

## **Pupil Premium Grant**

### **Objectives of our approach:**

The intended outcomes for all pupils in receipt of Pupil premium funding is:

- The gap in achievement between PP pupils and non pupil premium pupils is narrowed, so that achievement is in line with non PP achievement
- To ensure PP pupils enjoyment and wellbeing is supported effectively

This will be realised when:

- PP progress and attainment is in line with/ exceeds their personal predictions and targets
- PP achievement is promoted by all staff
- PP achievement is supported by their parents'/carers' involvement
- PP involvement and enjoyment of learning inside school is supported
- PP involvement and enjoyment outside school is supported

This will ensure that:

- PP pupils are able to engage with their next stage of education successfully

### **Evaluation of our approach:**

Formative intervention has had a significant impact on outcomes for PP pupils and our experienced PP teachers have been central to these efforts. We have responded to both the Sutton Trust research and committed to the ongoing development of formative assessment- including working closely with Shirley Clarke on action research and we have carried out internal action research alongside other DGAT schools in best use of TA's.

However we have also responded to the very particular needs/ dynamic in our school. Alongside formative intervention, our pastoral team and now our approach to behaviour has helped to ensure all pupils feel more supported in school and have the kind of experiences and opportunities that grow both self-esteem and intrinsic interest in learning.

We have adopted a new way of teaching maths in order to raise the bar for all children

## Recent PP profiles for the school:

| Number of pupils and pupil premium grant (PPG) received  |   |
|--|---|
| Total NOR 2017-18= 319<br>(348)  | Total NOR 2018-19= 316  |
| 35 pupils in total at end of year<br>16 FSM<br>10 Ever 6<br>4 Adopted<br>5 pupils with serving parent in<br>armed forces | 32 pupils in total at end of year<br>17 FSM<br>5 Ever 6<br>4 Adopted<br>6 pupils with serving parent in<br>armed forces |
| Total: £42,213   | Total: £48,980  |

| Current In School barriers (issues to be addressed in school , such as poor oral language skills) |  |
|---|--|
| <b>A</b>  | Maths confidence and core skills-cultural amongst families in the area, which impacts on the autonomy and mathematical aspiration of many of the children. |
| <b>B</b>  | The Reading culture for PP children, some of whom are also SEN. Children don't read often enough or broadly enough.  |
| <b>C</b>  | Social vulnerability indicated by a number of factors including narrower experiences.  |
| <b>D</b>  | Emotional vulnerabiity   |

| <b>1. Current Outcomes sought</b> |  |  |
|-----------------------------------|--|--|
|                                   | <i>Desired outcomes and how they will be measured</i>  | <i>Success Criteria</i>  |
| <b>A</b>                          | Further develop growth mind-set, particularly in maths, to facilitate autonomous working and raise aspirations.  | <p>Children will be engaged in maths activities which inspire</p> <p>Children will develop a range of problem solving skills so that they approach problems with a positive attitude</p> <p>Children will be able to use the language of maths in stem sentences</p> <p>Children will respond positively and successfully to boosting sessions which boost confidence and skills in core areas</p> <p>Children will take responsibility for their learning and approach problems with increasing autonomy</p> <p>Children will develop sufficient language to be able to tackle difficult problems and express their needs specifically.</p> <p>Children will be able to name aspirations which may challenge them</p> |
| <b>B</b>                          | Children read more regularly with enjoyment across a greater range of text types. They show a greater depth of understanding of what they are reading.                 | <p>Children will read every day</p> <p>Children will read and discuss a range of genres and quality authors</p> <p>Children will be engaged by a wide variety of approaches to reading</p> <p>Children will be able to name some of the positives of their reading culture</p> <p>Children will be able to comment on language, themes, characters, plots and technical aspects of their reading</p> <p>Children will be able to recommend books using specific reasons</p> <p>Children will use their reading in their own writing and experience</p>   |
| <b>C</b>                          | Children are given a broad experience at the school which develops broader language and a broader social base.   | <p>Children will be involved in a broad range of activities</p> <p>Children will take wider responsibilities and every child will make a positive contribution to the school and the wider community</p> <p>Children will respect and see the value of difference and variety in their community and the wider world</p> <p>Children will be able to converse about a wide range of subjects</p> <p>Children will develop an ability to listen actively to the contribution of others and raise searching questions</p>  |
| <b>D</b>                          | Children will have strategies to be emotionally resilient and be able to talk about their needs so that they do not become a barrier to learning or social functioning | <p>Children will be able to name a range of emotions and link to examples</p> <p>Children will know a range of supportive ways to respond to stressful moments</p> <p>Children know who to approach for help when they want it.</p>  |

