

Pupil Premium Impact 16-17

Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and/or pupils involved.	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Pupil Premium Used For: Y6					
£11043.19	1.Cont	<u>Actions/interventions</u> 1. Reduction of class size in Y6	1.To improve attainment of disadvantaged children at age related expectation in Y6	1. Activity to be monitored termly by checking RWM assessments by DH.	As a result of this action there was a 16% increase in the number of children attaining ARE+ from the end of Y5 to the end of Y6 in reading and writing. There was a 28% increase in mathematics at ARE+
£12491	2.Cont	2. Focused support for children who are also SEN	2. Providing extra support for children who are disadvantaged and SEN.	2. Gains made by disadvantaged children to be checked by DH termly	Based on the school tracking system whereby 3 points progress is expected per year. This group of children made the following progress: R=3.4 W=4.1 M=4.6
£707.90	3. Cont	3.Y6 Booster Group for Maths	3. To improve attainment for disadvantaged children in Y6.	3.Data to be analysed post Sats for children involved	As a result of this action 96% of disadvantaged children reached ARE+ at end of Y6 compared with 68% at the end of Y5 for this cohort

£707.90	4.Cont	8. Reading Booster group.	4.To secure age related expectation and push towards greater depth in reading for Pupil Premium children	4. Progress children making over the course of the intervention to be monitored termly. Data to be analysed post SATs	As a result of this action 80% of disadvantaged children reached ARE+ at end of Y6 compared with 64% at the end of Y5 for this cohort
£1866.37	5.Cont	5. Writing Booster group.	5. To secure age related expectation and push towards greater depth in writing for Pupil Premium children	5. Progress children making over the course of the intervention to be monitored termly. Data to be analysed post SATs	As a result of this action 76 % of disadvantaged children reached ARE+ at end of Y6 compared with 60% at the end of Y5 for this cohort

Literacy

£1330.80	New	Catch up literacy	To enable disadvantaged children to catch up with non-disadvantaged peers.	Data to be analysed for the children concerned by DH	Over the two terms the intervention took place the average points increase for the group was 2.9. In the school tracking system 2 points would have been expected over this period of time.
£3071.44	Cont.	Y1 Phonics Booster	To work with pupil premium children in preparation for the Y1 phonics check and Y2 phonics recheck to ensure as many as possible reach the required standard.	Attainment of children to be considered post check by DH.	As a result of this intervention 86% of disadvantaged children achieved the expected standard compared with 81% of other children in 2017 This compares with 64% of disadvantaged children achieving expected standard in 2016 compared with 83% of other children.
£486.75	Cont'd	Y2 Phonics catch up	To work with pupil premium children who failed to reach the expected standard in the Y2 phonics retake during Y3.	Children to be rechecked termly to consider progress.	As a result of this intervention 100% of disadvantaged children had achieved the expected standard by the end of Y2 compared with 90% of other children.

SMSC

£934.80	Cont.	<p><u>Actions/intervention will include:</u></p> <p>1. To subsidise the participation in school orchestra.</p>	1.To ensure that disadvantaged children have access to a wide variety of cultural experiences	1.Disadvantaged children to be surveyed with regard to their previous musical experiences	Of the children who took part in this activity the experience was new to 44% of them 89% said they would repeat the experience.
£1326.97	Cont	2.To subsidise the participation in school choir.	2.To ensure that disadvantaged children have access to a wide variety of cultural experiences	2.Disadvantaged children to be surveyed with regard to their previous musical experiences	Of the children who took part in this activity the experience was new to 33% of them 89% said they would repeat the experience.
£494.64	Cont.	3 To subsidise the cost of cultural experiences and visits (e.g. visits to theatres, in school performances)	3.To ensure that disadvantaged children have access to a wide variety of cultural experiences	3.Disadvantaged children to be surveyed with regard to their previous cultural experiences and how the experiences they are provided with have impacted on them (e.g. would they like to visit a theatre again etc)	Of the visits undertaken on average 95% of the children had not been to the place before, 96% enjoyed the visits and 93% said they would go again. Consideration of the surveys will be undertaken before booking trips in 17/18

