1:1 Targeted Support SPAG | Small group & 1:1 Targeted Support Maths |
|------------------|---|--|---|--|
| Target PP EXP+ | 100% | 100% | 100% | 100% |
| Achieved PP EXP+ | 0% | 0% | 0% | 0% |
| Non PP EXP+ | 86% | 76% | 75% | 76% |
| Gap | | | | |

COST: £9,000

OVERALL EVALUATION

- Data and SLT monitoring indicate that the programme of Y5 interventions for PP children have proven consistently impactful
- This is in mainly due to the replacement of an Y5 LSA with a 1 FTE HLTA who is an experienced qualified teacher, part of the cost of which has been met by the PPG
- The school will maintain this programme of interventions for 1718 given that 4 PP children will be moving into Y3
- However it will be refined and repositioned to reflect both feedback from staff and the needs of the new cohort and enhanced through relevant generic and individual staff training

YEAR 6

SPECIFIC BARRIERS

- G: Some PP children enter KS2 year groups with a gap between their attainment in key areas and the average attainment in these areas of the NON PP children

| Intervention | Small group & 1:1 Targeted Support Reading Plus idl | Small group & 1:1 Targeted Support Writing | Small group & 1:1 Targeted Support SPAG | Small group & 1:1 Targeted Support Maths |
|------------------|---|--|---|--|
| Target PP EXP+ | 100% | 100% | 100% | 100% |
| Achieved PP EXP+ | 100% | 100% | 100% | 100% |
| Non PP EXP+ | 95% | 84% | 93% | 93% |
| Gap | | | | |

COST: £13,500

OVERALL EVALUATION

- Support was delivered by an experienced teacher, an experienced secondary maths teacher and an HLTA with a degree in education
- The combined impact was significant
- Programme is effective in terms of both impact and cost

NEXT STEPS

- The school has high expectations for its PP children
- These high expectations include the children's personal development, behaviour and welfare and the successful transition of Y6 children to Y7
- The school is consistently refining and repositioning a comprehensive programme of interventions to support PP children to achieve these high expectations
- Rigorous processes to plan, monitor and evaluate PP provision is embedded and driven by the school's ethos and facilitated by the schools financial management, routines, systems and timetables
- Generic and targeted staff development contributes to continuously improving provision and greater impact

AREAS FOR DEVELOPMENT

- The school has a rationale which informs how funding is spent and the overall impact of the global spend.
- The Head Teacher's report to Governors will include a copy of this newly formatted report in order that Governors can confidently track the progress and attainment of PP children and evaluate the impact of funding

1718 PUPIL PREMIUM STRATEGY STATEMENT

PUPIL PREMIUM RECEIVED: £35,000

REVIEW OF WEBSITE

The school is compliant and had published its Pupil Premium Strategy Report on the school website.

SPECIFIC BARRIERS

- A: Some PP children entering Reception have below average levels of oracy, communications and language skills and struggle to communicate in an effective manner
- B: Some PP children entering Reception have below average mark making ability
- C: Some PP children entering Reception have below average maths ability
- D: Some PP children do not achieve the Y1 Phonics threshold at the specified point of time
- E: Some Y2 PP children are not consistently proficient in Y1 phonics
- F: Some PP children do not achieve the Y2 end of year age related expectations at the specified point of time
- G: Some PP children enter KS2 year groups with a gap between their attainment in key areas and the average attainment in these areas of the NON PP children

RECEPTION

| Intervention | Small group Interventions Reading | Small group Interventions Writing | Small group Interventions Maths |
|------------------|--------------------------------------|--------------------------------------|------------------------------------|
| Target PP EXP+ | | | |
| Achieved PP EXP+ | | | |
| Non PP EXP+ | | | |
| Gap | | | |

COST: £9,448: Additional costs linked to employment of two highly qualified and experienced Nursery Nurses, one of whom has particular experience of the early identification and support of special needs, with a particular focus on ASD

