

Disadvantaged Pupils Impact Statement

Last year, the school received £21,380 from the Pupil Premium initiative. The funding was used to support 4 key areas as outlined below.

Learning in the Curriculum
<i>Use of additional adults to facilitate more responsive interventions and pre-learning tasks, including targeted CPD to develop quality first teaching.</i>
<i>Allocated non-teaching time for SENDco to further develop the provision and teaching of High Priority Needs children.</i>
<i>Release time for Senior Leader to further develop and monitor quality learning and teaching throughout school.</i>
<i>CPD for support staff in relation to school development priorities.</i>
<i>Continuous provision developed in KS1.</i>
Social, Emotional & Behaviour
<i>Employment of a Learning Mentor.</i>
<i>Develop a mentoring programme to support pupil's emotional and social well-being.</i>
Enrichment Beyond the Curriculum
<i>Enable all children to have access to the curriculum and school activities through subsidies.</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>Collaboration on projects with local schools.</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.

Achievement and Progress

Performance of Disadvantaged Pupils at Phonic Check			
	2015	2016	2017
% of PP pupils achieving Phonic Standard Year 1	50% (89%)	/ (0 Pupils) (83%)	67% (3 Pupils) (85%)
% of 'other pupils' nationally achieving Phonic Standard Year 1			TBC

(School Non-PP)

- In the Y1 Phonics Screening Check, disadvantaged pupils performed close to the national FSM average (2016 – 69%). The disadvantaged gap has fallen since the 2015 result – there were no disadvantaged pupils in the 2016 cohort.

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Performance of Disadvantaged Pupils at the end of KS1 – AT ARE		
	2016	2017
% of PP pupils achieving ARE in RWM	0% (63%)	/ (0 Pupils) (73%)
% of 'other pupils' nationally achieving ARE in RWM		
% of PP pupils achieving ARE in Reading	100% (85%)	/ (0 Pupils) (87%)
% of 'other pupils' nationally achieving ARE in Reading	78% (PP – 62%)	TBC
% of PP pupils achieving ARE in Writing	0% (67%)	/ (0 Pupils) (77%)
% of 'other pupils' nationally achieving ARE in Writing	70% (PP – 53%)	TBC
% of PP pupils achieving ARE in Mathematics	0% (74%)	/ (0 Pupils) (80%)
% of 'other pupils' nationally achieving ARE in Mathematics	77% (PP – 60%)	TBC

(Non-PP Pupils)

Performance of Disadvantaged Pupils at the end of KS1 – ABOVE ARE		
	2016	2017
% of PP pupils achieving above ARE in RWM	0% (4%)	/ (0 Pupils) (10%)
% of 'other pupils' nationally achieving above ARE in RWM		
% of PP pupils achieving above ARE in Reading	0% (37%)	/ (0 Pupils) (37%)
% of 'other pupils' nationally achieving above ARE in Reading	27% (PP – 13%)	TBC
% of PP pupils achieving above ARE in Writing	0% (4%)	/ (0 Pupils) (13%)
% of 'other pupils' nationally achieving above ARE in Writing	16% (PP – 7%)	TBC
% of PP pupils achieving above ARE in Mathematics	0% (7%)	/ (0 Pupils) (23%)
% of 'other pupils' nationally achieving above ARE in Mathematics	20% (PP – 10%)	TBC

(Non-PP Pupils)

- There were no disadvantaged pupils in Year 2 during this academic year.

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Performance of Disadvantaged Pupils at the end of KS2 – AT ARE		
	2016	2017
% of PP pupils achieving ARE in RWM	0% (78%)	17% (6 Pupils) (64%)
% of 'other pupils' nationally achieving ARE in RWM	60% (PP – 39%)	TBC
Reading		
% of PP pupils achieving ARE in Reading	67% (100%)	17% (6 Pupils) (77%)
% of 'other pupils' nationally achieving ARE in Reading	72% (PP – 53%)	TBC
Writing		
% of PP pupils achieving ARE in Writing	0% (83%)	33% (6 Pupils) (86%)
% of 'other pupils' nationally achieving ARE in Writing	79% (PP – 64%)	TBC
Mathematics		
% of PP pupils achieving ARE in Mathematics	33% (87%)	17% (6 Pupils) (68%)
% of 'other pupils' nationally achieving ARE in Mathematics	76% (PP – 58%)	TBC

