

Pupil Premium Impact 2012-13 Overall Summary (Funding Received £24,297.00)

- Excellent progress and attainment overall in Year 6 end of Key Stage 2 in English and Maths.
- 100% of children at the end of KS2 (including 'Pupil Premium' funded) made the expected two levels progress or more progress in English.
- 96.8 % of children at the end of KS2 made the expected two or more levels of progress in Maths (93.8% PP children made two levels plus)
- 52% Children made the exceptional 3 levels progress in Maths overall over KS2 and 50% of the PP children made the exceptional 3 levels in Maths over KS2.
- From end of KS1 to the end of KS2 Year 6 Pupil Premium funded children made 14 points progress in English and 14.9 points progress in Maths
- Year 6 at end of KS2 Pupil Premium children made 30.0 average points score as against 2012 national average FSM of 26.7 in all subjects
- Year 6 Maths at end of Key Stage: 31 School FSM as against 27 National FSM
- Year 6 Writing at end of Key Stage: 29.5 as against 26.9 National FSM
- Year 6 Reading at the end of Key Stage: 28.5 as against 25.9 National FSM
- Concerted approach through Achievement for All programme, Educational Welfare and working with parents has reduced lateness from a total of 98 hours lateness to 5 ¾ hours.
- Points Progress for PP children has been on par with all children in years 1, 2, 3, 4, and in English and Maths.
- Attainment gaps closed in Years 4 and 5 for Pupil Premium children.
- The range of enrichment activities, trips, residential and social care programmes have enabled all children the opportunity to experience a well rounded and holistic learning experience. This enables a high level of engagement in learning and very good behaviour.

Plans for Pupil Premium Funding for Academic Year 2013-14 (Funding Received £43,200.00)

- Employment of teachers to teach small English and Mathematics groups to improve children's achievement
- To ensure good progress and close gaps in attainment for vulnerable groups
- To fund Achievement for All programme to address attendance, punctuality and progress issues
- LSA Intervention groups to boost skills and support children making slow progress or achieving lower than expected attainment
- Pupil Counselling and well-being services
- Theatre workshops, art and design activities to provide enrichment experiences
- Subsidising trips and residential experiences
- Resources to support learning including reading books for 'Early Bird' readers

Pupil Premium Impact 2013-14 (Overall Summary) Funding allocated: £43,200

- Excellent attainment and progress in Reading, Writing and Maths overall.
- 100% children made 2 levels of progress or more over Key Stage 2 (including Pupil Premium children) in Reading, Writing and Maths.
- 4 out of the 5 non SEN Pupil Premium children in Year 6 made the exceptional 3 levels progress in Reading over Key Stage 2 (4 out of total of 7 PP inc SEN)
- 4 out of the total 7 Pupil Premium children in Year 6 made the exceptional 3 levels progress in Maths over key Stage 2.
- Pupil Premium children made 15 points progress in Maths and Writing over Key Stage 2 and 14.7 in Reading.
- Year 6 Average Point Scores:
 - APS Pupil Premium Reading (exc SEN) 31.4 against whole class average 31.6
 - APS Pupil Premium Writing (exc SEN) 28.2 against whole class average 29.7
 - APS Pupil Premium Maths (exc SEN) 30.2 against whole class average 32.7
- End of Key Stage 1 (Year 2) Pupil Premium (exc 1 SEN) children APS attainment and progress in line with non Pupil Premium children
- Excellent Progress of EYFS pupil Premium children from starting points.
- Pupil Progress of PP children in Reception, Year 1, 2, 4 and 5 in line with non pupil premium children;
- The range of enrichment activities, trips, residential and social care programmes have enabled all children the opportunity to experience a well rounded and holistic learning experience. This enables a high level of engagement in learning and very good behaviour.
- Achievement for All Structured conversations have helped to bring about improvements in the learning of targeted pupils. In addition, 'Messy Play' and parenting and relationships workshops for targeted parents have had a positive impact on pupil progress and well-being.
- Achievement for All targeted children – good levels parent engagement of targeted groups achieved and continued good attendance and punctuality.
- Outstanding progress in Ach for All project of early Bird reading Club with average 5 points progress in the year for the group (29 children Years 1-6) and excellent progress of the 3 EYFS members.
- Impact of counselling: Positive outcomes for children’s well-being and achievement.

