

Pupil Premium Grant Planned Expenditure 2017/2018

| Item / Project | Cost | Objective / Description of project |
|----------------------|-------|---|
| Year booster lessons | £1000 | Small group targeted groups to target PP children in order to close the gap and increase number of PP children at ARE <i>Start Oct half at the end of y6 6/9 (66.7%) achieve age related in RWM</i> |

Impact

Summary

| | All pupils | Boys | Girls | Disadvantaged | Non-Disadvantaged |
|---|------------|-------|-------|---------------|-------------------|
| Number of pupils | 29 | 14 | 15 | 9 | 20 |
| Progress score in reading | +0.5 | +0.8 | +0.1 | +1.9 | -0.2 |
| Progress score in writing | +3.8 | +2.2 | +5.4 | +5.8 | +2.9 |
| Progress score in maths | -0.9 | -1.2 | -0.6 | -1.0 | -0.9 |
| Pupils meeting expected standard in reading, writing and maths | 55.2% | 50.0% | 60.0% | 66.7% | 50.0% |
| Pupils achieving at a higher standard in reading, writing and maths | 6.9% | 0.0% | 13.3% | 0.0% | 10.0% |
| Pupils meeting expected standard in reading | 65.5% | 64.3% | 71.4% | 66.7% | 65.0% |
| Pupils achieving at a higher standard in reading | 10.3% | 0.0% | 21.4% | 11.1% | 10.0% |
| Pupils meeting expected standard in writing | 79.3% | 71.4% | 85.7% | 66.7% | 85.0% |
| Pupils achieving at a higher standard in writing | 31.0% | 7.1% | 57.1% | 33.3% | 30.0% |
| Pupils meeting expected standard in maths | 58.6% | 50.0% | 64.3% | 66.7% | 55.0% |
| Pupils achieving at a higher standard in maths | 17.2% | 7.1% | 28.6% | 0.0% | 25.0% |
| Average score in reading | 102.1 | 100.5 | 103.9 | 100.0 | 103.0 |
| Average score in maths | 101.1 | 98.9 | 103.1 | 97.4 | 102.7 |

See table above

Progress scores for reading and writing greater for Div children than Non Div

Progress scores for maths broadly inline for Div children with Non Div children

ARE Combined score for Div children 15% higher than Non Div children

ARE Reading score for Div children slightly higher than Non Div children

ARE Maths score for Div children 12% higher than Non Div children

ARE Writing score for Div children below Non div children – however met predicted 66% of Div children achieving ARE

See table below

5.1 progress points increase from 2017 to 2018 in reading from -3.2 to +1.9

4 progress points increase from 2017 to 2018 in writing from +1.8 to +5.8

1.7 progress points increase from 2017 to 2018 in maths from -2.7 to -1.0

16.7% increase in Div achieving combined ARE from 2017-2018

| Disadvantaged pupils (9) | 2016 | 2017 | 2018 | +/- |
|---|------|-----------------|------|----------|
| Progress score in reading | | Average -3.2 | +1.9 | ▲ +5.1 |
| Progress score in writing | | Average +1.8 | +5.8 | ▲ +4.0 |
| Progress score in maths | | Average -2.7 | -1.0 | ▲ +1.7 |
| Pupils meeting expected standard in reading, writing and maths | | 50% | 67% | ▲ +16.7% |
| Pupils achieving at a higher standard in reading, writing and maths | | 8% | 0% | ▼ -8.0% |
| Average score in reading | | 100 | 100 | ▬ +0.0 |
| Average score in maths | | 99 | 97 | ▼ -1.6 |

| | | |
|---------------------|--------|---|
| 4 Day Easter School | £1200 | Additional mathematics work for identified children particularly focused on PP children |
| Staff salaries | £25000 | A portion of Support staff salaries identified to support learning of identified PP children though small group interventions and individual same day interventions |

Impact
No significant difference in progress between DV and non DV in school see above data

| | | |
|---------------|--------|--|
| Pastoral team | £10000 | Inclusion Manager identified to address PA children, actions included data analysis, liaise with EWO, meet with parents and home visits Pastoral office worker, actions include data collection and admin for Inclusion manager |
|---------------|--------|--|

Impact
*Whole School attendance 96.03% an increase on the 2017
PA 7.21% - reduction on 2017
59 Dis children across school 9 were PA 8.5%
Of the PA children (15) 9 were Dis 60%*

| | | |
|------------------|--------|---|
| Pastoral support | £14500 | Breakfast club play leader targets PP children to ensure they begin the school day with the correct learning attitude Lunchtime support for PP children who need a more structured playtime to ensure they return to class with a good learning attitude Inclusion Manager – Anger management, learning to share, lego therapy sessions |
|------------------|--------|---|

Impact
*Over the year the reduction of warning issued as a result of lunchtime behaviours decreased, there were no lunchtime exclusions and therefore the children returned to the classroom with a better learning attitude
Number of warning and sets 3 warnings for PP children in most difficult classes reduced by a third*

| | Sum 17 | | Spr 18 | | Sum 18 | |
|-------------------------|----------|-----------|----------|-----------|----------|-----------|
| | Warnings | Sets of 3 | Warnings | Sets of 3 | Warnings | Sets of 3 |
| <i>Year 3 to Year 4</i> | 38 | 4 | 48 | 4 | 17 | 2 |
| <i>Year 5 to Year 6</i> | 39 | 3 | 38 | 2 | 29 | 1 |

| | | |
|----------------|-------|---|
| Breakfast club | £2000 | Support for PP children to attend Breakfast club. Aim to target improved attendance and punctuality |
|----------------|-------|---|

| | | |
|--|---------------|--|
| <i>Impact</i> | | |
| <i>Breakfast club paid for PP children who were continuously late, their attendance and punctuality improved</i> | | |
| Lexia | £800 | Phonic / reading software allocated to PP children initially who are not at ARE in reading or phonics |
| <i>Impact</i> | | |
| <i>All PP children who worked on the Lexia programme made significant progress through the Lexia levels</i> | | |
| Read Write Inc Scheme of work | £3000 | Whole school reading / reading scheme to increase number of children at ARE <i>Target 4/6 PP achieve phonics assessment level</i> |
| <i>Impact</i> | | |
| <i>Year 1 phonics 27/30 – 93% achieved ARE in year 1</i> | | |
| <i>Div children 3/5 ARE in year 1, the 6th child left at Easter however last assessment indicated an ARE score of 34.</i> | | |
| <i>3 didn't achieve ARE all have SEND issues 2 were Div and 1 Non Div</i> | | |
| <i>Year 2 phonics – 6/6 – 100% achieved ARE in year 2</i> | | |
| <i>Div children 3/3 at ARE.</i> | | |
| <i>First year all children left KS1 achieving phonics ARE</i> | | |
| Total | £57500 | |
| Contingency | £5820 | |
| Allocated funds | £63320 | |