



Disadvantaged Pupils Impact Statement – 2018-19

Last year, the school received £21,080 from the Pupil Premium initiative. The funding was used to support 4 key areas as outlined below.

Quality of Teaching
<i>Use of additional adults to facilitate learning and responsive interventions.</i>
<i>Improve the quality of Mathematical provision.</i>
<i>Release time for Senior Leader to further develop and monitor quality learning and teaching throughout school and to ensure disadvantaged pupils are proactively targeted.</i>
<i>Increase the proportion and consistency of outstanding teaching and learning within school.</i>
<i>Develop provision and standards in GPS which in turn further raises writing attainment.</i>
<i>Further enhance provision for more able pupils.</i>
Social, Emotional & Behaviour
<i>Employment of a Learning Mentor.</i>
<i>Further develop the mentoring programme to support pupil's emotional and social well-being.</i>
<i>Transform the lunchtime routine – family dining.</i>
<i>Review current practices in relation to behaviour policies and procedures.</i>
Enrichment Beyond the Curriculum
<i>Enable all children to have access to the curriculum and school activities through subsidies and funding.</i>
<i>Provide opportunities for further outdoor learning opportunities.</i>
<i>Provision for specialist music teaching.</i>
Families/Community
<i>Provision of uniform for vulnerable children.</i>
<i>Access to home learning ICT programmes.</i>
<i>Reduce the cost of breakfast club for families.</i>

At the end of the academic year, we were able to review how well the money had been spent. The information below shows how the progress of our Pupil Premium children compares to non-pupil premium children and to non-pupil premium children nationally where data is available.



Achievement and Progress

Performance of Disadvantaged Pupils – Early Years				
	2016	2017	2018	2019
% of PP achieving GLD	50% 50% / 72%	- 70% / 73%	100% (1 pupil) 76% / 74%	- 83%
% at Expected - Reading	50% 50% / 79%	- 70% / 79%	100% (1 pupil) 76% / 79%	- 90%
% at Expected – Writing	50% 54% / 75%	- 70% / 76%	100% (1 pupil) 76% / 76%	- 83%
% at Expected - Number	50% 50% / 81%	- 70% / 81%	100% (1 pupil) 93% / 82%	- 93%
% at Expected - SSM	50% 54% / 84%	- 70% / 84%	100% (1 pupil) 90% / 84%	- 90%

(School Non-PP)

(Others Nationally)

- Improved provision in the Early Years and capitalising on the improved starting points as a result of introducing our own Nursery have enabled the progress children make in Reception to accelerate. As a result of this achievement and progress have been high during the last academic year – no children were eligible for pupil premium funding during 2018-19.

Performance of Disadvantaged Pupils at Phonic Check				
	2016	2017	2018	2019
% of PP pupils achieving Phonic Standard Year 1	- 83%	50% 85% / 70%	100% (1 Pupil) 88% / 85%	100% (1 Pupil) 86%

(School Non-PP)

(Others Nationally)

- Proactive phonics leadership has enabled the progress children make during the year to accelerate. As a result of this achievement and progress have been high during the last academic year.



Performance of Disadvantaged Pupils at the end of KS1 – AT ARE				
	2016	2017	2018	2019
% of PP pupils achieving ARE in RWM	0% 63%	- 73%	75% (4 Pupils) 62%	50% (2 Pupils) 79%
% of PP pupils achieving ARE in Reading	100% 85% / 78%	- 87% / 79%	75% (4 Pupils) 73% / 79%	100% (2 Pupils) 88%
% of PP pupils achieving ARE in Writing	0% 67% / 70%	- 77% / 72%	75% (4 Pupils) 69% / 74%	50% (2 Pupils) 83%
% of PP pupils achieving ARE in Mathematics	0% 74% / 77%	- 80% / 79%	75% (4 Pupils) 77% / 80%	100% (2 Pupils) 79%

(Non-PP Pupils)

(Others Nationally)

Performance of Disadvantaged Pupils at the end of KS1 – ABOVE ARE				
	2016	2017	2018	2019
% of PP pupils achieving above ARE in RWM	0% 4%	- 10%	0% (4 Pupils) 12%	0% (2 Pupils) 13%
% of PP pupils achieving above ARE in Reading	0% 37% / 27%	- 37% / 28%	25% (4 Pupils) 38% / 29%	0% (2 Pupils) 42%
% of PP pupils achieving above ARE in Writing	0% 4% / 16%	- 13% / 18%	25% (4 Pupils) 15% / 18%	0% (2 Pupils) 17%
% of PP pupils achieving above ARE in Mathematics	0% 7% / 20%	- 23% / 23%	0% (4 Pupils) 19% / 25%	0% (2 Pupils) 17%

(Non-PP Pupils)

(Others Nationally)

- From their individual starting points (EOY1), pupils made expected progress during the academic year with one child making more than expected progress in Reading (2 PP Children).