<u>Pupil Premium Funding Plans for 2014-15 Total Allocation £52,000</u>			
<u>£1300 per pupil; Bal Bfwd £6,366; Total Available Funding: £58,366</u>			
<u>Measure</u>	<u>£ Allocation</u>	<u>Desired Impact</u>	
Targeted Pupil Premium Teaching Groups in	£38000	To accelerate academic progress of targeted vulnerable children and to close gaps in	

Maths, Reading and Writing		attainment between them and their peers	
Targeted LSA Interventions (Speaking and Listening, Maths, Reading and Writing, Social Development)	£9000	To accelerate academic progress of targeted vulnerable children and to close gaps in attainment between them and their peers	
Extension of Forest Schools and Outdoor Learning Project to Whole School – Teaching and Coaching Staff	£4000	To develop the outdoor curriculum esp Forest schools for the whole school to provide a rich outdoor learning experience for all children. This will impact positively in progress and attainment in both core and foundation subjects, behaviour and social development. To improve enrichment opportunities. To improve outdoor Teaching and Learning skills of all the teaching staff through coaching and mentoring in Forest Schools – positive impact on children’s achievement, resilience, independence and learning / managing risks over time.	
Club Subsidies	£500	To enable children of vulnerable families to have access to a wide range of extra curricular and / or outside experiences to enrich learning and promote confidence.	
Family Support and Counselling Services	£2000	To support vulnerable children and families in order to access learning, improve progress and attainment, attendance and punctuality.	
Ach for All including Early Bird Reading Club	£500	To enable provision of good quality reading experiences for targeted children to accelerate progress.	
Enrichment Productions and Workshops	£2000	To enable all children to take part in a rich and varied experience of workshops, theatre productions and extra curricular educational experiences.	
Residential Trip Subsidies	£500	To enable PP children to take part in Residential to broaden life experience, promote team building and life skills, independence and social development.	
Additional Resources including reading Books for Support	£1000	To provide additional reading materials and resources to support learning.	

Pupil Premium Impact 2014-15

EYFS:

1). Both have received appropriate support in terms of Family support worker, EAL support, intervention groups (inc phonics, number skills, communication) with teacher and LSAs.

2) Both PP children have made outstanding progress. One is EAL with very little English on joining EYFS and is now exceeding expected outcomes in 12 of the 17 areas including Reading, Writing and Maths. The other pupil has reached the expected level of development. Both started from a below age baseline on entrance.

Year 1:

1) Phonics interventions using Pupil Premium and class teacher and LSA groups; targeted Maths, reading and writing groups; social and bubble time groups.

2) 2 PP children attaining in line with or slightly above average class figure and have made excellent progress. Both passed their phonics test. 2 PP / SEN pupils making steady progress –receiving intensive support.

Year 2: PP Children made good to outstanding progress this Year.

Attainment at the End of Key Stage 1 Overall: Significant gaps now closed with majority working at or above class average and 2 children only slightly below.

Year 3: All PP children made good progress; 4 children now attaining on par with rest of class and 1 child above (Gaps closed)

Year 4: Majority of PP children made good progress this year; majority closed gaps to be in line with rest of class.

Year 5: All PP children made good progress this year. 3 now attaining in line with class average and 1 above and one below.

Year 6 (6 PP children) All 6 children have made excellent progress this year benefiting from small Pupil Premium teaching groups and interventions in guided reading, spelling and Maths.

Governor Challenge: Has the cumulative effect of Pupil Premium provision been effective in leading to excellent achievement overall?

Answer: Yes. Excellent, positive effect:

Progress and attainment over Key Stage 2 for Year 6:

Reading: *5 have made exceptional 3 levels progress* and 1 has made expected 2 levels progress.