Pupil Premium Used For: Extra Curricular Activities

£766.78	Cont	<u>Actions/intervention will include:</u> 1. Homework Clubs	1. To improve the return and quality of homework for disadvantaged children	1. Class teachers to monitor homework each week	Class teachers reported that all disadvantaged children involved handed in homework on time and that homework was of a good quality.
£1064.32	Cont.	2.Home Economics	To teach disadvantaged children 'life skills' to enhance their home lives safely.	Sessions to be based on children's needs and new skills to be taught appropriately.	The activity was new to 100% of disadvantaged children who attended. 93% stated they would repeat the activity and that they had acquired a new skill
£1031.22	Cont.	3.Art	To offer children access to art techniques to reinforce and extend work done in the curriculum	Achievement of disadvantaged children to be monitored	3 children accessed this activity with 2 reporting that they had acquired a new skill and would repeat the activity.

£795.99	Cont	Fun and Fitness Club	To offer children access to quality provision of games and to improve fitness levels.	Achievement of disadvantaged children to be monitored.	This was a new club to 67% of children. 100% reported that they would repeat this activity. 67% felt that they had acquired a new skill.
£500	New	Gardening club	To improve science skills.	Achievement in science of children involved to be monitored	This was a new activity to 100% of children who all felt that they had acquired a new skill. 90% said they would repeat the activity.

Pastoral

£295.64	Cont	<u>Actions/intervention will include:</u> 1. Listening Matters	To improve self esteem, concentration and behaviour of disadvantaged children.	To be monitored termly by DH with Listening Matters coordinator.	All disadvantaged children who attended Listening Matters were considered to be more confident and settled within school after completing the programme of work.
£147.82	Cont	2. Therapeutic Writing	To improve the ability of children to express themselves through writing and to improve self esteem	To be monitored by DH in terms of writing progress and surveys of children's feelings	Of the three children involved one child made expected progress over the course of Y6 and two children made accelerated progress over the course of Y6

Pupil Premium Used For: Extending Learning

Targeted Use of TAs

£12253.40	Cont.	Continuous support in class of Pupil Premium children across the curriculum. Y1	To enable all pupil premium children to progress in all areas of the curriculum	Class teachers to make TAs aware of disadvantaged children in each class they work in. TAs to spend appropriate proportion of time with disadvantaged children. Gap to be closed with other children especially in RWM. Data to be analysed each term and discussed at pupil progress meetings	<p>Maths- Increase of 24% at ARE+ for disadvantaged children. Gap reduced by 14% .</p> <p>Reading- Gap is now 4% (less than one child) between advantaged and disadvantaged.</p> <p>Writing-Increase of 12% of ARE+ for disadvantaged children. Gap reduced by 5% and is now 3% (less than one child)</p>
£23447.75	Cont	Continuous support in class of Pupil Premium children across the curriculum. Y2			<p>Maths-Increase of 29% at ARE+ for disadvantaged children. Gap reduced by 16% and is now 5% (less than 1 child)</p> <p>Reading- Increase of 13% at ARE+ for disadvantaged children. Gap reduced by 11% and is now 7%</p> <p>Writing- Increase of 7% at ARE+ for disadvantaged children however gap has grown by 2% and stands at 11% (1 child)</p>

£11366.81	Cont	Continuous support in class of Pupil Premium children across the curriculum. Y3			<p>Maths- Increase of 16% of disadvantaged children at ARE+. Gap reduced by 12% .</p> <p>Reading- Increase of 3% at ARE+ of disadvantaged children at ARE+. Gap is 3% (less than 1 child)</p> <p>Writing- Increase of 13% for disadvantaged children at ARE+. Gap is 1% (less than 1 child)</p>
£9966.51	Cont	Continuous support in class of Pupil Premium children across the curriculum. Y4			<p>Maths- 2% gap in maths (less than 1 child)</p> <p>Reading- Disadvantaged children currently outperform others- 20% gap</p> <p>Writing- Disadvantaged children currently outperform others- 20% gap</p> <p>Generally children in Y4 did not make as much progress as hoped. This should be considered when interventions are planned for Y5.</p>
£9038.55	Cont	Continuous support in class of Pupil Premium children across the curriculum. Y5			<p>Maths- Increase of 24% of disadvantaged children achieving at ARE+. Gap closed by 24%</p> <p>Reading- Increase of 10% of disadvantaged children achieving at ARE+. Gap closed by 13%</p>

