



Pupil Premium Analysis 2016 / 2017

Our approach to allocating the Pupil Premium funding to improve the chances of the most disadvantaged pupils considers their academic, social and cultural development.

This document outlines how the funding was spend in 2016 / 2017 and the impact of the spending.

Number of Pupils and Pupil Premium Grant (PPG) Received	
Total number of pupils on role	403
Total number of pupils eligible for PPG	147
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£195,573
PPG carried forward from 2015 / 2016	£118,288
Total	£313,861
Total Spend:	£224,988
Carried forward to 2017 / 2018:	£88,873

Nature of Support 2016 / 2017	Percentage of Spending and Total Cost (from £224,988 spent)	
Teaching and Learning	£152,350	68%
Enrichment	£28,536	12%
Social, Emotional and Behavioural Support	£26,336	12%
Families and Community	£17,766	8%



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Evaluation of Impact of Spending 2016 / 2017

Year Group	Item /Project	Objective	Cost	Impact																																																
5/6	Additional maths teacher for small groups of targeted children in years 5 and 6.	Closing the gap in maths. Supporting children to make accelerated progress to reach age related expectations.	£34,024	<p>The PPG allocation in Years 5 and 6 has supported targeted pupils to make either expected or accelerated progress or reach age related expectations.</p> <p>Both PPG pupils and non PPG pupils have benefited from this additional support.</p> <table border="1"> <caption>Percentage of Year 6 Pupils Reaching Age Related Expectations</caption> <thead> <tr> <th></th> <th>All</th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>68%</td> <td>66%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>85%</td> <td>86%</td> <td>83%</td> </tr> <tr> <td>Maths</td> <td>92%</td> <td>93%</td> <td>90%</td> </tr> <tr> <td>SPaG</td> <td>81%</td> <td>79%</td> <td>83%</td> </tr> <tr> <td>R, W & M</td> <td>66%</td> <td>62%</td> <td>70%</td> </tr> </tbody> </table> <table border="1"> <caption>Percentage of Year 6 Pupils Reaching Greater Depth</caption> <thead> <tr> <th></th> <th>All</th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>28%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>21%</td> <td>27%</td> </tr> <tr> <td>Maths</td> <td>25%</td> <td>24%</td> <td>27%</td> </tr> <tr> <td>SPaG</td> <td>36%</td> <td>32%</td> <td>40%</td> </tr> <tr> <td>R, W & M</td> <td>10%</td> <td>10%</td> <td>10%</td> </tr> </tbody> </table> <p>Percentage of year 5 PPG pupils who made 'typical' or 'exceeding' progress: Reading: 90 Writing: 80 Maths: 90</p>		All	PPG	Non PPG	Reading	68%	66%	70%	Writing	85%	86%	83%	Maths	92%	93%	90%	SPaG	81%	79%	83%	R, W & M	66%	62%	70%		All	PPG	Non PPG	Reading	27%	28%	26%	Writing	24%	21%	27%	Maths	25%	24%	27%	SPaG	36%	32%	40%	R, W & M	10%	10%	10%
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Additional Year 6 before and after school boosters	Small groups of pupils supported for accelerated progress, to close the gap and to reach 'greater depth' in reading, writing and maths.																																																			
Additional boosters for more able pupils in Year 5	Children targeted to reach 'greater depth'.																																																			
Targeted interventions to support children to make progress in core subjects.	Teaching Assistants and Higher Level Teaching Assistants provide targeted spelling, handwriting, reading and numeracy interventions to support basic skills around numeracy and literacy to close the gap.																																																			
3/4	Additional maths and literacy support for targeted children	Small group in Year 3 and small group in Year 4 working with HLTA / teacher for one hour three times per week. This provision aims to support the targeted pupils' individual needs and support accelerated progress for children who are currently working below the expected standard for their year group.	£33,904	<p>The PPG allocation in Years 3 and 4 has supported targeted pupils to make either expected or accelerated progress or reach age related expectations.</p> <p>Both PPG pupils and non PPG pupils have benefited from this additional support.</p> <p>Percentage of Year 3 and 4 PPG pupils who made 'typical' or 'exceeding' progress: Reading: 89% Writing: 83% Maths: 89%</p>																																																
	'Reflected Learning' for targeted children in Years 3 and 4	Club to support and promote positive reading habits and develop 'meta-cognition' or 'learning to learn': supporting children to set their own targets for learning. Aimed at Year 5 and Year																																																		