3 children have attained level 5B, 1 child level 5C, 1 child 4A and 1 child 4B.

Writing: *4 have made exceptional 3 levels progress* and 2 have made expected 2 levels progress

3 children have achieved level 5 and 3 children level 4.

Maths: *5 children have made exceptional 3 levels progress* and 1 child has made expected 2 levels of progress.

4 children have achieved level 5 and 2 have achieved level 4.

Pupil Premium Funding Plans for 2015-16 Total Allocation £53,700

£1300 per pupil; Bal Bfwd £5,822; Total Available Funding: £59,522

<u>Measure</u>	<u>£ Allocation</u>	<u>Desired Impact</u>
Targeted Pupil Premium Teaching Groups in Maths, Reading and Writing	£34000 (includes Forest School)	To accelerate academic progress of targeted vulnerable children and to close gaps in attainment between them and their peers
Targeted LSA Interventions (Speaking and Listening, Maths, Reading and Writing, Social Development)	£11000	To accelerate academic progress of targeted vulnerable children and to close gaps in attainment between them and their peers
Refurbishment, renovation and resourcing (including computer and whiteboard technology to create two PPA teaching rooms for classes and groups.	£9000	Provision of an excellent learning environment for accelerating achievement of vulnerable children.
Ongoing Forest Schools teaching, coaching and mentoring of Teachers and monitoring of impact on skills and learning development by specialist teacher.	(£3000)	Ongoing development and running of the outdoor curriculum esp Forest schools for the whole school providing a rich and diverse outdoor learning experience for all children. This has and will impact positively in progress and attainment in both core and foundation subjects, behaviour and social development. To improve enrichment opportunities. Ongoing development of outdoor Teaching and Learning skills of all the teaching staff through coaching and mentoring in Forest Schools – positive impact on children’s achievement, resilience, independence and learning / managing risks over time.
Club Subsidies	£500	To enable children of vulnerable families to have access to a wide range of extra-curricular and / or outside experiences to enrich learning and promote confidence.
Family Support and Counselling Services	£2100	To support vulnerable children and families in order to access learning, improve progress and

		attainment, attendance and punctuality.
Ach for All including Early Bird Reading Club	£500	To enable provision of good quality reading experiences for targeted children to accelerate progress.
Enrichment Productions and Workshops	£500	To enable all children to take part in a rich and varied experience of workshops, theatre productions and extra-curricular educational experiences. Including Science and History productions and Computing packages.
Residential Trip Subsidies	£600	To enable PP children to take part in Residential to broaden life experience, promote team building and life skills, independence and social development.
Additional Resources including reading Books for Support	£1000	To provide additional reading materials and resources to support learning.

Pupil Premium Achievement 2015-6 Analysis at July 2016

Pupil Premium Achievement

Robust scrutiny and stringent challenge was undertaken by the Governors Vulnerable Groups Committee on a termly basis.

EYFS: (5 Children)

3 reached good level of development (GLD) with 2 of the 3 exceeding in Reading, Writing and Maths.

2 did not reach GLD but have made outstanding progress from well below average entry starting points.

Challenge: What is being done about these 2 children?

Answer: They are both on the SEN register, have had 'One Plan' meetings and benefit from a wide range of phonics, writing and maths intervention groups – impact has been good to date and this will carry on into Year 1.

What is being done to challenge the higher achieving PP children?

Answer: they are in extension work groups and are accessing phonics, spelling and some maths work from the beginning of the Year 1 curriculum and are deepening their learning through opportunities to present work and engage in projects.

