

Pupil Premium Grant Impact report 2017-18



Funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds (pupils from families who have claimed free school meals are referred to as 'disadvantaged').

Whilst we cannot say that all 'disadvantaged' pupils face the same level of challenge / intensity of barrier, these are some generic or main barriers that our 'disadvantaged' children are more likely to face. These include:

- Acquisition of English.
- Access to academic learning resources, opportunities and experiences outside of school.
- Attendance and punctuality.
- Access to pre-school and early learning resources.

This report will be updated and available on the school website in October 2018.

Number of pupils & pupil premium grant (PPG) received	
Total number of pupils on role (census Oct 2016)	359
Total number of pupils eligible for PPG	96 (27.9 %)
Amount PPG received per pupil	£1320.00
Total amount of PPG received	£128920

Objectives/focus for spending

Close the gap between 'disadvantaged' pupils and 'others' across all year groups, but specifically:

- Continue to increase the proportion of disadvantaged pupils achieving GLD by the end of Reception;
- Increase the proportion of disadvantaged pupils achieving **above** age-related expectations in all subjects at the end of each KS (and increase the end of KS2 progress score/diminish the difference);
- Increase end of KS2 progress scores, for 'disadvantaged' pupils, in all subjects by July 2018;
- Majority of disadvantaged pupils to be working within age-related expectations by July 2018;
- Meet floor standards at the end of KS2;
- 'Disadvantaged' pupils to achieve attendance target of 97%.

Record of PPSG spending by item/project for 2017/18:

Item/Project (and details)	Cost	Objectives	Outcome/Impact
<u>Whole school</u> Subject leader role post to track, monitor and lead staff in meeting the needs of disadvantaged pupils, including direct work with families (5% of a teacher role)	£2000	To track, monitor, evaluate and lead staff in meeting the needs of disadvantaged pupils. To report to Governors on the effectiveness of strategies.	Teachers provided with key performance information for disadvantaged pupils, enabling teachers to track and change the impact of strategies used. Governors fully informed, enabling them to 'check and challenge' effectively.
<u>Whole school</u> Attendance officer (10% role of office staff).	£1800	To work more closely with SLT, external agencies and families to reduce the % of disadvantaged pupils who have low attendance.	Increase in the % of 'disadvantaged' pupils achieving 97% attendance for 2017-18 (53%). With school overall 48% of pupils achieved 97%.
<u>Whole school</u> Additional money for each of the 13 classes to support additional and specific experiences to enhance learning.	£975	Provide relevant, first hand, practical and real experiences that will improve knowledge, understanding and skills whilst also improving engagement and motivation of pupils.	First-hand experiences/ activities, including a Stone Age' workshop, Planetarium visit, Farm and Beach visits have

			all targeted specific areas of learning.
<u>Whole school</u> 'Reasoning' resources to further support consistent and practical teaching, learning and understanding of the 'reasoning' aspect of maths.	£390	Further improve pupils' access to, and understanding of, reasoning, through the use of specific and consistent practical and written resources (with a particular emphasis on increasing pupils working above ARE).	Resources to support this aspect of maths. Increase in the % of pupils achieving GDS/HS at the end of KS1 and KS2 (see performance table)
<u>Whole school</u> Access to a counsellor (2hrs/wk x 34 wks)	£1700	Provide identified pupils with support and strategies to help them improve their understanding and management of their emotions and feelings, in order that they are able to focus on learning.	Counsellor in place, and providing essential support for identified pupils.
<u>Year 1-6</u> Bolton Music service to provide whole class music instrumental teaching (4hrs/wk x 22 wks) + resources	£8000	To use the learning of music instruments to improve pupils abilities to focus, concentrate as well as engage more positively and productively with other aspects of learning (research has shown that learning a musical instrument can have a positive impact upon other areas of learning).	Pupils thoroughly enjoying these sessions, and the % of pupils achieving age-related expectations in music has increased to 90%.
<u>Y2-6</u> Reading and spelling resources (to support improvements in the reading scheme and the implementation of RWI).	£1110	Provide teachers and pupils with reading, spelling and grammar material that supports, stimulates and excites high quality learning (with a particular emphasis on increasing pupils working above ARE).	Reading, spelling and grammar attainment and progress throughout school has improved. Increase in the % of pupils achieving EXS+ and GDS/HS at the end of KS1. Increase in the % of pupils achieving HS at the end of KS2 (see performance table).
<u>Reception</u> Specific, daily guided group support by TA's for phonics and maths (15% of TA's time x 2).	£5100	Accelerate the progress of disadvantaged pupils and thereby reduce/close the gap between disadvantaged pupils and others in phonics and maths.	Disadvantaged pupils in Reception (2) both made at least good progress in phonics, reading, writing and maths (and all EYFS areas). Differences were diminished (from lower starting points) with 100% achieving GLD and EXS+ in all areas within the EYFS curriculum.
<u>Reception</u> Specific speech and language intervention by TA's (40mins x 4days/wk x 34 wks).	£2200	Improve the speech and language of 'disadvantaged' pupils in order that they have improved access to, and improvement in, all areas of learning.	Disadvantaged pupils above others (but data skewed by small number).
<u>Reception</u> Maths intervention (Ten Town) for pupils who have 'gaps' in their knowledge and understanding (10mins x 5days/wk x 34 wks). (incl. subscription)	£795	Accelerate/catch up: to ensure 'disadvantaged' pupils develop appropriate age-related knowledge, understanding and use of number, shape, space and measures.	
<u>Reception</u> 1:1 maths objective led learning by TA's, using practical numicon resources into continuous provision. (20 mins x 5 days/wk x 36 wks x 2 TA's)	£1600	Accelerate/catch up: to ensure 'disadvantaged' pupils develop appropriate age-related knowledge, understanding and use of number, shape, space and measures.	