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To Improve Outcomes for Middle Attainers

£12935	Cont	Targeted support for middle attainers in Literacy and Numeracy Y2-Y5	To help middle attainers reach higher levels of achievement in Literacy and Numeracy	Attainment of disadvantaged children to be monitored termly by DH	Y2-4% more disadvantaged children attained Greater Depth within the cohort in reading, writing and maths Y3-Maths- 11% increase in GD. Reading -5% increase in GD. Writing=16% increase in GD. Y4- 8% increase in GD in reading and writing. Y5- no change. It is envisioned that this programme be broadened in the forthcoming year to take into account barriers to learning other than academic considerations e.g. raising aspirations with regards to careers.
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To close the gap in attainment in Mathematics

£2594.25	New	Catch up Numeracy	To improve the attainment of disadvantaged Y3 children who did not achieve the expected standard in Y2	Attainment of disadvantaged children to be monitored termly by DH	As a result of this initiative 2 more disadvantaged children attained ARE+ at the end of Y3 compared with the end of Y2 for this cohort.
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Improving Attendance of Disadvantaged Children

£2340	Cont	To offer funded places at breakfast club/after school clubs for disadvantaged children with persistent absence	To improve attendance of disadvantaged children.	Attendance of children with persistent absence to be monitored	Only one child accessed this initiative and although this saw an initial improvement in attendance in the two weeks after the intervention started this fell away towards the end of term. It is felt that the money may be better used in employing a part time attendance officer so that persistent absence amongst disadvantaged children can be more effectively addressed.
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EYFS Initiatives

£15421.89	Cont.	Targeted support for disadvantaged children in Reception	To ensure disadvantaged children attain as highly as possible and make the best possible progress across the curriculum	Progress towards GLD to be monitored across the year.	As a result of this action 64% of disadvantaged children achieved GLD by the end of Reception this compares with 27% being in line with ARE upon entry to Reception.
£1729.53	Cont.	Reception interventions- Communication and Language-Speaking	To identify children not making expected progress in C &L and to put in place appropriate interventions.	Progress to be measured from start of intervention to the end by DH.	All disadvantaged children involved made more than expected progress (1pt per term) with the average termly progress for the group being 1.6 pts
£576.51	New	Reception interventions- maths	To identify children not making expected progress in maths and to put in place appropriate interventions.	Progress to be measured from start of intervention to the end by DH.	All disadvantaged children involved made more than expected progress (1pt per term) with the average termly progress for the group being 1.7pts
£1153.02	New	Reception interventions-reading	To identify children not making expected progress in literacy and to put in place appropriate interventions.	Progress to be measured from start of intervention to the end by DH.	All children made at least expected progress with 67% of the group making more than expected progress. Average termly progress was 1.3 pts

£576.51	Cont.	Reception interventions-writing	To identify children not making expected progress and in PSED to put in place appropriate interventions.	Progress to be measured from start of intervention to the end by DH.	All children made at least expected progress with 75% of the group making more than expected progress. Average termly progress was 1.9 pts
£18457	New	Targeted support for disadvantaged children in Nursery	To ensure disadvantaged children attain as highly as possible and make the best possible progress across the curriculum	Progress towards age related expectation to be monitored across the year.	As a result of this action the percentage of disadvantaged children at ARE+ increased from 0% on entry to Nursery to 50% on exit from Nursery.
£482.86	Cont.	Nursery interventions- Understanding	To identify children not making expected progress and to put in place appropriate interventions.	Progress towards age related expectation to be monitored across the year.	The children involved in this intervention all made at least expected progress with 1 child making more than expected progress. The average termly gain was 1.25pts
£1446.78	New	Nursery interventions- Listening and attention	To identify children not making expected progress and to put in place appropriate interventions.	Progress towards age related expectation to be monitored across the year.	The children involved in this intervention all made at least expected progress with two children making more than expected progress. The average termly gain was 1.4pts

£482.86	New	Nursery interventions- Speaking	To identify children not making expected progress and to put in place appropriate interventions.	Progress to be measured from start of intervention to the end by DH.	The children involved in this intervention all made at least expected progress with 1 child making more than expected progress. The average termly gain was 1.25pts
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