End of Reception Pupil Attainment Report

Rec - Pupil Premium (5 pupils)

10 July 2016

End Rec Age in Months	Lis	Und	Spk	Mov	Hlt	Con	Fee	Rel	Rdg	Wri	Num	Shp	Ppl	Wld	Tec	Exp	Ima	Total / 51
61	3	3	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3	49
62	2	2	1	2	2	2	1	1	1	1	1	1	1	2	2	2	2	26
58	2	2	2	3	3	3	3	3	3	3	3	3	2	2	2	2	2	43
65	1	1	1	2	2	2	2	2	1	1	1	1	1	2	2	1	1	24
59	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	34

y:

Values	
1	Emerging
2	Expected
3	Exceeded
A	Unable to assess
-	No assessment

Aspect
Prime
Specific

Birth Term Colours
Autumn
Spring
Summer

Pupil Premium Achievement

Year 1 Phonics:

Y1 Phonics Screening Check

Y1 - Pupil Premium (4 pupils)

	No. of Pupils	Average Score	Working Towards	Working At
Year 1	4	35.5	0 (0.0%)	4 (100.0%)

Challenge of PP children phonics achievement: All 4 Pupil Premium funded children reached the expected standard in phonics.

End of key Stage 1 July 2016



End of Key Stage 1 Outcomes

Y2 - Pupil Premium (4 pupils)

10 July 2016

Y2 (4 pupils)	Teacher Assessment							Test Scaled Scores			
	Other	Below	Foundations	Towards	At	Greater	At or Greater	Other	<100	100+	Average
Reading			1 (25.0%)	1 (25.0%)	1 (25.0%)	1 (25.0%)	2 (50.0%)	4 (100%)*			-
Writing			1 (25.0%)	1 (25.0%)	2 (50.0%)		2 (50.0%)	4 (100%)*			-
Mathematics				2 (50.0%)	2 (50.0%)		2 (50.0%)	4 (100%)*			-
Science					4 (100%)		4 (100%)				-

4 children:

Reading, Writing and Maths: 2 out of 4 working at expected or above (one expected and one at greater depth). One working towards expected level and one at foundation level.

Challenge: Have the two below the expected levels made good progress and what is being done to support them?

Answer: One child has made excellent progress and has now passed his phonics test. He has benefitted from small intervention groups and close support and is expected to accelerate his progress further through Keys Stage 2 with projected 'Secure' by end of primary school.

One child severely dyslexic and SEN difficulties – receives many hours adult support and evidence is going forward for EHC plan.

Year 1:

Y1 - Pupil Premium (4 pupils)

	Teacher Assessment Step comp with Year 1 Aut 1			
	Rdg ⊕	Wri ⊕	Mth ⊕	SEN ⊕
	1s	1s	1s	N
	1w	1w+	1w	N
	1b+	1b+	1b+	N
	1b	1w	1w	N

- 3 children making good or better progress from starting points.
- All 4 passed phonics test
- Lower attainer on class concern programme
- Range of intervention groups for lower two attainers

Year 3:

Y3 - Pupil Premium (6 pupils)

	Teacher Assessment Step comp with end of previous year			
	Rdg ⊕	Wri ⊕	Mth ⊕	SEN ⊕
	3b	3b	3b	N
	3s	3w+	3w+	N
	3s	3s	3w+	N
	3s+	3s	3s+	N
	3w	3w+	3w	N
	3s	3w+	3w+	N

- 5 out of 6 making good or better progress from last year end point;
- Lower attainer in targeted intervention groups and LSA support
- Differentiated challenge to ensure high attainer reaching full potential – task and adult

Year 4:

Y4 - Pupil Premium (5 pupils)

	Teacher Assessment Step comp with end of previous year			
	Rdg ⊕	Wri ⊕	Mth ⊕	SEN ⊕
	4s	4s	4s	N
	4s	4s	4w	N
	1s	1w	2b	K
	4w	4w+	4s	N
	4w+	4w	4s	N

- 4 out of 5 making good or better progress this year
- Lower attainer (SEN) in provision mapped interventions and adult support groups
- Differentiated challenge to accelerate higher groups and enrichment

Year 5:

Y5 - Pupil Premium (6 pupils)

Teacher Assessment Step comp with end of previous year				
	Rdg ◇	Wri ◇	Mth ◇	SEN ◇
	5s	5w+	5s	N
	5s	5s	5s	S
	3w	2w+	3w	K
	5w	5w	5w+	S
	5s	5s	5s	N
	5w	5w	5w	N

