

Pupil Premium Strategy 2018-19



Impact Statement

Focused Priority 1:

To narrow the gap in attainment for children in sole receipt of pupil premium in reading, writing and mathematics.

Success Criteria:

A reduction in the attainment gap and increase in progress of children in receipt of pupil premium compared to non -pupil premium. (Greater percentage of children reaching age related expectations and making at least sufficient progress from their individual starting points.

KS1:

Disadvantaged pupils (10)

4 out of 10 pupils achieved the expected standard in Reading, Writing and Maths with 1 pupil achieving greater depth in all 3 subjects.

KS2:

Disadvantaged Pupils (15)

Progress Scores for Reading, Writing and Maths 2019

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	-3.35	0.32	0.56
Confidence interval	-6.6 to -0.1	-2.6 to 3.2	-2.2 to 3.3
Number of disadvantaged pupils	14	15	15
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils	0.32	0.27	0.37

Whilst the progress score in reading is still well below average all scores are a significant improvement on 2018 scores. The school is now slightly higher than the national average for non- disadvantaged pupils in Writing and Maths.

Progress Scores for Reading, Writing and Maths 2018:

	Reading	Writing	Maths
Progress score for disadvantaged pupils	-4.38	-1.07	-3.19
Confidence interval	-7.7 to -1.1	-4.2 to 2.0	-6.2 to -0.2
Number of disadvantaged pupils	13	13	13
Disadvantaged pupils with adjusted scores	1	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31
National average for disadvantaged pupils	Like-for-like -0.59	Like-for-like -0.44	Like-for-like -0.58

Focused Priority 2:

To accelerate the learning of children in receipt of early pupil premium.

Success Criteria:

A reduction in the attainment gap and increase in progress of children in receipt of early years pupil premium compared to non-early years pupil premium. (Greater percentage reaching a 'Good Level of Development'

EYFS:

Disadvantaged pupils (5)

All pupils achieved the expected standard in Communication and Language, Reading and Maths with 2 pupils achieving the higher standard. 4 out of the 5 pupils achieved the expected standard in Writing with 2 of these achieving the higher standard.

Focused Priority 3: To improve language and understanding of children in receipt of pupil premium through experiences linked to the curriculum.

Success Criteria:

A reduction in the attainment gap and increase in progress for children who are in sole receipt of the Pupil Premium funding in writing.

The percentage of pupils, who are in **sole** receipt of the Pupil Premium, achieving the expected standard in writing increased in the majority of classes.

Class	End of Summer 2018	End of Summer 2019
Reception	70%	72.7% (Year 1)
Year 1	14%	50% (Year 2)
Year 2	40%	33.3% (Year 3)
Year 3	37%	28% (Year 4)
Year 4	87%	90% (Year 5)
Year 5	37.5%	72% (Year 6)

KS2 2019 SAT's Results:

Disadvantaged pupils have made slightly better progress from KS1 than other pupils nationally and disadvantaged pupils nationally.

53% of our disadvantaged pupils reached the expected standard which is below the national other pupils' standard of 83%.

	School Progress	National Others Progress	National Disadvantaged Progress	School Attainment	National Others Attainment	National Disadvantaged Attainment
All	1.26	0.03	0.03	71%	78%	78%
Disadvantaged	0.32	0.27	-0.50	53%	83%	68%
Others	2.54	0.27	0.27	100%	83%	83%

Focused Priority 4: To raise the aspirations of children and parents in receipt of pupil premium.

Success Criteria:

Increased engagement by parents in their child's learning

Parents will have a greater understanding of the impact and the importance of pupil premium funding.

A reduction in the attainment gap and increase in progress of children in receipt of pupil premium compared to non -pupil premium. (Greater percentage of children reaching age related expectations and making at least sufficient progress from their individual starting points.

Successful engagement in workshops and in-school activities.

Through Intraquest parents are empowered to develop a greater self-awareness, raise their self-esteem and understand their impact on their child.

Parental engagement continues to improve. We provide flexibility to ensure that parents are able to attend their children's parent conference.

The Learning Mentor supports many vulnerable children and families and is frequently who our parents turn to for help and support.

In our most recent Inspection 48 it states:

“Parents spoke highly about how they are welcomed at school and praised many staff for their kindness and thoughtfulness.

Parents spoke openly about their own personal difficulties and provided several examples of how their own welfare and that of the children was dealt with in a supportive a non-judgemental way.”

Numerous case studies show how aspirations and expectations have been raised.

Focused Priority 5: To improve attendance and punctuality of children in receipt of pupil premium

Success Criteria:

Attendance for the PP group is above 95%

Attendance of PP children is still below national at 92.8%. However, procedures in place are now more rigorous to ensure that poor attendance is tackled quickly and the appropriate support and challenge is put in place for the family.

Attendance will continue to be a school focus in 2019-20.