

Planned Spending of the Pupil Premium Grant 2017-2018

Key Figures Regarding Pupil Premium	
Total Number of Pupils (Year R to 6)	417
Total Numbers of Pupils Eligible for PPG	215
Percentage of pupil eligible for PPG	51
Amount Received Per Pupil	£1320
Total Amount of PPG Received	£285,204.00
Claw Back	£1320

Item	Objective	Expected impact													
TEACHING STAFF £49,314															
Read, Write Inc. manager to oversee training and monitoring of staff and to conduct assessments of children	To oversee and monitor the synthetic phonics program in reception and Year 1.	The number of children achieving the expected standard in phonics in 2018 is 88%													
Impact															
EYFS															
<table><tr><th>Reading ELG</th><th>All</th><th>Dis</th><th>Non-Dis</th></tr><tr><td>2018</td><td>76</td><td>71</td><td>79</td></tr><tr><td>2017</td><td>68</td><td>48</td><td>81</td></tr></table>				Reading ELG	All	Dis	Non-Dis	2018	76	71	79	2017	68	48	81
Reading ELG	All	Dis	Non-Dis												
2018	76	71	79												
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<ul style="list-style-type: none">In reading the percentage of children achieving the early learning goal has risen, the gap between disadvantaged pupils and their peers has narrowed to 8% points compared to the 20% points in 2017. In writing, the gap has narrowed from 26% points to 14% points.															
Year 1															
<table><tr><th>Phonics</th><th>All</th><th>Dis</th><th>Non Dis</th></tr><tr><td>2018</td><td>81</td><td>69</td><td>88</td></tr><tr><td>2017</td><td>88</td><td>84</td><td>93</td></tr></table>				Phonics	All	Dis	Non Dis	2018	81	69	88	2017	88	84	93
Phonics	All	Dis	Non Dis												
2018	81	69	88												
2017	88	84	93												
<ul style="list-style-type: none">The percentage of children reaching the learning goal in reading last year, for this cohort of children was 68%. This year the number of children in this cohort that have met the expected standard has increased to 75%.															

Item	Objective	Expected impact
TEACHING STAFF		
Non-class based teacher for Year 6	To provide additional teaching in both Maths and Literacy and Guided Reading in Year 6	Children in year 6 achieve the following in their end of year assessments Attainment Reading 82% Writing 80% Maths 85% Progress Reading 0 Writing 0 Maths 0

Actual Impact						
	EXP + ALL	EXP + DIS	EXP+ Non-Dis	GD ALL	GD DIS	GD Non -Dis
Reading 2018	84	80	88	30	17	35
Reading 2017	75	74	75	15	6	25
Writing 2018	82	77	92	23	20	27
Writing 2017	78	77	79	8	6	11
Maths 2018	80	77	88	39	27	50
Maths 2017	81	81	82	7	3	11

Progress	All	Dis	Non-Dis
Reading 2018	1.0	TBC	TBC
Reading 2017	-2.2	-3.15	-1.2
Writing 2018	-0.6	TBC	TBC
Writing 2017	-2.07	-1.78	-2.37
Maths 2018	1.0	TBC	TBC
Maths 2017	-2.65	-2.73	-2.57

TEACHING ASSISTANTS £83,571	Objective	Expected impact
Maths Intervention	To deliver small group interventions in maths in KS1 and KS2	Children who are falling behind based on prior attainment make expected progress.
Phonics	To deliver a synthetic phonics program in reception and Year 1	The number of children achieving the expected standard in phonics in 2018 is 88%
Additional Teaching Assistant in EYFS	To ensure that interventions in speech and language are delivered.	The number of children who achieve GLD reaches 68%
Precision teaching	To provide 1-1 precision teaching to children with specific literacy difficulties	Children make progress in line with their IEP targets
Guided reading intervention	To deliver small group interventions in reading	Children, who are falling behind in reading based on prior attainment, make expected progress.

Impact EYFS

Attainment	All	DA	Non-DA
Reading	76	71	79
Writing	71	62	76
Number	76	71	79
PSED	79	80	81
CL	81	74	85
PD	86	81	88
GLD	72	62	76

- Good levels of development have gone from 63% in 2017 to 72% this year. This is in-line with national figures.
- In reading the percentage of children achieving the early learning goal has risen. The gap between disadvantaged pupils and their peers has narrowed to 8% points compared to the 20% points in 2017. In writing, the gap has narrowed from 26% points to 14% points.
- In maths, the gap has narrowed from 30% points to 8% points.