YEAR 1

- The school is pro-active in its response to this and has implemented a programme of interventions to specifically support Reception PP children, accelerate progress and close gaps
- Key to this is the employment of two highly qualified and experienced Nursery Nurses, one of whom has particular experience of the early identification and support of special needs, with a particular focus on ASD

| Intervention | Small group Interventions Phonics | Small group Interventions Reading | Small group Interventions Writing | Small group Interventions Maths |
|------------------|--------------------------------------|--------------------------------------|--------------------------------------|------------------------------------|
| Target PP EXP+ | 100% | 100% | 100% | 100% |
| Achieved PP EXP+ | | | | |
| Non PP EXP+ | | | | |
| Gap | | | | |

COST: £9,000: Additional costs linked to employment of two staff for 5 X afternoons

YEAR 2

SPECIFIC BARRIERS

- D: Some PP children do not achieve the Y1 Phonics threshold at the specified point of time

| Intervention | Small group & 1:1 Targeted Support Phonics | Small group & 1:1 Targeted Support Reading | Small group & 1:1 Targeted Support Writing | Small group & 1:1 Targeted Support Maths |
|------------------|--|--|--|--|
| Target PP EXP+ | 100% | | | |
| Achieved PP EXP+ | | | | |
| Non PP EXP+ | | | | |
| Gap | | | | |

COST: £9,000 Additional costs linked to employment of experienced LSA for 5 X afternoons

YEAR 3

SPECIFIC BARRIERS

- E: Some Y2 PP children are not consistently proficient in Y1 phonics
- F: Some PP children do not achieve the Y2 end of year age related expectations at the specified point of time

| Intervention | Small group & 1:1 Targeted Support Reading Plus idl | Small group & 1:1 Targeted Support Writing | Small group & 1:1 Targeted Support Maths |
|------------------|--|--|--|
| Target PP EXP+ | 100% | 100% | 100% |
| Achieved PP EXP+ | | | |
| Non PP EXP+ | | | |
| Gap | | | |

COST: £9,000: Additional costs linked to employment of experienced LSA for 5 X afternoons

YEAR 4

SPECIFIC BARRIERS

- F: Some PP children do not achieve the Y2 end of year age related expectations at the specified point of time
- G: Some PP children enter KS2 year groups with a gap between their attainment in key areas and the average attainment in these areas of the NON PP children

| Intervention | Small group & 1:1 Targeted Support Reading Plus idl | Small group & 1:1 Targeted Support Writing | Small group & 1:1 Targeted Support SPAG | Small group & 1:1 Targeted Support Maths | MeMo Short Term & Working Memory |
|------------------|---|--|---|--|----------------------------------|
| Target PP EXP+ | 100% | 100% | 100% | 100% | 100% |
| Achieved PP EXP+ | 33% | 50% | 33% | 16% | |
| Non PP EXP+ | 75% | 77% | 65% | 65% | |
| Gap | -42% | -27% | -32% | -49% | |

COST: £7,500: Additional costs linked to employment of experienced LSA for 5 X afternoons

YEAR 5

SPECIFIC BARRIERS

- G: Some PP children enter KS2 year groups with a gap between their attainment in key areas and the average attainment in these areas of the NON PP children

| Intervention | Small group & 1:1 Targeted Support Reading Plus idl | Small group & 1:1 Targeted Support Writing | Small group & 1:1 Targeted Support SPAG | Small group & 1:1 Targeted Support Maths | MeMo Short Term & Working Memory |
|------------------|---|--|---|--|----------------------------------|
| Target PP EXP+ | 100% | 100% | 100% | 100% | 100% |
| Achieved PP EXP+ | | | | | |
| Non PP EXP+ | | | | | |
| Gap | | | | | |

COST: £10,001: Additional costs linked to employment of experienced LSA for 5 X afternoons

YEAR 6

SPECIFIC BARRIERS

- G: Some PP children enter KS2 year groups with a gap between their attainment in key areas and the average attainment in these areas of the NON PP children

| Intervention | Small group & 1:1 Targeted Support Reading Plus idl | Small group & 1:1 Targeted Support Writing | Small group & 1:1 Targeted Support SPAG | Small group & 1:1 Targeted Support Maths |
|------------------|---|--|---|--|
| Target PP EXP+ | 100% | 100% | 100% | 100% |
| Achieved PP EXP+ | | | | |
| Non PP EXP+ | | | | |
| Gap | Only 1 child | | | |