



Impact for Pupil Premium Spend 2018 - 2019

2018 / 2019 - Attainment Data (Expected standard or higher)

	Reading	Writing	Maths	GLD/RWM Combined
Reception (8)	63% (5)	63% (5)	75% (6)	63% (5)
Year 1 (11)	82% (9)	46% (5)	64% (7)	46% (5)
Year 2 (15)	73% (11)	67% (10)	67% (10)	60% (9)

2018 - 2019 - Phonics Data

	% of children meeting the expected standard
Year 1 (11)	82% (9)
Year 2 (3)	67% (2)

2018 - 2019 - Attendance Data

	Average Attendance	% of Persistent Absentees
Year 1	92.8%	27%
Year 2	92.9%	7%
Year 1 and 2	93.1%	15%

Overriding Targets for 2018 - 2019

Target	Achieved / Not Achieved	Notes
Increase the number of children working at the expected standard in Writing in Reception and Year 2.		2017/2018 - Reception 55% / Year 2 50% 2018/2019 - Reception 63% / Year 2 67% Good or better progress made by the majority of children from their starting points.
Increase the percentage of children who achieve working at expected in all core areas/GLD.		2017/2018 - Reception GLD 55% / Year 2 RWM 36% 2018/2019 - Reception GLD 63% / Year 2 RWM 60% Gap between PP and Non PP 2017/2018 - GLD 25% / Year 2 RWM 33% Gap between PP and Non PP 2017/2018 - GLD 12% / Year 2 RWM 6%
Increase the overall attendance of PP children.		Average attendance 2017/2018 - 91.5% Average Attendance 2018/2019 -
Decrease the percentage of children regarded as Persistent Absentees.		% of Persistent Absentees 2017/2018 - 24% % of Persistent Absentees 2017/2018 -
Increase the number of children working at greater depth within the expected standard/Exceeding the ELG.		Exceeding in Reception 2017/2018 - R W N SSM GLD Exceeding in Reception 2018/2019 - R W N SSM GLD Year 2 2017/2018 - R 7% W 14% M 7% RWM com 7% Year 2 2018/2019 - R 7% W 13% M 20% RWM com 0%

The table below outlines how the school spent this year's Pupil Premium Funding and the impact it has had during the 2018 - 2019 academic year.

Support Given	Cost	Aims	Impact of support suggested by EEF Evidence	Impact (Summer 2019)
Learning Mentor - <i>1:1 sessions with pupils</i> <i>Small Group work with pupils</i> <i>Supporting families to overcome difficulties</i> <i>Coordinating Counselling</i> <i>Actively driving the improvement of attendance</i> <i>Supporting staff with positive strategies linked to behaviour</i>	£20,454	<ul style="list-style-type: none"> • Social and emotional support will allow children to be more focused on sessions leading to improved outcomes. • Staff will be supported to promote and improve positive behaviour. • Families will be better supported which will have a positive impact on the outcomes of pupils. • Attendance of Pupil Premium pupils is improved compared to 2017/2018 figures. 	<p>Behaviour Interventions + 3m</p> <p>Social and emotional support + 4m</p> <p>Correlation between improvements in attendance and improvements in outcomes.</p> <p>Parental engagement +3m</p>	<p>A review of the support our learning mentor gives to PP children is showed in the following:</p> <p>Number of children supported: 28 / 34 (82%) Level 1 - Rare involvement: 28% Level 2 - Moderate involvement: 54% Level 3 - Significant involvement: 18%</p> <p>The above shows that our Learning Mentor provides considerable support to 72% of our PP children and their families.</p> <p>The Learning Mentor has also coordinated counselling for PP children and families who have required it. This has seen an improvement in the relationship the school has built with our most vulnerable families which has positively impact on the outcomes of children and their attendance.</p> <p>The Learning Mentor has taken an active lead on improving the attendance of the PP children. We have seen an increase in the average attendance of this group and a reduction in the percentage of PP children deemed to be persistent absentees.</p> <p>Average attendance 2017/2018 - 91.5% Average attendance 2018/2019 - % % of Persistent Absentees 2017/2018 - 24% % of Persistent Absentees 2018/2019 - %</p> <p>Individual case studies demonstrate that the school's early intervention was highly effective in improving the attendance of identified pupils.</p>

