

## Pupil Premium Impact Report 2017-2018

<p><b>Priority</b></p> <p>To ensure the needs of all pupil premium children are met.</p> <p>To improve the outcomes of all pupil premium children.</p> <p>To ensure any differences between pupils receiving pupil premium funding in the school and those who are not [nationally] have significantly diminished.</p>	<p>Rationale – In order to meet the wide range of needs of our children who receive funding through pupil premium, we have employed a number of different approaches. The key barriers for children receiving pupil premium funding is low literacy skills. In particular this relates to the children’s acquisition of basic reading and writing skills. Our disadvantaged pupils also have less opportunities to participate in extended services and wrap around care. This is often due to the costs involved in accessing these services. Two of our actions relate to interventions, to target children who require specific support with elements of their maths or literacy work. A further action relates to targeting three children with additional reading support through Beanstalk reading volunteers. This project is also designed to develop the children’s self-esteem. Another action focuses on providing feedback for targeted children by setting aside additional assessment time for staff to give that personalised feedback. This follows on from findings in The Sutton Trust’s Toolkit, which highlights feedback as a cost effective and high impact way of securing a positive impact on pupil learning. This approach enables us to target children who require support with their next steps for learning, but also to challenge children who are working at or above national expectations. We are also using some of the money to employ a learning mentor to support the children’s social and emotional development and to help them overcome any barriers to learning. In addition, the school is supporting pupil premium families with resources to support their child’s integration and access to learning inside and outside of the classroom.</p> <p>The intended impact of the strategies, outlined below, is identified in the final column. This work is monitored on a regular basis by senior leaders and the school governors. Our strategy is reviewed formally at the end of the academic year in September 2018.</p>	<p>Finance Plan</p> <p>How much will the plan cost – £18.5K</p> <p>The school receives the following funding</p> <p>FSM 17 pupils x £1320 = £15.84K</p> <p>Service children 6 pupils x £320 = £1.92K</p> <p>Total Received - £17.76K</p>
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<b>Pupil Premium Action Plan</b>
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Success criteria:	<p><b>Focus on outcomes. Specific, measurable impact on pupils.</b></p> <ul style="list-style-type: none"> <li>✓ 100% of children receiving pupil premium funding are on track to achieve their end of Key Stage targets</li> <li>✓ Closing the gap - 100% of pupils attain in line or above national expectations in reading, writing and maths. [this may not include children on the SEN register and new arrivals]</li> </ul>
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<b>Implementation process (Actions)</b>	<b>Outcomes and Impact</b>
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<p><b>1. Literacy interventions to narrow the gap in writing attainment</b></p> <ul style="list-style-type: none"> <li>- TA to work 5 x afternoons for literacy interventions</li> <li>-identification of children requiring support with writing</li> <li>-assessment of pupil needs</li> <li>- intervention timetable established</li> <li>-engagement of parents through written and verbal feedback</li> <li>-targeted involvement of key parents to support pupils at home</li> <li>-on going monitoring of pupil progress with cohort changes as required</li> </ul>	<p><b>Writing</b></p> <p>17 FSM children</p> <p>13 working at national expectations or above.</p> <p>3 children are working above national expectations</p> <p>4 pupils working below 3 have special needs one of whom has an EHCP [Education Health Care Plan]</p> <p>88% of pupils met their end of year targets.</p> <p>17% exceeded their targets.</p> <p>4 service children [2 moved during the year]</p> <p>4 working at national expectations or above.</p> <p>2 children are working above national expectations</p> <p>100% of pupils met their end of year targets.</p> <p>25% exceeded their targets</p>
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<p>-targeted reading intervention – Better Reading Partners.          -children identified          -ten week programme          -evaluation and impact          -repeat programme as appropriate</p>	<p>Of the 21 pupil premium children in school 17 are working at national expectations or above. Of the 4 working below, 3 have special educational needs]</p> <p>Of the 21 pupil premium children 19 met their end of year targets and are making at least expected progress.</p> <p><b>Reading</b>          17 FSM children          15 working at national expectations or above.          5 children are working above national expectations          2 pupils working below have special needs and one has an EHCP [Education Health Care Plan]          94% of pupils met their end of year targets.          29% exceeded their targets.</p> <p>4 service children [2 moved during the year]          4 working at national expectations or above.          2 children are working above national expectations          100% of pupils met their end of year targets.          25% exceeded their targets</p> <p>Of the 21 pupil premium children in school 19 are working at national expectations or above. Of the 2 working below, 2 have special educational needs]</p> <p>Of the 21 pupil premium children 20 met their end of year targets and are making at least expected progress.</p>
<p><b>2. Maths interventions to support pupil progress</b></p> <p>-identification of children requiring support with maths          -Assessment of pupil needs          -maths intervention timetable established          -engagement of parents through written and verbal feedback          -targeted involvement of key parents to support pupils at home          -on going monitoring of pupil progress with cohort changes as required</p>	<p><b>Maths</b>          17 FSM children          15 working at national expectations or above.          4 children are working above national expectations          2 pupils working below have special needs and one has an EHCP [Education Health Care Plan]          100% of pupils met their end of year targets.          24% exceeded their targets.</p> <p>4 service children [2 moved during the year]          4 working at national expectations or above.          2 children are working above national expectations          100% of pupils met their end of year targets.          25% exceeded their targets</p> <p>Of the 21 pupil premium children in school 19 are working at national expectations or above. Of the 2 working below, 2 have special educational needs]</p> <p>Of the 21 pupil premium children 21 met their end of year targets and are making at least expected progress.</p>