Performance of Disadvantaged Pupils at the end of KS2 – AT ARE				
	2016	2017	2018	2019
% of PP pupils achieving ARE in RWM	0% 78% / 60%	17% 64% / 67%	25% (4 Pupils) 71% / 70%	100% (3 Pupils) 78%
% of PP pupils achieving ARE in Reading	67% 100% / 72%	17% 77% / 77%	25% (4 Pupils) 88% / 80%	100% (3 Pupils) 81%
% of PP pupils achieving ARE in Writing	0% 83% / 79%	33% 86% / 81%	75% (4 Pupils) 88% / 83%	100% (3 Pupils) 85%
% of PP pupils achieving ARE in Mathematics	33% 87% / 76%	17% 68% / 80%	50% (4 Pupils) 79% / 81%	100% (3 Pupils) 81%

(Non-PP Pupils)

(Others Nationally)

Performance of Disadvantaged Pupils at the end of KS2 – ABOVE ARE				
	2016	2017	2018	2019
% of PP pupils achieving above ARE in RWM	0% 13% / 7%	0% 18% / 11%	0% (4 Pupils) 8% / 12%	0% (3 Pupils) 11%
% of PP pupils achieving above ARE in Reading	33% 43% / 23%	0% 23% / 29%	25% (4 Pupils) 33% / 33%	67% (3 Pupils) 26%
% of PP pupils achieving above ARE in Writing	0% 26% / 18%	17% 23% / 21%	0% (4 Pupils) 21% / 24%	33% (3 Pupils) 22%
% of PP pupils achieving above ARE in Mathematics	0% 26% / 20%	17% 27% / 27%	0% (4 Pupils) 8% / 28%	0% (3 Pupils) 26%

(Non-PP Pupils)

(Others Nationally)

- Pupils eligible for the Pupil Premium grant are generally out performing non pupil premium children within this cohort.
- More able pupil premium children did not perform as well as their peers in Mathematics compared to other subjects.
- From their individual starting points (EOY5), pupils made at least expected progress during the academic year with two of the three PP children making more than expected progress in Reading and Writing.



Performance of Disadvantaged Pupils						
		Cohort	PP	Non PP	Gap Present Gap Closed No Sig Gap PP Above Non PP	Comments
Year 6	No. of children	30	3	27		
	% at Expected - Reading		100%	81%		67% of PP children reached the greater depth standard in Reading. PP children made greater progress than non-PP children, particularly in Reading and Writing.
	% at Expected - Writing		100%	85%		
	% at Expected - Mathematics		100%	81%		
Year 5	No. of children	30	2	28		Although one child has made at least expected progress and in some areas more than expected progress, due to a number of internal/external barriers, 1 PP child has not made the expected progress in Writing and Mathematics.
	% at Expected - Reading		100%	93%		
	% at Expected - Writing		50%	82%		
	% at Expected - Mathematics		50%	89%		
Year 4	No. of children	30	0	30		
	% at Expected - Reading			90%		
	% at Expected - Writing			80%		
	% at Expected - Mathematics			83%		
Year 3	No. of children	31	5	26		Across all subjects, PP children made greater progress than non-PP children. There are also a significantly greater proportion of PP children achieving the greater depth standard compared with their peers.
	% at Expected - Reading		80%	73%		
	% at Expected - Writing		80%	65%		
	% at Expected - Mathematics		80%	81%		
Year 2	No. of children	26	2	24		From their EOY1`starting points, the PP children have made at least expected progress with one PP child making more than expected progress in Reading.
	% at Expected - Reading		100%	88%		
	% at Expected - Writing		50%	83%		
	% at Expected - Mathematics		100%	79%		
Year 1	No. of children	30	1	29		Pupil Premium child is achieving the greater depth standard across all subjects.
	% at Expected - Reading		100%	83%		
	% at Expected - Writing		100%	76%		
	% at Expected - Mathematics		100%	86%		
Reception	No. of children	30	0	30		
	% GLD			83%		
	% at Expected - Reading			90%		
	% at Expected - Writing			83%		
	% at Expected - Number			93%		



	% at Expected - SSM			90%		
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- The vast majority of PP pupils are making at least expected progress across all areas and in many cases more than expected progress.
- In most areas there are no significant differences between groups and in most classes PP children are actually outperforming their peers.
- A number of PP children are now achieving the greater depth standard across school. This has been a recent focus in school.



Attendance

Pupil premium attendance 2018-2019: **96.6% (96.7%)**
(Non PP Pupils)

Pupil premium persistent absence (<90%) 2018-2019: **0% (2 Children) (5%)**
(Non PP Pupils)

- Attendance for children eligible for pupil premium funding is outstanding. There is no significant difference between PP and Non PP pupils. Attendance for PP pupils is significantly above the national average.

Other use of Funding

The Pupil Premium funding has been utilised to enrich and enhance the curriculum for all. Examples include:

- Subsidised visits and residentials.
- Forest School teaching.
- Wider opportunities music provision.
- Enrichment to support/stimulate learning, including visitors.

As a result of initiatives such as these, the engagement of disadvantaged pupils in relation to the curriculum has had a positive impact on outcomes and attendance.

Learning in the Curriculum:

- Use of additional adults to facilitate more responsive interventions and pre-learning tasks, including targeted CPD to develop quality first teaching.
- Senior leader monitoring and nurturing the quality of provision.
- Improvements to the quality of Mathematical provision.
- Development of provision and standards in GPS.
- Further enhancements to provision for more able pupils.

These initiative have enabled disadvantaged pupils to have tailored support in order to further close the gap in relation to their peers.

Social, Emotional and Behaviour:

- Employment of a Learning Mentor.
- Peer mentoring.
- Pupil Premium mentoring.
- Family Dining introduction.

As a result of addressing particular needs of pupils and removing barriers to learning, children's learning behaviours are excellent.

Community and Families:

- Uniform provision.
- Access to home learning.
- Subsidised breakfast club for vulnerable pupils.

Parental involvement is strong and is having a positive impact on attendance, progress, attainment and children's wellbeing.

Transform the lunchtime routine – family dining.