(incl. resources)		Accelerate the progress of disadvantaged pupils so % of GLD is in line with Nat	
<u>Across KS1 (Y1-2)</u> Specific, daily guided group support by TA for guided reading, writing, phonics and maths support for disadvantaged pupils (10.5hrs/wk x 34 wks x 4 TA's)	£21200	Accelerate the progress of disadvantaged pupils and thereby diminish the difference between disadvantaged pupils and others in all English and Maths.	The % of 'disadvantaged' pupils attaining age-related expectations has increased. The progress of disadvantaged pupils in all prior attainment groups is at least in line with national comparators.
<u>Year 2</u> Maths intervention (Every Child Counts) for pupils who have 'gaps' in their knowledge and understanding (40mins x 3days/wk x 34 wks x 2 TA's).	£1360	Accelerate the progress of disadvantaged pupils and thereby diminish the difference between disadvantaged pupils and others in Maths.	Gaps between 'disadvantaged' and 'other' pupils are diminishing (and have diminished at HS)
<u>Year 2</u> English interventions in small groups led by TA's, including handwriting, sentence construction and punctuation (20mins x 3 days/wk x 34 wks x 2 TA's).	£680	Accelerate the progress of disadvantaged pupils and thereby diminish the difference between disadvantaged pupils and others in English.	Gaps between 'disadvantaged' and 'other' pupils are diminishing (and have diminished at GDS/HS)
<u>Year 2</u> Additional TA support to provide targeted support to pupils who have 'gaps' in their maths and English knowledge and understanding (12hrs/wk x 34 wks x 1TA)	£7,000	To check, reinforce and clarify pupils' understanding of learning on a daily basis.	Gaps between 'disadvantaged' and 'other' pupils are diminishing (and have diminished at GDS/HS)
<u>Across KS2 (Y3-6)</u> Specific, daily guided group support by TA for guided reading, writing, RWI and maths support for disadvantaged pupils (13hrs/wk x 34 wks x 7 TA's).	£45760	Accelerate the progress of disadvantaged pupils and thereby reduce/close the gap between disadvantaged pupils and others in all English and Maths.	End of 2017-18 achievement information shows minimal difference, between disadvantaged pupils and others, in R, W and M in all year groups.
<u>Across KS2 (Y3-6)</u> Additional 1:1 reading for disadvantaged pupils (2hrs/wk x 34 wks x 7 classes).	£4760	Improve reading speed and comprehension, in order to reduce the reading gap between 'disadvantaged' pupils and others.	
<u>Across KS2 (Y3-6)</u> Phonics intervention for pupils who have 'gaps'/poor phonic use. Carried out by TA's in small groups and phase specific (20mins x 3days/wk x 34 wks x 6 TA's).	£1400	Accelerate/catch up: to ensure 'disadvantaged' pupils develop appropriate age-related knowledge, understanding and use of phonics.	The gap is closing for pupils who receive phonic intervention.
<u>Year 5</u> LAC support (access to TA support including 1:1, 15hrs/wk 34 wks)	£3000	To enable equal access to Maths and English teaching, and therefore accelerate progress to ensure there is no gap between attainment levels by the end of KS2	Pupil's attainment is improving, and gap to peers is closing across the curriculum.
<u>Year 6</u> Improved adult:pupil ratios in Year 6, by utilising HLTA (am x 5 days/wk x 34 wks) x 2	£28000	Increase adult:pupil ratio in order to increase impact of quality first teaching	End of Y6 results show that disadvantaged pupils made good or better progress in R,W & M, and this progress was at least in line with