<p><b>3. Reading partners</b></p> <ul style="list-style-type: none"> <li>-set up Beanstalk volunteer reader with three children</li> <li>-produce timetable for 2 reading slots each week per child x 30minutes</li> <li>-carry out weekly reading with identified children</li> </ul>	<p>A total of 4 children read with the Beanstalk volunteer. They all made good progress and developed their enjoyment of reading, overcoming personal barriers through the year. 3 are working at national expectations and 1 is working towards national expectations.</p>
<p><b>4. Effective Feedback Project - Assessment for learning time</b></p> <ul style="list-style-type: none"> <li>- training for staff on the principles of effective feedback</li> <li>-establish timetable for each class</li> <li>-tracking proforma in place</li> <li>-staff to carry out weekly feedback sessions with identified pupils</li> <li>-on going monitoring of pupil progress</li> </ul>	<p>Effective feedback project targeted a total of 16 children at different times during the year.</p> <p>9 were targeted for writing 7 were targeted for maths</p> <p>Writing 8 pupils met their end of year targets. 8 of them are working at national expectations.</p> <p>Maths 7 pupils met their end of year targets.6 of them are working at national expectations</p>
<p><b>5. Learning Mentor</b></p> <ul style="list-style-type: none"> <li>-learning mentor targeting key children</li> <li>-ongoing liaison with parents</li> <li>-training completed to support carrying out of role</li> </ul>	<p>The learning mentor worked with a total of 17 children through the year. Four of these children were pupil premium children. The work enabled those children to overcome barriers and access the curriculum successfully. Feedback from the children, parents and staff was very positive. All four of the children have made expected progress through the year across the curriculum.</p>
<p><b>6. Resource support for families</b></p>	<p>Pupil premium families were supported and had access to the range of benefits open to them as part of their entitlement. This included school uniform – access to clubs – access to before and after school provision – trip and residential support.</p>

**Evaluation**

<p><b>Evaluation:</b></p> <p><i>What questions would you ask about the outcomes?</i></p> <p>Are identified children making at least expected progress and meeting their end of year targets?</p> <p>Are identified pupils attaining at least in line with national expectations? And for relevant children exceeding national expectations?</p> <p>Have any differences been diminished for relevant children with their peers?</p> <p>Are the targeted pupils on track to meet their end of key stage targets?</p> <p>Are barriers to learning being addressed to promote access to the curriculum for identified children?</p>	<p><b>Review:</b></p> <p>The actions carried out through the year were successfully implemented. The majority of pupil premium children made expected progress, meeting their end of year targets or exceeded them. The vast majority of children are working at national expectations. The differences between pupil premium children and their peers is minimal in all classes and in some there is no difference.</p> <p>End of key stage data is very positive and again shows a picture of pupil premium children making progress at rates faster than those national from similar starting points across all areas of the curriculum.</p>
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