**-Impact Report: data trends over the last 4 years:**

| <b>2012—2015: Performance of disadvantaged pupils--figs in percentages</b> |                   |                  |                   |                  |                   |                  |
|--|-------------------|------------------|-------------------|------------------|-------------------|------------------|
|  | 2012-3            |                  | 2013-4            |                  | 2014-5            |                  |
|  | PP (-% of cohort) | Non PP           | PP (-% of cohort) | Non PP           | PP (-% of cohort) | Non PP           |
| KS2 Reading, expected progress   | n/a               | 97%              | 75%               | 93%              | 100%              | 98%              |
| KS2 writing, expected progress   |                   |                  | 92%               | 100%             | 100%              | 100%             |
| KS2 maths, expected progress   | n/a               | 95%              | 75%               | 93%              | 100%              | 98%              |
|  | 2013 FSM          | National non FSM | 2014 FSM          | National non FSM | 2015 FSM          | National non FSM |
| KS2 reading, L4+   | n/a               | 100%             | 75%               | 97%              | 100%              | 97%              |
| KS2 writing, L4+   | n/a               | 97%              | 83%               | 97%              | 100%              | 97%              |
| KS2 maths, L4+   | n/a               | 92%              | 58%               | 93%              | 100%              | 97%              |
| KS2 SPAG, L4+  | n/a               |                  | 58%               | 76%              | 100%              |                  |

|                   | 2013 FSM | non FSM | 2014 FSM | non FSM | 2015 FSM | non FSM |
|-------------------|----------|---------|----------|---------|----------|---------|
| KS1 Phonics Check | 67%      | 62%     | 40%      | 86%     | 100%     | 100%    |

| <b>2016--: Performance of disadvantaged pupils--figs in percentages</b> |                   |            |                   |                  |                   |                  |         |             |
|---|-------------------|------------|-------------------|------------------|-------------------|------------------|---------|-------------|
|   | 2015-16           |            | 2016-17           |                  | 2017-18           |                  | 2018-19 |             |
| <b>Progress</b>   | PP (-% of cohort) | All pupils | PP (-% of cohort) | Non PP           | PP (-% of cohort) | Non PP           | PP      | Non PP      |
| KS2 Read progress   |                   | 2.9        | -0.78             | 1.56             | 1.96              | 1.56             | -1.19   | 1.22        |
| KS2 writing progress  |                   | -0.5       | 0.93              | 1.07             | -1.21             | 1.07             | -6.68   | -0.69       |
| KS2 maths progress  |                   | 1.8        | -0.99             | -0.02            | -3.33             | -0.02            | -3.09   | -0.07       |
| <b>Attainment</b>   | 2016 FSM          | non FSM    | 2017 FSM          | National non FSM | 2018 FSM          | National non FSM | 2019 PP | 2019 non PP |
| KS2 reading ARE   | 75%               | 93%        | 40%               | 75%              | 67%               | 80%              | 38%     | 81%         |
| Exc   | 0%                | 45%        | 0%                | 25%              | 33%               | 33%              | 0%      | 38%         |
| KS2 writing ARE   | 100%              | 95%        | 80%               | 76%              | 67%               | 83%              | 13%     | 83%         |
| Exc   | 0%                | 10%        | 20%               | 18%              | 17%               | 24%              | 0%      | 23%         |
| KS2 maths ARE   | 100%              | 93%        | 80%               | 75%              | 50%               | 81%              | 25%     | 81%         |
| Exc   | 0%                | 30%        | 0%                | 23%              | 17%               | 28%              | 0%      | 35%         |
| KS2 SPAG ARE  | 100%              | 98%        | 80%               | 76%              |                   |                  | 13%     | 77%         |
| Exc   |                   | 33%        | 20%               |                  |                   |                  | 0%      | 31%         |

|                      | 2016<br>FSM | non<br>FSM | 2017<br>FSM | non<br>FSM | 2018<br>FSM | non<br>FSM | 2019<br>PP | Non<br>PP |
|----------------------|-------------|------------|-------------|------------|-------------|------------|------------|-----------|
| KS1 Phonics<br>Check | 80%         | 98%        | 100%        | 100%       | 100%        | 100%       | 100        | 98%       |
| Yr 2                 | 100%        | 100%       | SUPP        | 100%       | NA          | NA         | NA         | NA        |