

Evidencing the Impact of Pupil Premium Funding 2018- 2019



Number of pupils and amount of Pupil Premium funding received:

	2017/18	2018/19
Total number of pupils on roll	214	215
Total number of pupils eligible for Pupil Premium funding	35	42
Total amount received	£52,000	£59,320

Summary of the main barriers to educational achievement faced by eligible pupils at the school:

- A rising percentage of our school population live in local areas of deprivation
- Language and Communication skills on entry to school are increasingly lower than would be regarded as typical for many children of a similar age. This impacts upon every area of learning.
- The growing number of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success.
- Pupils who do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.
- Children who have the potential to reach Greater Depth may not have families who promote high aspirations or have the capacity to support children with increasing levels of challenge.
- Lack of access to a good morning routine and healthy breakfast for some pupils. This impacts upon their ability to focus and concentrate during morning lessons.

Attainment of pupils eligible for Pupil Premium funding at KS1	2017/18				2018/2019			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally
Phonics in Y1	100%	84%	NA	NA	71%	84%	NA	NA
KS1 Reading	83.3%	78%	33.3%	29%	63%	78%	13%	28%
KS1 Writing	83.3%	73%	16.7%	18%	63%	73%	0%	17%
KS1 Mathematics	83.3%	79%	16.7%	25%	75%	79%	25%	24%

Y1 Phonics Screen 2019:

23% of the cohort are disadvantaged- 7 pupils (6 boys 1 girl).

School Disadvantaged vs National - Phonics Screening 2017-2019 - Three Year Average

St Annes CE Primary		2017			2018			2019			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	15	15	30	14	16	30	19	11	30	48	42	90
School Dis Cohort	School Dis	3	2	5	2	1	3	6	1	7	11	4	15
	SEN	0	0	0	0	0	0	0	1	1	0	1	1
	EAL	0	0	0	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0	0	0	0
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL													
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
% achieving the expected standard	School Disadvantaged	66.7%	100.0%	80.0%	100.0%	100.0%	100.0%	83.3%	0.0%	71.4%	81.8%	75.0%	80.0%
	National Other	81%	87%	84%	81%	88%	84%	81%	88%	84%	81%	88%	84%
	GAP School Dis vs Nat Other	-14.3%	13.0%	-4.0%	19.0%	12.0%	16.0%	2.3%	-88.0%	-12.6%	0.8%	-12.7%	-4.0%
	National All Pupils	78%	85%	81%	79%	86%	82%	78%	85%	82%	78%	85%	82%
	National Disadvantage	65%	75%	70%	65%	75%	70%	66%	76%	71%	65%	75%	70%

Additional relevant KS1 performance information for pupils eligible for Pupil Premium funding

71% of Disadvantaged pupils met the expected standard compared to 84% of National Other pupils. This represents a gap of 12.6%. National Disadvantaged is 71%. Disadvantaged pupils performed as well as National Disadvantaged children.

Over the last 3 years 80% of disadvantaged pupils have achieved the expected standard.

End of Key Stage 1: Expected standard - School Disadvantaged vs National

27% of pupils are Disadvantaged- 8 pupils (4 boys and 4 girls)

School Disadvantage vs National

Percentage of pupils working at expected standard or greater depth

Disadvantage Analysis

PERFORMANCE DATA		2019		
		Boys	Girls	Total
No. of pupils	All	13	17	30
School Dis Cohort	PP	4	4	8
	SEN	2	1	3
	EAL	0	0	0
	LAC	1	0	1
READING TA	School Disadvantage	75.0%	50.0%	62.5%
	National Other	75.0%	82.0%	78.0%
	GAP School Dis vs National Other	0.0%	-32.0%	-15.5%
	National All Pupils	71.0%	79.0%	75.0%
	National Dis	57.0%	67.0%	62.0%
WRITING TA	School Disadvantage	75.0%	50.0%	62.5%
	National Other	67.0%	80.0%	73.0%
	GAP School Dis vs National Other	8.0%	-30.0%	-10.5%
	National All Pupils	63.0%	76.0%	69.0%
	National Dis	47.0%	62.0%	55.0%
MATHS TA	School Disadvantage	100.0%	50.0%	75.0%
	National Other	78.0%	80.0%	79.0%
	GAP School Dis vs National Other	22.0%	-30.0%	-4.0%
	National All Pupils	75.0%	77.0%	76.0%
	National Dis	61.0%	64.0%	62.0%
SCIENCE TA	School Disadvantage	100.0%	75.0%	87.5%
	National Other	83.0%	88.0%	85.0%
	GAP School Dis vs National Other	17.0%	-13.0%	2.5%
	National All Pupils	80.0%	85.0%	82.0%
	National Dis	67.0%	74.0%	70.0%

