



Pupil Premium Expenditure – 2017/2018

'An excellent education and the highest expectations for all, regardless of background or barriers to learning.'

Mission Statement

EVALUATION OF PUPILS PREMIUM PLAN FOR 2017-18

Pupil Premium allocation: £122,760

Number of Pupil Premium children: 93

Our Principles:

- **An excellent education and the highest expectations for all, regardless of background or barriers to learning.**
- **The Pupil Premium should support improved attainment, raised expectations and readiness for life and learning.**
- **High-quality teaching and learning should be prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as 'someone else's responsibility'.**
- **The Pupil Premium should be used to ensure disadvantaged pupils access excellent teaching and learning every day.**
- **The Pupil Premium should address the needs of pupils as early as possible. It should focus on gaps in learning. End of Key stage outcomes are a by-product of this approach.**

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Existing barriers to learning	What we are doing to remove this barrier	Cost	Questions to assess if we are being successful
The percentage of persistently absent pupil premium pupils is higher than the national average	A member of SLT and Home School Liaison Officer will provide targeted support to families with persistently absent PP children	£20,000	Is the persistence absence for PP pupils less than the national average? Has the targeted support had an impact on level of persistence absence?
	Working closely with Early Help and the LA ACE Team to support families in need of additional support.	£1000	How many families are working with Early Help? Is this having an impact? How do you know?
<p>IMPACT:</p> <p>At the end of the academic year, 12 children who were on the school roll were deemed as being persistently absent. This represents just under 8% of the school. Of the 12 children, 6 are PP children demonstrating a very low number of PP children who were attending for less than 90%. Of the 6 pupil premium pupils, some of this low attendance is due to family rehousing issues and for the other pupils, the attendance officer has agreed attendance contracts with the families and has referred for penalty notices to those who took holidays during term term. Positive impact is evident from the time a contract was signed to the end of the academic year. A next step is to continue with a more personalised approach for those pupils who finished the year as PA and those who are at risk.</p>			

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Pupil premium children in EYFS begin school with language skills below that 'typical' for their age.	Investment in an experienced Support Assistant in EYFS	£20,000	Is the progress for PP children equivalent to non-PP pupils?
	Continue to develop and maintain a language rich learning environment.	£3000	Is the environment language rich?
	Develop an effective tracking system for pupils with SEND and who are Pupil Premium can be tracked effectively.	£1500	What progress are children in EYFS with SEND making in literacy compared to their baseline?
	Conducting useful baseline assessments to inform teaching and learning.	£200	
	Investing in a new assessment tool for EYFS.	£500	Is the progress for PP children equivalent to non-PP pupils?

IMPACT:

External evaluations from the school's education partner and school director confirmed the environment was language rich. 72.2% of pupil premium children met at least the 'expected' standard at the end of Reception for Literacy and communication and language. The SENCO worked closely with the EYFS team to support with the tracking of those PP children who were also SEND and tracking demonstrated those pupils were making as good progress compared to their peers. The use of a communication assessment tool allowed the SENCO to conduct

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language assessments to demonstrate impact. CPD was also provided to all staff. A next step is to appoint a Speech and Language specialist who can support the children, teachers and families.			
Some pupil premium children did not make GLD in EYFS	Appoint a new KS1 leader to ensure the quality of teaching and learning is effective across the Key stage.	£20000	Has the gap between pupil premium and non-pupil premium pupils' attainment narrowed?
	Target volunteer reader to those children who requires phonics and reading support Targeted interventions for PP pupils with impact monitored.		Has the targeted interventions had an impact on attainment and progress?
IMPACT: Through targeted intervention and high quality questioning, the percentage of pupils premium who achieved a Good Level of Development was 73%. No gap exists between pupil premium and non-pupil premium.			
Pupils currently in years 6 and 4 lack reading and writing skills at age-related expectations	Release strong KS2 teacher from class two days a week - enabling him to provide effective support in T6.	£20,000	Has the additional support had a positive impact on standards in Year 6?
	Additional SLT member support to continue to deliver quality interventions; ensure provisions in classroom are	£22,000	Is the SENCO targeting T4 and T6 PP pupils effectively and is this facilitating accelerated progress?

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	<p>providing outstanding quality first teaching</p> <p>SENCO support to target children identified using classroom monitor and track progress.</p> <p>Pupil premium leader to do half-term book looks and pupil voice monitoring.</p>		<p>What impact is the additional SLT member having on the quality of teaching? What impact does this have on standards for pupil premium?</p> <p>Has the gap closed between PP and non-PP in years 4 and 6?</p>
<p>IMPACT:</p> <p>Team 6 Pupil Premium pupils performed exceptionally well and well about national average in reading and writing. In writing 89.5% of Pupil Premium pupils met the expected standard. In the GPS KS2 assessment 89.5% of Pupil Premium pupils met the standard which is significantly above national average. The average scaled score for Pupil Premium pupils was 113, which is the ‘high standard’, demonstrating excellent achievements. In reading, Pupil Premium pupils performed well above national expectations. 84.2% of pupils met the standard in reading which is well above national average. The average scaled score for Pupil Premium pupils was 107 in reading, which again is above the national average.</p> <p>Team 4 pupils have demonstrated strong gains in reading and writing. Those children who are not on the SEND register have progressed to either working at or above age-related expectations in reading and writing. Through CPD provided by the SENCO, the class teacher worked closely to accurately identify the exact needs and barriers to learning for those PP and SEND pupils. As a result, PP children in T4 made on average over 1.5 bands progress in RWM.</p>			

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Pupils identified as SEN Support and pupil premium are not making as good progress as their peers	Develop an effective tracking system for pupils with SEND to investigate this further and create actions.	£500	What progress are those pupils who have been identified as SEN support and PP making?
	Buy in support from an Educational Psychologist for advice on best strategies	£11,000	How many PP pupils with SEN support has received support from the Educational Psychologist? What is the impact on progress and attainment? Have teachers acted on advice from specialists? Are teachers attending progress meetings and talking about quality first provision they have in place and the impact this is having?

IMPACT:

The school SENCO has provided CPD to all staff on the school’s SEND toolkit. She supported all teachers in generating accurate baseline assessments and identify precise next steps for those pupils who are on the SEND reg and are PP. As a result, teachers had a clear understanding of next steps for these pupils. SEND only pupil progress meetings meant these targets were reviewed regularly, resulting in pupils who are PP and SEND making at least 1 band progress in reading writing and maths demonstrating excellent progress from their starting points. An external SEND review validated the school was providing an excellent environment for these pupils to excel.

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<p>Some pupil premium children lack the enrichment and cultural experiences that non-pupil premium children experience.</p>	<p>Ensure pupil premium get opportunities to go on a range of visits and experience enriched opportunities</p>	<p>£3060</p>	<p>What enriched opportunities have Pupil Premium children experienced? What impact has this had on their learning?</p>
<p>IMPACT: An enriching curriculum has impacted on the reading standards across the school. Through real-life and contextual experiences, the children’s background knowledge has enabled them to comprehend more competently. Pupil premium pupils performed above national in GLD, KS1 reading and KS2 reading which is partially due to the background and vocabulary experiences these trips and activities offer. All year groups and children have been on a range of different enriched trips.</p>			