- All making good or better progress (apart from one SEN in writing)
- Differentiated pupil premium groups to ensure full potential reached by all ability groups
- SEN support for 3 individuals – impact alongside PP very effective

End of key Stage 2 July 2016

Year 6:



End of Key Stage 2 Outcomes Y6 - Pupil Premium (5 pupils)

10 July 2016

Y6 (5 pupils)	Teacher Assessment									Test Scaled Scores			
	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	Average
Reading								5 (100%)				5 (100%)	109.8
Writing							1 (20.0%)	3 (60.0%)	1 (20.0%)		1 (20.0%)	4 (80.0%)	108.4
Mathematics								5 (100%)				5 (100%)	110.0
Science								5 (100%)					

Writing - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

Below - Includes any P Scale assessments.

Other - Includes any assessment codes such as A (absent).

[†] in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y6 (5 pupils)	Expected Standard	Higher Standard
All Pupils	4 (80.0%)	Pending

Expected Standard - a pupil must have a scaled score of 100 or more in reading and mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at greater depth in the expected standard'.
Higher Standard - a pupil must have a high scaled score in reading and a high scaled score in mathematics; and have been teacher assessed in writing as 'working at a greater depth'. The high scaled score value in mathematics and reading is released by the DfE, after the key stage 2 tests have been sat in the summer term. This value will remain 'Pending' until that time.

Challenge: Are attainment gaps between the PP children and the rest of the class closed by the end of KS2?

Answer: Yes. Average points in line with rest of class in Reading, Writing and Maths

Why is GPS percentage slightly below the class percentage?

Answer: One PP child was one mark below expected level. Was previously on SEN register earlier in school career. Expected level reached in Reading, Writing and Maths by child: outstanding progress.

Challenge: Have the PP children made good or better progress this year in Year 6?

Answer: Provision has been highly effective with outstanding progress:

Y6 - Pupil Premium (5 pupils)

Teacher Assessment Step comp with end of previous year				
	Rdg ⬇	Wri ⬇	Mth ⬇	SEN ⬇
	6s+	6s	6s+	N
ges	6s	6s	6s+	N
	6s	6s	6s	N
	6s+	6s+	6s+	N
	6s	6w+	6s	N

- Progress has been outstanding for all 5 PP children over Year 6
- In school measure of progress over Key Stage 2 is outstanding for all 5 children

<u>Pupil Premium Funding Plans for 2016-7 Total Allocation £58,340</u>		
<u>£1300 per pupil; Bal Bfwd £4974 ; Total Available Funding: £63,314</u>		
<u>Plan allocation below: £63,300</u>		
<u>Measure</u>	<u>£ Allocation</u>	<u>Desired Impact</u>
Targeted Pupil Premium Teaching Groups in Maths, Reading and Writing	£35,000	To accelerate academic progress of targeted vulnerable children and to close gaps in attainment between them and their peers
Targeted LSA Interventions (Speaking and Listening, Maths, Reading and Writing, Social Development)	£15000	To accelerate academic progress of targeted vulnerable children and to close gaps in attainment between them and their peers
Targeted EYFS and Key Stage One teaching and LSA social programme Support	£9000	To accelerate academic and social progress of younger pupils of the school to narrow attainment and progress gaps at an early stage.
Outdoor learning projects with specialist visitors and whole school development	£2000	Ongoing development and running of the outdoor curriculum : FOCUS: Gardener project with world famous gardener Jim Buttriss. whole school development providing a rich and diverse outdoor learning experience for all children. This has and will impact positively in progress and attainment. in both core and foundation subjects, behaviour and social, spiritual development. To improve enrichment

		opportunities. Positive impact on children's achievement, resilience, independence and learning / managing risks over time.
Club, visits subsidies and	£500	To enable children of vulnerable families to have access to a wide range of extra-curricular and / or outside experiences to enrich learning and promote confidence.
Counselling Services	£500	To support vulnerable children and families in order to access learning, improve progress and attainment, attendance and punctuality and well-being.
Enrichment Productions and Workshops	£500	To enable all children to take part in a rich and varied experience of workshops, theatre productions and extra-curricular educational experiences
Residential Trip Subsidies	£600	To enable PP children to take part in Residential to broaden life experience, promote team building and life skills, independence and social development.
Additional Resources including reading Books for Support	£200	To provide additional reading materials and resources to support learning.