The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)

Subject	School Dis	National Other	National All	National Dis
Reading TA	63%	78%	75%	62%
Writing TA	63%	73%	69%	55%
Maths TA	75%	79%	76%	62%
Science TA	88%	85%	82%	70%

Reading:

63% of Disadvantaged pupils met the expected standard compared to 78% of National Other. This represents a gap of 15%. National Disadvantaged is 62%. Disadvantaged pupils performed as well as National Disadvantaged pupils.

Over the last 3 years, 72% of Disadvantaged pupils have achieved the expected standard.

Writing:

63% of Disadvantaged pupils met the expected standard compared to 73% of National Other. This represents a gap of 10%. National Disadvantaged is 55%. Disadvantaged pupils performed better than National Disadvantaged pupils.

Over the last 3 years, 67% of Disadvantaged pupils have achieved the expected standard or above.

Maths:

75% of Disadvantaged pupils met the expected standard compared to 79% of National Other. This represents a gap of 4%. National Disadvantaged is 62%. Disadvantaged pupils performed better than National Disadvantaged pupils.

Over the last 3 years, 83% of Disadvantaged pupils have achieved the expected standard.

Science:

88% of Disadvantaged pupils met the expected standard compared to 85% of National Other. This represents a gap of 3%. National Disadvantaged is 70%. Disadvantaged pupils performed better than National Disadvantaged pupils.

End of Key Stage 1: Greater Depth - School Disadvantaged vs National

School Disadvantage vs National

Percentage of pupils working at greater depth

Disadvantage Analysis

PERFORMANCE DATA		2019		
		Boys	Girls	Total
No. of pupils	All	13	17	30
School Dis Cohort	PP	4	4	8
	SEN	2	1	3
	EAL	0	0	0
	LAC	1	0	1
READING TA	School Disadvantage	25.0%	0.0%	12.5%
	National Other	24.0%	32.0%	28.0%
	GAP School Dis vs National Other	1.0%	-32.0%	-15.5%
	National All Pupils	22.0%	29.0%	25.0%
	National Dis	11.0%	16.0%	14.0%
WRITING TA	School Disadvantage	0.0%	0.0%	0.0%
	National Other	13.0%	21.0%	17.0%
	GAP School Dis vs National Other	-13.0%	-21.0%	-17.0%
	National All Pupils	11.0%	19.0%	15.0%
	National Dis	5.0%	10.0%	7.0%
MATHS TA	School Disadvantage	50.0%	0.0%	25.0%
	National Other	27.0%	22.0%	24.0%
	GAP School Dis vs National Other	23.0%	-22.0%	1.0%
	National All Pupils	24.0%	19.0%	22.0%
	National Dis	13.0%	10.0%	12.0%

The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)

Subject	School Dis	National Other	National All	National Dis
Reading	13%	28%	25%	14%
Writing	0%	17%	15%	7%
Maths	25%	24%	22%	12%

Reading:

13% of Disadvantaged pupils met the greater depth standard compared to 28% of National Other. This represents a gap of 15%. National Disadvantaged is 14%. Disadvantaged pupils performed as well as National Disadvantaged pupils.

Over the last 3 years, 17% of Disadvantaged pupils have achieved the greater depth standard.

Writing:

0% of Disadvantaged pupils met the greater depth standard compared to 17% of National Other. This represents a gap of 17%. National Disadvantaged is 7%. Disadvantaged pupils performed less well than National Disadvantaged pupils.

Over the last 3 years, 6% of Disadvantaged pupils have achieved the greater depth standard.

Maths:

25% of Disadvantaged pupils met the greater depth standard compared to 24% of National Other. This represents a gap of 1%. National Disadvantaged is 12%. Disadvantaged pupils performed better than National Disadvantaged pupils.

Over the last 3 years, 17% of Disadvantaged pupils have achieved the greater depth standard.