<p>Pupil Premium Champion (1 day a week release time)</p> <p><i>Hold SLT/staff to account for use of PP money</i></p> <p><i>Support with strategies to improve progress and attainment for PP children</i></p> <p><i>Run and evaluate small group interventions (1 am session - R/N) (1 pm session - Year 1)</i></p> <p><i>Run and evaluate after school club for PP children to develop and improve life skills and become more engaged at school</i></p> <p><i>Meet with governors to ensure that a clear communication is had to discuss provision and improvements for PP children</i></p>	<p>£9,697</p>	<ul style="list-style-type: none"> • School leaders will be held more accountable for the PP spend. • The provision for PP children will improve. • Better provision/intervention for PP children will improve the outcomes for pupils. • The gap between PP children and Non PP children will diminish. • Teacher lead interventions (1:1 and small group) will have a positive impact on outcomes and progress. • Interventions and support for PP children will be monitored and evaluated on a termly basis • CPD provided for staff to improve the provision offered to PP children • PP champion will provide experiences for the children to develop life skills and overall engagement in school 	<p>Small Group Tuition + 4m</p> <p>1:1 Tuition + 5m</p> <p>Early Years Intervention + 5m</p> <p>Phonics Intervention + 4m</p> <p>Reading comprehension strategies +6m</p>	<p>SP and Leadership have been held more accountable for the spending of the PP monies.</p> <p>PP champion has actively been involved in holding staff accountable for the support they provide the PP children and gas provided staff support to develop the provision for the PP children.</p> <p>Supported groups of children in both Reception and Year 1. Please find data below:</p> <p>Reception Data Summer 2019 (8) -</p> <p>% of children working at the expected standard</p> <p>Reading - PP 63% (5) / Cohort - 79% (64)</p> <p>Writing - PP 63% (5) / Cohort - 76% (62)</p> <p>Number - PP 75% (6) / Cohort - 81% (66)</p> <p>Space Shape and Measures - PP 63% (5) / Cohort 80% (65)</p> <p>GLD - PP 63% (5) / Cohort - 74% (60)</p> <p>Gap between PP and Non PP 2017/2018 - GLD 25%</p> <p>Gap between PP and Non PP 2018/2019 - GLD 12%</p> <p>Year 1 Data Summer 2019 (11) -</p> <p>% of children working at the expected standard</p> <p>Reading - PP 82% (9) / Cohort - 84% (66)</p> <p>Writing - PP 46% (5) / Cohort - 75% (59)</p> <p>Maths - PP 64% (7) / Cohort - 76% (22)</p> <p>RWM Com - PP 46% (5) / Cohort - 72% (57)</p> <p>Year 1 Phonics Data 2019 (11) -</p> <p>% of children who met the expected standard in the Year 1 Phonics Screening Check</p> <p>PP - 82% (9)</p> <p>Non PP - 82% (56)</p> <p>Cohort - 82% (65)</p>
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				<p>The PP champion has also line managed the support staff completing PP interventions ensuring that the progress was tracked and evidence could be seen of the impact the interventions were having.</p> <p>Individual case studies demonstrate that the school's early intervention was highly effective in improving the outcomes/progress of identified pupils.</p>
<p>TA Intervention Sessions (All Classes)</p> <p><i>Complete small group and 1:1 interventions every afternoon</i> <i>Provide feedback for the children</i> <i>Pre-teach ideas and concepts</i></p> <p>Additional Adult Support</p> <p><i>Year 2 (2 pm sessions)</i> <i>Year 1 (2 pm sessions)</i> <i>Working with small groups and 1:1 targeted children</i> <i>Targeted interventions looking at filling the gaps in children's learning</i> <i>Pre-teach ideas and concepts</i> <i>Provide feedback for the children</i></p>	£27,572	<ul style="list-style-type: none"> Targeted small group tuition for core subjects for pupil's not achieving expected progress or attainment based on the new curriculum or to ensure that pupil premium children make accelerated progress. Children to complete 'Fix It' sessions linked to misconceptions identified during the morning sessions. Pre-teaching ideas/concepts before they encounter them to ensure the children have some knowledge of the skills being covered before starting the session. Provide the children with effective feedback to ensure they improve their skills set. 	<p>TA Support + 4m</p> <p>1:1 Tuition + 5m</p> <p>Phonics Intervention + 4m</p> <p>Reading comprehension strategies +6m</p>	<p>Children have support during the afternoon that allows them to have any misconceptions from the morning session corrected in the afternoon.</p> <p>Pre-teaching has allowed the children to gain confidence/some awareness of an area before it was then taught. We have seen a vast improvement in outcomes when this type of learning is completed.</p> <p>Support staff and teachers are able to discuss the progress that has been made from the starting point of an intervention to the end. Evidence of this was seen during teacher's APP meetings.</p> <p>Reception Data Summer 2019 (8) -</p> <p>% of children working at the expected standard Reading - PP 63% (5) / Cohort - 79% (64) Writing - PP 63% (5) / Cohort - 76% (62) Number - PP 75% (6) / Cohort - 81% (66) Space Shape and Measures - PP 63% (5) / Cohort 80% (65) GLD - PP 63% (5) / Cohort - 74% (60)</p> <p>Gap between PP and Non PP 2017/2018 - GLD 25% Gap between PP and Non PP 2018/2019 - GLD 12%</p> <p>Year 1 - Average number of interventions per PP children offered in afternoon sessions throughout the week - 5</p> <p>Year 2 - Average number of interventions per PP children offered in afternoon sessions throughout the week - 6</p>