			'others' in reading and writing.
Year 6 Support pupils residential trip costs.	£1000	Equal access to first hand experiences and enriched curriculum.	59/60 pupils attended, including all 'disadvantaged' pupils

Performance of pupils in receipt of PPG (against the performance of 'other' pupils)

Key:
EXS = Expected Standard; GDS= Greater Depth Standard/HS=Higher Standard
ASS = Average Scaled Score

	2016-17		2017-2018	
	Disadvantaged	Other	Disadvantaged	Other
Attendance – whole school	94.3%	96%	95%	????
% of pupils Y1-Y6 achieving end of year expectations + - Reading	In-school tracking shows that, within most year groups, attainment gaps between 'disadvantaged' pupils and 'others' are reducing.		In-school tracking shows that, within most year groups, attainment gaps between 'disadvantaged' pupils and 'others' have diminished.	
% of pupils Y1-Y6 achieving end of year expectation + – Writing				
% of pupils Y1-Y6 achieving end of year expectations + - Maths				
No. of pupils in EYFS	10 pupils	50 pupils	2 pupils	47 pupils
EYFS GLD	40%	78%	100%	77%
No. of pupils in Y1	5 pupils	37 pupils	11 pupils	49 pupils
End of Y1 phonics	100%	92%	73%	92%
End of KS1				
No. of pupils in Y2	15 pupils	41 pupils	6 pupils	38 pupils
End of Y2 phonics	87%	93%	100%	100%
% of pupils achieving age related expectations in Writing (EXS+)	EXS+ 44% GDS 6%	EXS+ 74% GDS 28%	EXS+ 83% GDS 50%	EXS+ 87% GDS 21%
% of pupils achieving age related expectations in Maths (EXS+)	EXS+ 75% GDS 25%	EXS+ 86% GDS 42%	EXS+ 67% GDS 50%	EXS+ 92% GDS 29%
% of pupils achieving age related expectations in Reading (EXS+)	EXS+ 50% GDS 13%	EXS+ 79% GDS 40%	EXS+ 67% GDS 33%	EXS+ 87% GDS 37%
% of pupils achieving age related expectations in RWM (EXS+)	EXS+ 31% GDS 6%	EXS+ 70% GDS 26%	EXS+ 67% GDS 33%	EXS+ 84% GDS 21%
End of KS2				
No. of pupils in KS2 (progress)	6 pupils	25 pupils	18 pupils	38 pupils
Reading progress score (end of KS2)	-2.6	-0.5	-0.2	-0.5
Writing progress score (end of KS2)	1.2	0.2	1.6	1.0
Maths progress score (end of KS2)	2.0	3.4	0.6	1.7
No. of pupils in KS2 (attainment)	6 pupils	25 pupils	21 pupils	39 pupils
% of pupils achieving age related expectations in Reading (EXS+)	EXS+ 83% ASS: 101.0	EXS+ 72% ASS: 103.3	EXS+ 48% HS 19% ASS: 100.9	EXS+ 64% HS 28% ASS: 104.0
% of pupils achieving age related expectations in Writing (EXS+)	EXS+ 100%	EXS+72%	EXS+ 67% GDS 5%	EXS+77% GDS 21%
% of pupils achieving age related expectations in Maths (EXS+)	EXS+ 100% ASS: 105.5	EXS+ 88% ASS: 107.3	EXS+ 48% HS 10% ASS: 101.5	EXS+ 82% HS 38% ASS: 105.5
% of pupils achieving age related expectations in GAPS (EXS+)	EXS+ 83% ASS: ???	EXS+ 84% ASS: ???	EXS+ 67% HS ???%	EXS+ ???% HS: ???%
% of pupils achieving age related expectations in English & Maths combined (EXS+)	EXS+ 83%	EXS+ 68%	EXS+ 43% HS 0%	EXS+ 64% HS 18%
Summary				
Total PPG received				£128920
Total PPG expenditure	PROJECTED			£140230
PPG remaining	PROJECTED			£0