Value Added EYFS 2017 to Key Stage One 2019

Reading Value Added

PUPIL PREMIUM	KS1 Cohort 2019	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress
St Annes CE Primary	8	75%	25%
Attainment EYFS			
Emerging - 1	2	100%	50%
Expected - 2	6	67%	17%
Exceeding - 3	0		N/A
EYFS - Unknown	0		

75% of Disadvantaged pupils made at least expected/good progress from EYFS to end of KS1.
25% made better than expected/outstanding progress.

Writing Value Added

PUPIL PREMIUM		KS1 Cohort 2019	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress
St Annes CE Primary		8	75%	0%
Attainment EYFS				
Emerging - 1		1	100%	0%
Expected - 2		7	71%	0%
Exceeding - 3		0		N/A
EYFS - Unknown		0		

75% of Disadvantaged pupils made at least expected/good progress from EYFS to end of KS1.
0% made better than expected/outstanding progress.

Maths Value Added

PUPIL PREMIUM		KS1 Cohort 2019	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress
St Annes CE Primary		8	88%	25%
Attainment EYFS				
Emerging - 1		1	100%	0%
Expected - 2		7	86%	29%
Exceeding - 3		0		N/A
EYFS - Unknown		0		

88% of Disadvantaged pupils made at least expected/good progress from EYFS to end of KS1.
25% made better than expected/outstanding progress.

Attainment of pupils eligible for Pupil Premium funding at KS2	2017/18				2018/2019			
	% working at expected standard		% working at greater depth		% achieving expected standard		% achieving high standard	
	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally

KS2 Reading	83%	80%	33%	33%	40%	78%	0%	31%
KS2 Writing	83%	83%	33%	24%	40%	83%	40%	24%
KS2 GPS	83%	82%	33%	39%	40%	83%	40%	41%
KS2 Mathematics	100%	81%	17%	28%	80%	84%	0%	31%

End of KS2- Expected Standard

Additional relevant
KS2 performance
information for pupils
eligible for Pupil
Premium funding

PERFORMANCE DATA Expected Standard		2019		
		Boys	Girls	Total
No. of pupils		14	16	30
School	Disadvantage	4	1	5
Disadvantaged pupils characteristics:	SEN	3	0	3
	EAL	0	0	0
	LAC	0	0	0
SPaG* TEST	School Dis	25.0%	100.0%	40.0%
	National Other	79.0%	86.0%	83.0%
	GAP School Dis vs National Other	-54.0%	14.0%	-43.0%
	National All	73.0%	83.0%	78.0%
	National Dis	62.0%	73.0%	67.0%
READING TEST	School Dis	25.0%	100.0%	40.0%
	National Other	77.0%	84.0%	78.0%
	GAP School Dis vs National Other	-52.0%	16.0%	-38.0%
	National All	69.0%	78.0%	73.0%
	National Dis	60.0%	69.0%	62.0%
MATHS TEST	School Dis	75.0%	100.0%	80.0%
	National Other	81.0%	81.0%	84.0%
	GAP School Dis vs National Other	-6.0%	19.0%	-4.0%
	National All	78.0%	79.0%	79.0%
	National Dis	63.0%	65.0%	67.0%
WRITING TA	School Dis	25.0%	100.0%	40.0%
	National Other	78.0%	88.0%	83.0%
	GAP School Dis vs National Other	-53.0%	12.0%	-43.0%
	National All	72.0%	85.0%	78.0%
	National Dis	60.0%	75.0%	68.0%
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	25.0%	100.0%	40.0%
	National Other	67.0%	74.0%	71.0%
	GAP School Dis vs National Other	-42.0%	26.0%	-31.0%
	National All	61.0%	68.0%	64.0%
	National Dis	46.0%	55.0%	51.0%

Reading:

40% of Disadvantaged pupils met the expected standard compared to 78% of National Other. This represents a gap of 38%. National Disadvantaged is 62%. Disadvantaged pupils performed less well than National Disadvantaged pupils.

Over the last 3 years, 75% of Disadvantaged pupils have achieved the expected standard.

Writing:

40% of Disadvantaged pupils met the expected standard compared to 83% of National Other. This represents a gap of 43%. National Disadvantaged is 68%. Disadvantaged pupils performed less well than National Disadvantaged pupils.

Over the last 3 years, 63% of Disadvantaged pupils have achieved the expected standard or above.