Pupil Premium Achievement 2016-7 July 2017

Pupil Premium Achievement

Robust scrutiny and stringent challenge was carried out by the Pupil Premium Committee on a termly basis and they reported to termly FGB meetings.

EYFS: (3 Children)

2 reached good level of development (GLD) with 1 exceeding in Reading, Writing and Maths.

1 did not reach GLD : some good progress from low on entry point

Challenge: What has been in place and is planned for the future for this child?

Answer: Extensive Family Support. Further social, behavioural and academic intervention planned in for Year1.

What is being done to challenge the higher achieving PP child?

Answer: Child in extension work groups and are accessing phonics, spelling and some maths work from the beginning of the Year 1 curriculum and are deepening their learning through opportunities to present work and engage in projects.

Pupil Premium Achievement

Year 1 Phonics:

Y1 Phonics Screening Check
Y1 - Disadvantaged (5 pupils)

	No. of Pupils	Average Score	Working Towards	Working At
Year 1	5	34.0	2 (40.0%)	3 (60.0%)

Challenge of PP children phonics achievement: One child not meeting expected level is on SEN register and is receiving extensive academic and social (inc Family Support work) and is making very good progress. One child is on SEN register and making extremely good progress – only one mark (31/40) off expected level: predict coming off SEN register by end of Key Stage 2 if progress levels maintained.

End of key Stage 1 July 2017



End of Key Stage 1 Outcomes
Y2 - Disadvantaged (5 pupils)

Y2 (5 pupils)	Teacher Assessment						
	Other	Below	Foundations	Towards	At	Greater	At or Greater
Reading				3 (60.0%)	1 (20.0%)	1 (20.0%)	2 (40.0%)
Writing			2 (40.0%)	1 (20.0%)	2 (40.0%)		2 (40.0%)
Mathematics			2 (40.0%)	1 (20.0%)	1 (20.0%)	1 (20.0%)	2 (40.0%)
Science	2 (40.0%)				3 (60.0%)		3 (60.0%)
Rdg, Wri & Mth	3 (60.0%)				2 (40.0%)		2 (40.0%)

5 children:

Reading, Writing and Maths: 2 out of 5 working at expected or above (one expected and one at greater depth).

Challenge: Have the three below the expected levels made good progress and what is being done to support them?

Answer: All three (one SEN and 2 School Concern list) have made very good progress this year from low entry points (all emerging standard at the end of EYFS; very low months score on entry to EYFS and 1 late entry). They have benefitted from small intervention

groups and PP teaching group and close support and are expected to accelerate progress further through Keys Stage 2 with projected 'Secure' for 2 of the 3 by end of primary school.

Year 1 Disadvantaged Children:

- 4 of 5 children making good or better progress from starting points.
- Lower attainer on class concern
- Range of intervention groups for lower two attainers
- Extensions for two PP high achievers

Year 3 Disadvantaged Children:

- 4 out of 4 making good or better progress from last year end point in reading and maths and 3 in writing
- 2 Lower attainers in targeted intervention groups and LSA support; EHC applied for one child
- Differentiated challenge to ensure high attainers reaching full potential – task and adult

Year 4 Disadvantaged Children:

- All 6 making good or better progress this year
- Lower attainer in provision mapped interventions and adult support groups
- Pupil Premium small class teaching Programme designed for Year 5 and 6 to ensure more accelerated progress to achieve aspiration of secure levels for 5 of 6 (one SEN) by the end of Year 6.