				<p>Year 1 Data Summer 2019 (11) -</p> <p>% of children working at the expected standard Reading - PP 82% (9) / Cohort - 84% (66) Writing - PP 46% (5) / Cohort - 75% (59) Maths - PP 64% (7) / Cohort - 76% (22) RWM Com - PP 46% (5) / Cohort - 72% (57)</p> <p>Year 1 Phonics Data 2019 (11) -</p> <p>% of children who met the expected standard in the Year 1 Phonics Screening Check PP - 82% (9) Non PP - 82% (56) Cohort - 82% (65)</p> <p>% of PP children making expected or better progress in Year 1 2019 (11) - Reading - 91% Writing - 82% Maths - 82%</p> <p>Year 2 Data Summer 2019 (15) -</p> <p>% of children working at the expected standard Reading - PP 73% (11) / Cohort - 78% (69) Writing - PP 67% (10) / Cohort - 69% (61) Maths - PP 67% (10) / Cohort - 76% (68) RWM Com - PP 60% (9) / Cohort - 65% (58) Phonics - PP 67% (2) / Cohort - 82% (9)</p> <p>Gap between PP and Non PP 2017/2018 - End of year 33% Gap between PP and Non PP 2018/2019 - End of year 6%</p> <p>% of PP children making expected or better progress in Year 2 2019 (15) - Reading - 87% Writing - 80% Maths - 87%</p>
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				Individual case studies demonstrate that the school's early intervention was highly effective in improving the outcomes/progress of identified pupils.
Busy Bees (Reading Intervention) <i>Daily Reading Support</i> <i>Reading sessions linked to developing phonics skills</i> <i>Reading sessions linked to reading comprehensions</i> <i>Run after school clubs for PP children to develop and improve life skills and become more engaged at school alongside the PP champion</i>	£3,512	<ul style="list-style-type: none"> To ensure all PP children have the opportunity to read to an adult outside of school time. To support the development of key phonics skills. To support PP children meet the end of year expectation in reading. To provide experiences for the children to develop life skills and overall engagement in school. 	TA Support + 4m Social and emotional support + 4m 1:1 Tuition + 5m Phonics Intervention + 4m Reading comprehension strategies +6m	Busy Bees - Year R: Number of children attending - 6/8 Number of children attending WAE - 4 (67%) Year 1: Number of children attending - 8/11 Number of children attending WAE - 8 (100%) Number of children attending met the expected standard in Phonics screening check - 7 (88%) Clear progress could be seen between each of the assessment periods linked to the phonics scores completed throughout the year. Year 2: Number of children attending - 12/15 Number of children attending WAE - 10 (83%) There were clear increases in the Scaled Scores (from their baseline in Year 2 to the end of the year) achieved by the children attending the club. After School Enrichment Club - Year 1: Number of children attending - 10/11 Year 2: Number of children attending - 9/15 The children who attended the club were provided with three terms of different activities. In the first term the children completed cooking and food tasting activities. These sessions the children were able to discuss healthy

				<p>food choices, have hands on experiences making food and also taste a wide range of foods from around the world. The activities were designed to expand their knowledge and understanding of food as well as support and apply their Reading, Writing and Maths Activities.</p> <p>In the second term the children completed science activities. These sessions were linked to developing a keen interest in Science for PP children. The children completed a wide range of Sci 1 activities. All activities supported and further developed their Science, Reading, Writing and Maths skills and knowledge.</p> <p>In the third term the children had the opportunity to complete a range of physical activities. The activities provided the children with the opportunity to experience a range of different sporting activities. The children were also provided with information linked to clubs they could attend outside of school hours.</p>
Counselling	£500	<ul style="list-style-type: none"> To emotionally support pupils to ensure that are in the correct mindset to learn. 	Social and emotional support + 4m	<p>3 children have been supported with counselling this year.</p> <p>We saw an increase in the attendance of these children. The counselling also provided the children with support to ensure that they were able to access their work.</p>
Additional support offered to families <i>Paid spaces at breakfast club</i> <i>Paid spaces at After School Club</i> <i>Support for pupils to attend educational visits</i> <i>Support with the costs of uniforms</i> <i>Support with transport to school</i> <i>Support families to ensure regular attendance</i>	£625	<ul style="list-style-type: none"> Children have the opportunity to wrap around care. Promotes better transitions to beginning and end of the day. Enriching the curriculum for pupils. Raised attendance levels. Families are supported to ensure that the emotional wellbeing of pupils is the best it can be. 	Social and emotional support + 4m Outdoor learning + 4m Behaviour intervention + 3m Parental Engagement + 3m Extending School Time + 2m	<p>The school provided breakfast club and afterschool club for several PP children. This was part of the strategy we used to improve the attendance. This was also used to support a child who was struggling to come into school without becoming distressed.</p> <p>A number of PP families were supported to cover the cost of the school trips provided.</p> <p>1 child has been provided a taxi to and from school.</p>
Total PP Spent = £62,360				