Maths:

80% of Disadvantaged pupils met the expected standard compared to 84% of National Other. This represents a gap of 4%. National Disadvantaged is 67%. Disadvantaged pupils performed better than National Disadvantaged pupils.

Over the last 3 years, 88% of Disadvantaged pupils have achieved the expected standard.

SPAG:

40% of Disadvantaged pupils met the expected standard compared to 83% of National Other. This represents a gap of 43%. National Disadvantaged is 67%. Disadvantaged pupils performed less well than National Disadvantaged pupils.

Over the last 3 years, 63% of Disadvantaged pupils have achieved the expected standard.

End of KS2- High Standard

PERFORMANCE DATA High Standard		2019		
		Boys	Girls	Total
No. of pupils		14	16	30
School	Disadvantage	4	1	5
Disadvantaged pupils characteristics:	SEN	3	0	3
	EAL	0	0	0
	LAC	0	0	0
SPaG* TEST	School Dis	25.0%	100.0%	40.0%
	National Other	34.0%	44.0%	41.0%
	GAP School Dis vs National Other	-9.0%	56.0%	-1.0%
	National All	31.0%	41.0%	36.0%
	National Dis	20.0%	28.0%	24.0%
READING TEST	School Dis	0.0%	0.0%	0.0%
	National Other	28.0%	38.0%	31.0%
	GAP School Dis vs National Other	-28.0%	-38.0%	-31.0%
	National All	22.0%	32.0%	27.0%
	National Dis	15.0%	21.0%	17.0%
MATHS TEST	School Dis	0.0%	0.0%	0.0%
	National Other	30.0%	26.0%	31.0%
	GAP School Dis vs National Other	-30.0%	-26.0%	-31.0%
	National All	29.0%	24.0%	27.0%
	National Dis	15.0%	12.0%	16.0%
WRITING TA	School Dis	25.0%	100.0%	40.0%
	National Other	18.0%	30.0%	24.0%
	GAP School Dis vs National Other	7.0%	70.0%	16.0%
	National All	15.0%	25.0%	20.0%
	National Dis	8.0%	15.0%	11.0%
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	0.0%	0.0%	0.0%
	National Other	10.0%	14.0%	13.0%
	GAP School Dis vs National Other	-10.0%	-14.0%	-13.0%
	National All	9.0%	13.0%	11.0%
	National Dis	4.0%	5.0%	5.0%

Reading:

0% of Disadvantaged pupils met the high score standard compared to 31% of National Other. This represents a gap of 31%.

National Disadvantaged is 17%. Disadvantaged pupils performed less well than National Disadvantaged pupils.

Over the last 3 years, 19% of Disadvantaged pupils have achieved the high standard.

Writing:

40% of Disadvantaged pupils met the standard for greater depth compared to 24% of National Other.

This represents a gap of 31%. National Disadvantaged is 11%. Disadvantaged pupils performed better than National Disadvantaged pupils.

Over the last 3 years, 25% of Disadvantaged pupils have achieved the standard for greater depth.

Maths:

0% of Disadvantaged pupils met the high score standard compared to 31% of National Other. This represents a gap of 4%.

National Disadvantaged is 16%. Disadvantaged pupils performed less well than National Disadvantaged pupils.

Over the last 3 years, 13% of Disadvantaged pupils have achieved the high score standard.

SPAG:

40% of Disadvantaged pupils met the high score standard compared to 41% of National Other. This represents a gap of 1%.

National Disadvantaged is 24%. Disadvantaged pupils performed better than National Disadvantaged pupils.

Over the last 3 years, 25% of Disadvantaged pupils have achieved the high score standard.

Value Added: KS1 (2015) - KS2 (2019)

Pupil Premium		Boys (4)	Girls (1)	Total (5)
KS1	% Achieving a 2B+ in Reading, Writing & Maths combined (KS1 2015)	25.0%	100.0%	40.0%
KS2	% Achieving expected standard or high standard in Reading, Writing (TA) & Maths combined (KS2 2019)	25.0%	100.0%	40.0%

40% of disadvantaged children achieved the expected standard in RWM at the end of KS1. This remained at 40% achieving the expected standard in RWM at the end of KS2.

