



Review of Pupil Premium Spending – July 2017

1. Desired outcomes		
<i>Desired outcomes and how they will be measured</i>	<i>March Review of pupil premium spending and allocation</i>	<i>Success criteria</i>
<p>Presence and participation To ensure that pupil premium pupils are present and ready to participate in their learning.</p>	<p>Attendance is 0.5% below non disadvantaged pupils. The gap is narrowing due to the rigorous approach to tackling first day absence. Lateness of disadvantaged pupils remains an issue and this is going to be tackled through target incentives for key pupils. The profile of the Attendance Officer is to be raised further and she will operate a reward scheme for those pupils whose attendance / punctuality raising significantly. Hard to reach families will have a 'Team Around the Child' approach through the Inclusion Team.</p>	<p>Attendance to increase to 96% and to impact on attainment and progress and % of pupils at ARE at the end of the academic year.</p>
<p><i>Evaluation of impact</i></p> <p>Data position Attendance of pupil premium pupils – 94.3% remains below that for all pupils and has declined slightly since 2016. However, evidence supports the view that this small increase has been driven by factors that lie beyond the influence of the school. The PP funding has enabled us to intervene to establish the reasons for non attendance, provide additional home school support for absent pupils, connect with external agencies (health visitors, early help services, social care and the Whitehouse Centre) for the benefit of pupils who cannot attend with the regularity required. This has enabled the attainment for PP pupils to rise in reading and mathematics. The overall percentage of PP learners who achieved RWMC has improved by 12% between 2016 and 2017.</p> <p>KS2 – PP</p> <ul style="list-style-type: none"> • R 42% GD 9% • W 42% GD 9% • M 42% 9% • RWM 32% <p>Next steps Reduce overall levels of PA for disadvantaged pupils Improve overall rates of progress for disadvantaged pupils in all aspects Improve the achievement of PP children in writing</p>		



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<p>Speech and language To ensure that pupil premium with a low starting point are in receipt of targeted intervention</p>	<p>37% of pupils in receipt of S&L/EAL are in FS/KS1 and all are making good progress in terms of language acquisition and understanding. Pupils are much more confident in class and are developing the skills to actively participate in their learning. This will have an impact on end of Y1 phonics for those pupils in Y1 and preparation for pupils in FS2.</p>	<p>Increase the number of pupils who are in receipt of SALT in FS / KS. Impact on phonics screening results and number of pupils at ARE at the end of Y1.</p> <ul style="list-style-type: none"> •
<p><i>Evaluation of impact</i></p> <p>Data position The % of pupil premium achieving ARE in Phonics is 73%. This is an increase of 35% from 2016. The impact of this is due to good teaching of phonics. The intervention of speech and language to support pupils with accessing the curriculum has impact on the end of KS1 results. The % of pupils achieving ARE at the end of KS1 has increased in Reading by 2% from the previous year. There was a decline in writing from the previous year. An increase in maths by 17% from the previous year.</p> <ul style="list-style-type: none"> • Phonics – 73% • EYs – 36% • R – 64% • W – 36% • M – 71% <p>Next steps Improve overall rates of progress for disadvantaged pupils in phonics Improve overall rates of progress for disadvantaged pupils in reading, writing and maths at the end of KS1.</p>		
<p>Focused intervention: To ensure that pupil premium reach their expected milestones in the core subjects. Gaps are narrowed.</p>	<p>Y6 targeted for maths tuition on track for ARE. Reading % of disadvantaged pupils on track to achieve ARE at the end of KS2 is 63% a significant increase from the previous year. Maths and writing % of disadvantaged pupils to achieve ARE at the end of KS2 is 68% respectively.</p>	<p>A significant increase in attainment and progress of reading across the school and % of pupils at ARE KS2 results to be significantly increased for disadvantaged pupils and % of pupils at ARE in RWM</p>



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<p><i>Evaluation of impact</i></p> <p>Data position</p> <p>Next steps</p>		
<p>Learning to learn To ensure that pupil premium are equipped with the skills to access learning. To ensure that assessment for learning ensures pupil premium are ready to learn.</p>	<p>59% of pupils in receipt of ELSA / Art Therapy/Friendship groups are disadvantaged pupils across the whole school. 64% are on track to achieve ARE at the end of the academic year. 88% are making good progress in one or more of the following areas: accessing the curriculum, present in school, family engaging with the school and/or outside agencies.</p>	<p>Increase in attainment and progress across the school and % of pupils at ARE in the core subjects % pupils equipped with skills to access learning increases.</p>
<p><i>Evaluation of impact</i></p> <p>The overall percentage of PP learners who achieved RWMC has improved by 12% between 2016 and 2017. The % of pupils achieving ARE at the end of KS1 has increased in Reading by 2% from the previous year. There was a decline in writing from the previous year. An increase in maths by 17% from the previous year.</p> <p>Data position</p> <p>KS2 – PP</p> <ul style="list-style-type: none"> • R 42% GD 9% • W 42% GD 9% • M 42% 9% • RWM 32% <p>KS1 – PP</p> <ul style="list-style-type: none"> • Phonics – 73% • EYs – 36% • R – 64% • W – 36% • M – 71% <p>Next steps</p> <p>Improve overall rates of progress for disadvantaged pupils in all aspects</p>		



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<p>Improve the achievement of PP children in reading / writing in KS2 Improve overall rates of progress for disadvantaged pupils in reading, writing and maths at the end of KS1.</p>		
<p>Cultural and experiential</p>	<p>See % on track to achieve ARE at the end of KS2. Every child is participating in an activity related to the City of Culture eg: Y5 Music workshops working towards performing at the City Hall. Y4/Y5/Y6 accessing a musical instrument.</p>	<p>Disadvantaged pupils to have the opportunity to further develop a variety of skills across a range of cultural experiences. (City of Culture/Trip to London)</p>
<p><i>Evaluation of impact</i> All pupils across the school have participated in an activity relating to the City of Culture. Y5 pupils participated in a music project with national composers and had the opportunity to play at the City Hall as part of a national music project. Y4 participated in a percussion concert at the City Hall. Other year groups worked with a variety of organisations; including the National Royal Ballet, famous author and poet Richard O’Neill and other authors who were speaking at other events.</p> <p>Next steps To continue to participate and have the opportunity to develop a variety of cultural experiences.</p>		