Year 1

Progress	All	DA	Non-DA	SEN	Girls	Boys
Reading	97	96	97	72	93	100
Writing	96	96	97	64	93	100
Maths	97	96	97	73	97	96

Attainment	All	DA	Non-DA	SEN	Girls	Boys
Phonics	81	69	88	17	88	71
Reading	75	64	88	36	81	88
Writing	75	58	90	36	61	75
Maths	80	65	90	45	74	84

There is no significant gap in the level of progress disadvantaged pupils and their peers are making in all subjects. The percentage of children reaching the early learning goal in reading in 2017, for this cohort of children was 68%. In 2018 the number of children, in this cohort, that have met the expected standard has increased to 75%. In 2017, when these children were in reception, 65% reached the expected standard in writing. This has now increased to 75%. In 2017, when these children were in reception, 72% reached the expected standard in maths. The picture is similar now. The number of disadvantaged children reaching the expected standard has risen by 13%.

Year 2

Progress	All	DA	Non-DA	SEN	Girls	Boys
Reading	81	81	71	67	84	77
Writing	82	69	81	67	84	80
Maths	71	68	75	78	67	77

Attainment	All	DA	Non-DA	SEN	Girls	Boys
Reading	76	71	82	63	75	77
Writing	71	65	77	63	78	74
Maths	78	71	88	72	79	77

Although the progress figures in maths appear low it is worth noting that a significant number of children moved from the middle prior attainment band to the higher attaining band. These figures do not show the children who made accelerated progress.

25% of children achieved greater depth in reading, 20% achieved greater depth in writing and 24% achieved greater depth in maths. This is in line with national figures and a significant improvement on 2017.

In 2017, when in year 1, 88% of children reached the expected standard in phonics. This has not converted to the expected standard for reading in Y2.

Attainment in all subjects has improved in 2018. The most significant improvement is in writing, where the percentage of pupils reaching the expected standard has increased by 9%.

Year 3

Progress	All	DA	Non-DA	SEN	Girls	Boys
Reading	80	74	84	62.5	77	77
Writing	80	73	87	62.5	83	77
Maths	87	79	96	62.5	86	92

Attainment	All	DA	Non-DA	SEN	Girls	Boys
Reading	74	61	88	22	74	74
Writing	74	68	80	33	76	72
Maths	79	65	96	33	77	82

Progress in reading and maths for disadvantaged children will be addressed as the children move into year 4. Two additional teachers will teach within the year group on a daily basis in 2018, enabling the year group to be split three ways for literacy and maths.

Attainment in year 3 has remained static since the last statutory assessment point with the exception of writing where results have improved by 12% points.

Year 4

Progress	All	DA	Non-DA	SEN	Girls	Boys
Reading	83	78	89	57	83	68
Writing	84	84	85	66	87	79
Maths	80	81	81	57	94	64

Attainment	All	DA	Non-DA	SEN	Girls	Boys
Reading	75	64	89	14	83	68
Writing	70	67	75	14	88	50
Maths	79	67	92	14	80	76

Progress of disadvantaged children in writing is a concern. Mrs Hatton will lead an additional writing intervention for these children from September 2018.

Significant progress in terms of attainment has been made in this year group since KS1. In reading, attainment has risen by 13%, in writing, it has risen by 15% and in maths, by 19%.

Year 5

Attainment	All	DA	Non-DA	SEN	Girls	Boys
Reading	80	75	84	22	90	68
Writing	75	70	79	11	87	62
Maths	82	75	88	33	87	78

Progress	All	DA	Non-DA	SEN	Girls	Boys
Reading	79	85	70	78	79	78
Writing	78	85	72	78	79	77
Maths	82	85	78	78	79	86

Writing is the weakest subject in Year 5. Mrs Hatton, who is non-class based, will teach English on a daily basis to this cohort of children, from September 2018. This will mean the year group can be split three ways.

SPORTING PROVISION £8,274	OBJECTIVE	EXPECTED IMPACT
Playtime and Lunch Time Provision	To ensure productive play at lunchtime so that less incidents of poor behaviour that have an impact in the classroom occur.	Number of incident of poor lunchtime behaviour remains low.
Extra curricula activities	To offer a wide range of extra curricula activities after school run by qualified coaches.	The number of children in receipt of the pupil premium grant engaging in extra curricula activities increases.

Impact

Pupil Premium – Clubs Autumn Term 2017

14 Clubs were available during Autumn Term 2017
320 Children Attended
167 Children attended were Pupil Premium
53% of Pupil Premium attended in the Autumn Term.

Pupil Premium – Clubs Spring Term 2018

13 Clubs were available during Spring Term 2018
307 Children Attended
144 Children attended were Pupil Premium
47% of Pupil Premium attended in the Spring Term.

Pupil Premium – Clubs Summer Term 2018

11 Clubs were available during Summer Term 2018
263 Children Attended
103 Children attended were Pupil Premium
40% of Pupil Premium attended in the Summer Term.