Value Added- Reading, Writing and Maths

KS1-KS2 Progress Scores

PERFORMANCE DATA Progress Scores		2019		
		Boys	Girls	Total
No. of pupils		13	16	29
Pupil Premium Pupil Premium pupils characteristics:	PP	3	1	4
	SEN	2	0	2
	EAL	0	0	0
	LAC	0	0	0
READING TEST	School Disadvantage	-6.12	-1.99	-5.09
	National Other	-0.10	0.80	0.30
	GAP School Dis vs National Other	-6.02	-2.79	-5.39
	National All Pupils	-0.10	0.40	0.00
	National Dis	-0.90	-0.20	-0.60
WRITING TA	School Disadvantage	-1.05	7.57	1.11
	National Other	-0.50	1.00	0.20
	GAP School Dis vs National Other	-0.55	6.57	0.90
	National All Pupils	-0.80	0.80	0.00
	National Dis	-1.30	0.50	-0.40
MATHS TEST	School Disadvantage	3.63	-2.80	2.02
	National Other	1.00	-0.40	0.30
	GAP School Dis vs National Other	2.63	-2.40	1.72
	National All Pupils	0.60	-0.60	0.00
	National Dis	0.00	-1.20	-0.60

Reading:

Disadvantaged pupils have a progress score of -5.09 compared to 0.30 for National Other. This represents a gap of -5.39%.

National Disadvantaged is -0.60. Disadvantaged pupils performed less well than National Disadvantaged pupils.

Writing:

Disadvantaged pupils have a progress score of 1.11 compared to 0.20 for National Other. This represents a gap of 0.90%.

National Disadvantaged is -0.40. Disadvantaged pupils performed better than National Disadvantaged pupils.

Maths:

Disadvantaged pupils have a progress score of 2.02 compared to 0.30 for National Other. This represents a gap of 1.72%.

National Disadvantaged is -0.60. Disadvantaged pupils performed better than National Disadvantaged pupils.

EYFS Good Level of Development

GLD	2017			2018			2019			3YR Avg			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
No. Pupils	14	16	30	18	12	30	16	15	31	48	43	91	
SCH DIS	School Dis	2	3	5	3	1	4	2	2	4	7	6	13
	SEN	0	0	0	0	1	1	2	0	2	2	1	3
	EAL	0	0	0	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0	0	0	0
GLD	School Dis	50.0%	100.0%	80.0%	0.0%	0.0%	0.0%	50.0%	100.0%	75.0%	28.6%	83.3%	53.8%
	Nat Other	67%	80%	73%	67%	80%	73%	67%	80%	73%	67%	80%	73%
	GAP Sch Dis vs Nat Other	-17.0%	20.0%	7.0%	-67.0%	-80.0%	-73.0%	-17.0%	20.0%	2.0%	-38.4%	3.3%	-19.2%
	Nat All Pupils	64%	78%	71%	63%	78%	72%	63%	78%	72%	63%	78%	72%
	Nat Dis	48%	64%	56%	47%	64%	55%	48%	64%	56%	48%	64%	56%

75% of disadvantaged children achieved a Good Level of Development compared with 73% of National Other. This represents a gap of 2.0% Disadvantaged children performed better than National Other.

Over the last 3 years, 54% of Disadvantaged pupils have achieved the Good Level of Development.

Improving Attendance

Absence Rate of Pupils eligible for Pupil Premium funding	2017/18		2018/19	
	School	National	School	National
% of sessions missed due to overall absence	3.6%	7.3%	3.9%	7.5%
% Persistent absentees – absent for 10% or more of sessions	2.9%	23.6%	11.1%	22.8%

Free breakfast club is offered to disadvantaged children in school.

A school clerk monitors lateness and produces a spreadsheet showing this. Parents are contacted if children are often late.

Persistent lateness is “nipped in the bud” before it translates into persistent absence.

Parents receive a letter advising them if absence is becoming an issue.

The Head Teacher telephones parents if absence is heading towards becoming “persistent absence”.

All of the above help children to have a good start to their school day by attending breakfast club and /or attending school on time.

Attendance is tracked weekly by an Assistant Head Teacher.

One aspect of Pupil Premium allocation

Objective: English-Reading and Writing- To provide additional support closely focussed upon the needs of disadvantaged children to enable them to make at least expected progress and/or meet Age Related Expectation.

Targeted pupils: Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision: Reading

Identify the needs of PP children to increase their rate of progress.

Children to be given 1:1 or small group reading support with TAs and/or teachers before school, focussing on basic reading skills and reading comprehension skills/extending skills into greater depth work.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Teachers to work closely with PP children to support their need to develop their phonics, basic reading skills and reading comprehension skills, first orally and then moving into written answers.