Year 5 Disadvantaged Children:

- 4 of 5 making good or better progress (apart from one SEN –EHC plan applied for)
- Differentiated pupil premium groups to ensure full potential reached by all ability groups
- Successful use of Pupil Premium teaching to ensure security in Reading, Writing and Maths
- Acceleration differentiation in Reading and Writing for 2 higher ability –successful to date. **Aim: Pupil Premium teaching groups Year 6 programmed in**

End of key Stage 2 July 2017

Year 6:



End of Key Stage 2 Outcomes
Y6 - Disadvantaged (6 pupils)

04 July 2017

Y6 (6 pupils)	Teacher Assessment									Test Scaled Scores				
	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Reading						1 (16.7%)		5 (83.3%)			1 (16.7%)	5 (83.3%)	2 (33.3%)	106.2
Writing							1 (16.7%)	3 (50.0%)	2 (33.3%)	1 (16.7%)*		5 (83.3%)	3 (50.0%)	110.8
Mathematics					1 (16.7%)			5 (83.3%)		1 (16.7%)*		5 (83.3%)	3 (50.0%)	111.4
Science						1 (16.7%)		5 (83.3%)						

Writing - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

Below - Includes any P Scale assessments.

Other - Includes any assessment codes such as A (absent).

* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y6 (6 pupils)	Expected Standard	Higher Standard
All Pupils	5 (83.3%)	Pending

Expected Standard - a pupil must have a scaled score of 100 or more in reading and mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at greater depth in the expected standard'.

Higher Standard - a pupil must have a high scaled score in reading and a high scaled score in mathematics; and have been teacher assessed in writing as 'working at a greater depth'. The high scaled score value in mathematics and reading is released by the DfE, after the key stage 2 tests have been sat in the summer term. This value will remain 'Pending' until that time.

Table above PP children: 2 are SEN as well.

Challenge: Are gaps between the PP children and the rest of the class closed by the end of KS2?

Answers: Yes. For 5 out of the 6 as 5 are non SEN PP children that took all 3 tests:

- **Reading:** Slightly above class average of 108 in reading at 109.2 for disadvantaged children and well above national average of *all children* 104;
3 disadvantaged children working at greater depth and 2 at expected level
- **GPS:** Slightly below class average 112.5 in GPS at 110.8 for disadvantaged children but well above national average of *all children* of 106
3 disadvantaged children working at greater depth and 2 at expected level
- **Maths:** In line with class average of 111.9 at 111.4 for disadvantaged children and well above national average of *all children* of 104
3 disadvantaged children working at greater depth and 2 at expected level
- **Writing** (Teacher Assessment) 3 children expected level and 2 above (in line with class average) and above national average as a group measured against national *all children*.
- **2 disadvantaged children working at greater depth and 3 at expected level**

Note: Provision and achievement impact: Highly effective. One SEN PP child achieved the maximum scaled score possible in Reading.

Challenge: Have the PP children made good or better progress this year in Year 6?

Answer: Provision has been highly effective.

- **Progress has been outstanding for all 6 PP children over Year 6**
 - **In school measure of progress over Key Stage 2 is outstanding for all 6 children**
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Pupil Premium Funding Plans for 2017-8 Total Allocation 50,580

Bal cwfd: £1,380 Total Available Funding: £51,960

<u>Measure</u>	<u>£ Allocation</u>	<u>Desired Impact</u>
Targeted Pupil Premium Teaching Groups in Maths, Reading and Writing	£36000 (includes Forest School)	To accelerate academic progress of targeted vulnerable children and to close gaps in attainment between them and their peers
Targeted LSA Interventions (Speaking and Listening, Maths, Reading and Writing, Social Development)	£12000	To accelerate academic progress of targeted vulnerable children and to close gaps in attainment between them and their peers
Club Subsidies	£500	To enable children of vulnerable families to have access to a wide range of extra-curricular and / or outside experiences to enrich learning and promote confidence.
Enrichment Productions and Workshops	£500	To enable all children to take part in a rich and varied experience of workshops, theatre productions and extra-curricular educational experiences. Including Science and History productions and Computing packages.
Residential Trip Subsidies	£600	To enable PP children to take part in Residential to broaden life experience, promote team building and life skills, independence and social development.
Additional Resources including reading Books for Support	£300	Provision of resources for PP children to enable full inclusion and accelerate progress.