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		6 PP pupils who are behind ARE.		
	Targeted interventions to support children to make progress in core subjects.	Teaching Assistants and Higher Level Teaching Assistants provide targeted spelling, handwriting, reading and numeracy interventions to support basic skills around numeracy and literacy		
1/2	Additional full time teacher for group work targeting core subjects	An additional teacher is working with a small group of year 2 for an hour each day for maths and an hour each day for literacy and various phonics interventions. This provision aims to support the targeted pupils' individual needs and support accelerated progress for children who are currently working below the expected standard for their year group.	£39,806	The PPG allocation in Years 1 and 2 has supported targeted pupils to make either expected or accelerated progress or reach age related expectations. Both PPG pupils and non PPG pupils have benefited from this additional support. Percentage of Year 1 and 2 PPG pupils who made 'typical' or 'exceeding' progress: Reading: 92% Writing: 88% Maths: 100%
	Targeted interventions to support children to make progress in core subjects.	Teaching Assistants and Higher Level Teaching Assistants provide targeted spelling, handwriting, reading and numeracy interventions to support basic skills around numeracy and literacy		
	Specialist phonics support training.	A specialist TA works with individuals and small groups to support development of phonics and early reading across years 1 and 2 pupils'		
EYFS	Early Intervention	Behaviour specialist working with practitioners and parents to encourage and develop positive learning behaviour.	£6,200	Children who were nominated for support in EYFS settled into routines within first half-term. Positive relationships built with nominated families.
Whole School	Coaching Program for Teachers and MITA programme	Coaching CPD program supports teachers to develop good practice across the school to support pupils' needs to make progress in core	£30,230	Teachers across key stages supported by middle and senior leader coaches in developing further challenge to ensure gap is closed between PP and Non PP children and children make good or better progress.



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	for teaching assistants.	subjects and develop children's engagement and enjoyment of the new curriculum.		The gap between disadvantaged and 'other' pupils has closed in aspects of learning across different year groups. Children who have not made expected progress have been supported with additional provision.
	EAL specialist teacher	Targeted pupils in the early stages of learning English as an additional language receive small group support.	£3,780	All nominated pupils received weekly support which led to them making expected progress in reading and writing.
	Learning mentor	Support pupils with social and emotional barriers to their learning.	£20,136	There has been a further reduction in detentions across the school. Targeted pupils are better able to deal with conflict. Targeted pupils largely have more positive attitudes towards their work and school.
	Early Intervention	Behaviour specialist working with parents to develop positive attitudes to school.	£7,000	Nominated families received support
	Educational psychologist	Supporting teachers to effectively plan and teach children with specific needs and working with individual children.	£6,396	Staff provided with recommendations to support the individual needs of nominated children.
	Speech and language therapist	Supporting pupils with speech and language needs. Supporting teacher to provide a specialist curriculum for these pupils.	£4,212	Individual provision in place to support pupils with speech and language needs.
	Family support worker	Supporting parents as partners in learning. Increasing attendance. Coordinating targeted family work to support health, wellbeing and learning of pupils.	£10,766	Wellbeing of pupils and families has been supported. Links have been set up with various health and social care professionals to support children and families.
	Enrichment	Payment toward trips out of school and workshops and performances in school to increase children's exposure to a rich variety of experiences, develop children's motivation to learn and give them ownership of their learning.	£28,536	Disadvantaged pupils had the same access to enrichment opportunities throughout the school.
Total			£224,988	



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Many of the above strategies will have directly or indirectly benefited other pupils. In particular, we have identified two areas where the impact of the pupil premium spending will have benefited other pupils:

1. The coaching program supported teachers to develop their teaching practice to accelerate progress for different ability groups.
2. Where additional teachers were deployed for core subjects, all pupils would have benefited from small groups and therefore increased teacher attention.

Priorities / targets for Pupil Premium Grant Spending 2017/2018

- Disadvantaged pupils perform in line with other pupils at end of key stage assessments
- Ensure the percentage of disadvantaged pupils working at age related expectations in core subjects is in line with other pupils
- Ensure the percentage of disadvantaged pupils making expected progress in core subjects is in line with other pupils
- Increase the percentage of disadvantaged pupils across all year groups to be working in 'greater depth' in core subjects, closing the gap between disadvantaged pupils and other pupils
- Disadvantaged pupils are exposed to and benefit from a rich and stimulating curriculum
- Attendance and punctuality of disadvantaged pupils increases