Children to be allocated time with volunteer readers up to 4 times/week to increase their amount of time spent reading, to develop a love of reading and to build confidence in their reading skills.

Children to be placed on the Accelerated Reading Programme (when appropriate to do so). Give initial 1:1 TA support in developing their confidence to access the ARP quizzes.

Place a high level of value on reading and reward children for good levels of effort and/or progress in class and during Praise Assembly via reading awards.

Provision: Writing

Identify the needs of PP children to increase their rate of progress.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Place a high level of value on writing and reward children for good levels of effort and/or progress in class and during Praise Assembly via awards.

Years 2 and 6 to have 2 teachers, with a smaller group being taught separately each morning for English. This will lower the staff- pupil ratio in both groups and allow teachers to dedicate more time to each pupil.

Writing intervention will be led by trained TAs.

Outcomes to date:

- 63% of disadvantaged pupils in Y2 met the expected standard for the end of KS1 in Reading and Writing.
- 75% of disadvantaged pupils in Y2 made at least expected/good progress in reading and writing from EYFS to the end of KS1.
- 25% of disadvantaged pupils made better than expected progress/ outstanding progress in reading from EYFS to the end of KS1.
- 40% of disadvantaged pupils in Y6 at least met the expected standards in reading, writing and EPGS
- 40% of disadvantaged pupils in Y6 met the high score standard in writing and EPGS.
- 40% of disadvantaged children in Y6 met the expected standard for the end of KS2 in RWM combined.

Process for monitoring impact:

Disadvantaged children are discussed at Pupil Progress Meetings which take place with class teachers and a member of the SLT. Teachers identify the children, monitor and track their progress and adjust their access to additional support as necessary. Teachers keep Class Action Plans which plan to address the needs of the cohort, including any disadvantaged children. These plans are updated termly and children are targeted in order to access provision they need.

Cost: £19,000

% of total PPG:32

One aspect of Pupil Premium allocation

Objective: Phonics/Spelling- To provide additional support closely focussed upon the needs of disadvantaged children, to enable them to make at least expected progress and/or meet Age Related Expectation.

Targeted pupils: Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Identify the needs of PP children to increase their rate of progress.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Use of aspects of schemes as appropriate to support teaching- Jolly Phonics, Phonics Play, Sounds Write.

Place a high level of value on correct spelling and reward children for good levels of effort and/or progress in class and during Praise Assembly via awards.

Years 2 and 6 to have 2 teachers, with a smaller group being taught separately each morning for English. This will lower the staff- pupil ratio in both groups and allow teachers to dedicate more time to each pupil.

Phonics/Spelling intervention may be led by class teachers, or be led by trained TAs.

Outcomes to date:

- 71% of Disadvantaged pupils in Y1 met the expected standard in phonics
- Disadvantaged pupils performed as well as National Disadvantaged pupils in the phonics screen.
- 63% of disadvantaged pupils met the expected standard for reading and writing at the end of Key Stage 1.
- 40% of disadvantaged pupils in Y6 at least met the expected standards in reading, writing and EPGS
- 40% of disadvantaged pupils in Y6 met the high score standard in writing and EPGS.
- 40% of disadvantaged children in Y6 met the expected standard for the end of KS2 in RWM combined.

Process for monitoring impact:

Disadvantaged children are discussed at Pupil Progress Meetings which take place with class teachers and a member of the SLT. Teachers identify the children, monitor and track their progress and adjust their access to additional support as necessary. Teachers keep Class Action Plans which plan to address the needs of the cohort, including any disadvantaged children. These plans are updated termly and children are targeted in order to access provision they need.

Cost: £4,000

% of total PPG:7

One aspect of Pupil Premium allocation

Objective: Maths- To provide additional support, closely focussed upon the needs of disadvantaged children, to enable them to make at least expected progress and/or meet Age Related Expectation.

Targeted pupils: Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Identify the needs of PP children to increase their rate of progress.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Place a high level of value on maths and reward children for good levels of effort and/or progress in class and during Praise Assembly via awards.

Years 2 and 6 to have 2 teachers, with a smaller group being taught separately each morning for Maths. This will lower the staff- pupil ratio in both groups and allow teachers to dedicate more time to each pupil.

Maths intervention will be led by specialist Maths teachers for Years 2- 6.