(Non-PP Pupils)

Performance of Disadvantaged Pupils at the end of KS2 – ABOVE ARE		
	2016	2017
% of PP pupils achieving above ARE in RWM	0% (13%)	0% (6 Pupils) (18%)
% of 'other pupils' nationally achieving above ARE in RWM	7% (PP – 2%)	TBC
Reading		
% of PP pupils achieving above ARE in Reading	33% (43%)	0% (6 Pupils) (23%)
% of 'other pupils' nationally achieving above ARE in Reading	23% (PP – 10%)	TBC
Writing		
% of PP pupils achieving above ARE in Writing	0% (26%)	17% (6 Pupils) (23%)
% of 'other pupils' nationally achieving above ARE in Writing	18% (PP – 8%)	TBC
Mathematics		
% of PP pupils achieving above ARE in Mathematics	0% (26%)	17% (6 Pupils) (27%)
% of 'other pupils' nationally achieving above ARE in Mathematics	20% (PP – 9%)	TBC

(Non-PP Pupils)

- 50% of PP children had SEN, 75% of which had an EHCP plan. 83% of PP children were part of the low ability group from KS1.
- The PP children in Y6 did not achieve in line with teacher assessment – an identified issue from this is the vocabulary the children needed in order to access the tests. Given the children's low

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starting points they did not have the rich language in order to successfully achieve the expected standard.

Performance of Disadvantaged Pupils					
		Cohort	PP	Non PP	Gap Widened Gap Closed No Sig Gap
Year 6	No. of children	28	6	22	
	% at Expected - Reading		17%	77%	
	% at Expected – Writing		33%	86%	
	% at Expected - Mathematics		17%	68%	
Year 5	No. of children	31	4	27	
	% at Expected - Reading		75%	78%	
	% at Expected – Writing		50%	63%	
	% at Expected - Mathematics		75%	67%	
Year 4	No. of children	30	4	26	
	% at Expected - Reading		100%	88%	
	% at Expected – Writing		100%	85%	
	% at Expected - Mathematics		100%	85%	
Year 3	No. of children	29	1	28	
	% at Expected - Reading		100%	96%	
	% at Expected – Writing		0%	86%	
	% at Expected - Mathematics		100%	96%	
Year 2	No. of children	30	0	30	
	% at Expected - Reading			87%	
	% at Expected – Writing			77%	
	% at Expected - Mathematics			80%	
Year 1	No. of children	30	4	26	
	% at Expected - Reading		75%	85%	
	% at Expected – Writing		75%	77%	
	% at Expected - Mathematics		75%	81%	
Reception	No. of children	20	0	0	
	% GLD			70%	
	% at Expected - Reading			70%	
	% at Expected – Writing			70%	
	% at Expected - Mathematics			70%	

- The performance of PP children throughout school shows a positive picture. In most cohorts there are no significant differences between disadvantaged pupils and non-disadvantaged pupils and in many cases the gap has closed.

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Attendance

Pupil premium attendance 2016-2017: **96.0% (96.8)**
(Non PP Pupils)

Pupil premium persistent absence (90%) 2016-2017: **0% (4%)**
(Non PP Pupils)

- There is a slight gap between pupil premium and non-pupil premium attendance. Both figures are above national.
- Persistent absence has reduced significantly since the previous academic year resulting in 0% of pupil premium children attending less than 90% of the time. This is a consequence of robust attendance procedures.

Other use of Funding

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

Examples include:

- Theatre visits.
- Forest School teaching.
- Wider opportunities music provision.
- Visits to support/stimulate learning, including visitors such as authors.

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.
- Non-teaching SENCO to further develop the provision and teaching of High Priority Needs children (1/2 day).
- Development of continuous provision in KS1 – ongoing.

These initiatives 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.

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

Community and Families:

- Uniform provision.
- Access to home learning.

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

Overall the data demonstrates a positive impact and an effective use of the Pupil Premium funding to support our disadvantaged pupils. The achievement and progress of pupil premium children in many areas has improved on previous years and to be celebrated. We

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are aspirational and in the long term expect disadvantaged pupils to achieve in line with their peers in all areas.