Trained TAs will lead intervention for maths during the afternoon session for other children.

Children will have access to Mathletics to improve their basic skills in fun on-line challenges.

Year 6 children will have Maths Club, once per week, led by teachers.

Revision materials will be purchased by school for children to use in booster sessions and at home.

Outcomes to date:

- 75% of disadvantaged children in Y2 met the expected standard for the end of KS1.
- 25% of disadvantaged pupils met the greater depth standard for the end of KS1.
- Y2 disadvantaged pupils outperformed Other pupils Nationally at greater depth.
- 88% of disadvantaged pupils made at least expected/good progress from EYFS to the end of KS1.
- 25% of disadvantaged pupils made better than expected/outstanding progress from EYFS to the end of KS1.
- 80% of Y6 Disadvantaged pupils met the expected standard at the end of KS2.
- Disadvantaged pupils in Y6 outperformed National Disadvantaged pupils.
- Disadvantaged pupils performed better than National Other and National Disadvantaged pupils in progress from the end of KS2 to the end of KS2.
- 40% of disadvantaged pupils in Y6 met the expected standard for the end of KS2 in RWM combined.

Process for monitoring impact:

Disadvantaged children are discussed at Pupil Progress Meetings which take place with class teachers and a member of the SLT. Teachers identify the children, monitor and track their progress and adjust their access to additional support as necessary. Teachers keep Class Action Plans which plan to address the needs of the cohort, including any disadvantaged children. These plans are updated termly and children are targeted in order to access provision they need.

Cost:£19,000

% of total PPG:32

One aspect of Pupil Premium allocation

Objective: To increase the number of disadvantaged children achieving greater depth at the end of KS1/high scores at the end of KS2.

Targeted pupils: Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Recognition that these children need additional challenge.

Additional challenge to be provided. Class teachers to plan stimulating activities to spark interest and stretch children appropriately. This may be in class-led by teacher or TA, or during intervention time, led by specialist teachers or TAs.

Outcomes to date:

- 13% of Disadvantaged pupils met the greater depth standard in reading at the end of KS1.
- Disadvantaged children at the end of KS1 performed as well as national Disadvantaged children in Reading at greater depth.
- 25% of Disadvantaged pupils met the greater depth standard in maths at the end of KS1.
- Disadvantaged children at the end of KS1 outperformed National Other and National Disadvantaged pupils in Maths at greater depth.
- 40% of disadvantaged pupils met the greater depth standard in writing at the end of KS2.
- Disadvantaged pupils outperformed National Other and National Disadvantaged at greater depth writing at the end of KS2.
- 40% of disadvantaged pupils met the high score standard in SPAG at the end of KS2.

- Disadvantaged pupils performed as well as National Other in high score for SPAG at the end of KS2.
- Disadvantaged pupils performed better than National Disadvantaged in high score for SPAG at the end of KS2.
- 40% of disadvantaged pupils met the expected standard for RWM combined at the end of KS2.

Process for monitoring impact:

Disadvantaged children are discussed at Pupil Progress Meetings which take place with class teachers and a member of the SLT. Teachers identify the children, monitor and track their progress and adjust their access to additional support as necessary. Teachers keep Class Action Plans which plan to address the needs of the cohort, including any disadvantaged children. These plans are updated termly and children are targeted in order to access provision they need.

Cost:£6,000

% of total PPG:10

One aspect of Pupil Premium allocation

Objective: Speech and Language- To support children to develop their speech and language skills to be age appropriate

Targeted pupils: Disadvantaged children in all classes who need this support.

Provision:

The school engages a trained Speech and Language therapist to assess children and to provide school with a programme to support each child. The programmes are followed by school staff. The therapist then returns termly to assess progress and set new targets and provide new programmes.

To provide a language rich environment where children are listened to and encouraged to develop their speech and language skills.

To model correctly spoken English.

Outcomes to date:

The Speech and Language therapist engaged by the school has had success with the disadvantaged children she has worked with, alongside the work done in school. The children have made progress but several continue to need further work on their speech and language skills.

Process for monitoring impact:

The Speech and Language therapist provides written reports detailing the progress of children she has worked with.

Cost:£4,000

% of total PPG: 7

One aspect of Pupil Premium allocation

Objective: Chaplain led Support and Intervention.

Targeted pupils: Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Much of this support is provided by the school chaplain who works with children who may experience bereavement, family upset, changes in family circumstances or personal difficulties. The chaplain supports these children on a needs basis, providing them with emotional support, offering time and a safe and confidential place to explore their feelings. Children may see her regularly or just now and again. The chaplain acts as a "go to" person and children know they can approach her at any time with any issue. The chaplain is in close contact with the parents of these children and often offers emotional support to them also.

Other difficulties children may experience may lead to a referral to Educational psychiatry.

Children may also access Drawing and Talking therapy sessions provided by trained school staff, including the school chaplain.

Outcomes to date:

The school chaplain worked with many of our disadvantaged children throughout the year. She saw some children on a regular basis (weekly) and others at their request. The children were often included in pupil voice groups to raise self-esteem and also to encourage them to be aspirational. Support from the chaplain was "stepped up" in times of need and she also provided advice and support to the families.

"I like spending time with Mrs S. She lets me help her and I like doing jobs."

"I like seeing Mrs S 'cos she's not a teacher and she's funny."

"I feel special when I'm helping Mrs S. She trusts me and I enjoy talking with her."

"Mrs S is the best!"

"Mrs S helps me to understand how I feel and how to deal with it".

Process for monitoring impact:

Impact is difficult to measure but is clear to see in the way children grow in confidence and emotional maturity. As they are supported through their difficulties they exhibit improved concentration in class and access lessons more fully. Parents often inform the chaplain of improvements in behaviour and/or emotional resilience in the home situation.

Cost:£10,000

% of total PPG: 17

One aspect of Pupil Premium allocation

Objective: To provide a range of experiences for children.
To provide access to enrichment activities for disadvantaged children.
To raise self- confidence and self-esteem.

Targeted pupils: Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Disadvantaged children may access, free of charge:

Breakfast Club

After school clubs

Specialist music tuition

Educational visits

Residential trips

Enrichment activities- visiting theatre groups and authors.

Outcomes to date:

"I can tell when A has been to breakfast club. He's more ready to work in class on those mornings."

"B has grown in confidence since she has been given a job during breakfast club."

"I'm amazed how well C is doing with her music. I didn't think she would stick at it."

"D has told us all about the visit to Segedunum. He's told us lots of great facts that he remembered."

"Thank you for the help to get E to Robin Wood. He has demonstrated increased independence and willingness to try since returning."

Process for monitoring impact:

Impact is difficult to measure but these experiences are beneficial in many ways. From the child whose teacher reports that they can now concentrate as they have had breakfast, to the child who experiences a residential trip and, as a consequence, demonstrates increased self-esteem and maturity. Parents often tell us how these experiences benefit their child. Positive outcomes can also be found when chatting with these children.

Cost:£6,000

% of total PPG: 10

One aspect of Pupil Premium allocation

Objective: To increase the percentage of disadvantaged children achieving the Good Level of Development at the end of EYFS.

Targeted pupils: Disadvantaged children in EYFS to access this type of support as and when it is appropriate to do so.

Provision: EYFS lead to ensure the provision in the setting is conducive to disadvantaged pupils achieving well. Curriculum to be child led to reflect the interests of the pupils and so promote engagement.

Outcomes to date:

- 75% of disadvantaged children achieved a Good Level of Development compared 0% last year.
- Disadvantaged pupils in EYFs performed as well as National Other.

Process for monitoring impact:

EYFS lead to monitor and track the progress of these pupils across the year and put in place any interventions which are necessary in a timely fashion.

Cost:£300**% of total PPG: 0.5****One aspect of Pupil Premium allocation**

Objective: To maintain good levels of attendance from disadvantaged pupils in all year groups.

Targeted pupils: Disadvantaged children in all year groups

Provision: All lateness is recorded and entered onto SIMs.

Spreadsheet kept to monitor lateness.

Parents are contacted by class teachers if lateness is frequent.

HT to have attendance records each week and to telephone parents/send a letter if lateness is becoming an issue.

Breakfast club offered for free to help get children into school on time and ensure they eat well and are ready to learn.

Outcomes to date:

- Absence for disadvantaged pupils remains at a level similar to last year and is well below National.
- Persistent absence has risen, but remains well below National.

Process for monitoring impact:

Monitor absence and work with parents/carers if needed to maintain attendance. Detailed reports produced to monitor attendance.

Cost:£300

% of total PPG: 0.5