Pupil Premium Funding Plans for 2015-16 Total Allocation £53,700 ***£1300 per pupil; Bal Bfwd £5,822; Total Available Funding: £59,522***		
Measure	**£ Allocation**	**Desired Impact**
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 whitebd technology fto creat 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 curriulum and are deepening their learning through opportunities to present work and engage in projects.

10 July 2016

End of Reception Pupil Attainment Report

Rec - Pupil Premium (5 pupils)

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

Target Tracker

10 July 2016

End of Key Stage 1 Outcomes

Y2 - Pupil Premium (4 pupils)

Y2 (4 pupils)	Teacher Assessment							Test Scaled Scores			
Subject	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 group s and LSA support
- Differentiated challenge to ensure high attainer reaching full potential – task and adult

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:

Target Tracker

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

10 July 2016

Y6 (5 pupils)	Teacher Assessment									Test Scaled Scores			
Subject	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

Pupil Premium Funding Plans for 2016-7 Total Allocation £58,340

£1300 per pupil; Bal Bfwd £4974 ; Total Available Funding: £63,314

Plan allocation below: £63,300

Measure	£ Allocation	Desired Impact
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 Buttress. 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

Target Tracker

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

Y2 (5 pupils)	Teacher Assessment						
Subject	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:

Target Tracker

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

04 July 2017

Y6 (6 pupils)	Teacher Assessment									Test Scaled Scores				
Subject	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**

Pupil Premium Funding Plans for 2017-8 Total Allocation 50,580

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

Measure	**£ Allocation**	**Desired Impact**
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.

Disadvantaged Children Achievement 2017-8

Pupil Premium Achievement 2017-8: (Report: July 2018)

End of Reception Pupil Attainment Report

Rec - Disadvantaged (3 pupils)

End Rec Age in Months	Lis	Und	Spk	Mov	Hlt	Con	Fee	Rel	Rdg	Wri	Num	Shp	Ppl	Wld	Tec	Exp	Ima	Total / 51
69	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	34
65	2	1	1	1	1	1	1	2	1	2	2	1	1	1	3	2	2	25
68	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	34

2 children achieved GLD. Third child made excellent progress from very low starting point to reach expected level in 6 areas and exceeding in one.

Tracker

Progress Breakdown

Rec - Disadvantaged (3 pupils)

All Pupils (3 pupils)	Reading	Writing	Numbers	Average
Progressed by 6 steps or more	3 (100%)	3 (100%)	2 (66.7%)	2.7 (88.9%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	1 (33.3%)	0.3 (11.1%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Outstanding progress in all areas for all three children apart from one identified area of learning barrier above (good progress).

Year 1:

- Attainment for 2 out of 3 predominantly at age related or above.
- One child below in attainment and progress – on SEN register: significant emotional and behavioural development difficulties – ongoing intervention and support

Y1 Phonics Screening Check

Y1 - Disadvantaged (3 pupils)

	No. of Pupils	Average Score	Working Towards	Working At
Year 1	3	27.7	1 (33.3%)	2 (66.7%)

Two children working at the expected attainment level (one EAL);
One children working below on SEN register receiving ongoing intervention support.

Y2 - Disadvantaged (6 pupils)

	Teacher Assessment Step compared with end of previous ye				
ne	Rdg	Wri	Mth	SEN	
	2s+	2s+	2s+	N	
	2b+	2b	2w+	K	
	2s+	2s+	2s+	N	
	2b+	2b	2w	K	
	2s	2s	2w	N	
	2s	2s	2s	N	

End of Key Stage 1

Non SEN disadvantaged children reaching age expected attainment.

All children disadvantaged (inc SEN) making good or outstanding progress this year from starting points)

Y3 - Disadvantaged (5 pupils)

	Teacher Assessment Step compared with end of previous ye				
ne	Rdg	Wri	Mth	SEN	
	3s	3w+	3s	N	
	3b+	2s+	2s+	N	
	3s+	3s+	3s+	N	
	3s	3s	3s	N	
	2s+	2w+	2w+	K	

Year 3 disadvantaged:

All good or better progress from starting points this year.

3 children at or above age related attainment (see left);

1 on SEN register. 1 on school concern low attainment: both continuing with interventions to further accelerate progress to close gaps in attainment with peers.

Y4 - Disadvantaged (4 pupils)

	Teacher Assessment Step compared with end of previous ye				
ne	Rdg	Wri	Mth	SEN	
	4s	3b	4s	E	
	4s+	4s	4s	N	
	4s	4s	4s+	N	
	4s	4w	4s	N	

Year 4 disadvantaged:

All made good or better progress from starting points

All 4 at age related expectation or better in Reading and Maths;

3/4 in writing (1 dyslexic and 1 working within making very good accelerated progress)

Y5 - Disadvantaged (6 pupils)

	Teacher Assessment Step compared with end of previous ye				
ne	Rdg	Wri	Mth	SEN	
	5w	4s+	5b+	N	
	5b+	5w	5w	N	
	5s	5s	5s+	N	
	5s	5w+	5s	N	
	4w	4b+	5b	N	
	5w	5s	5w	N	

Disadvantaged Year 5:

Good or better progress made by 5 out of 6 children.

TARGET CLASS for 2nd year of 2 year intervention to continue accelerated progress to close gap in attainment with peers.

Y6 - Disadvantaged (6 pupils)

ne	Teacher Assessment Step compared with end of previous ye				
	Rdg	Wri	Mth	SEN	
	6s	6s	6s	N	
	2w	2b	2b	E	
	6s	6s	6s+	N	
	6s	6s+	6s+	N	
	6s	6s	6s	N	
	6s+	6s+	6s	N	

5 out of 6 children made outstanding progress.

All 5 non SEN children secure or secure + attainment.

Test Scaled Scores				
Other	<100	100+	110+	Average
1 (16.7%)		5 (83.3%)	1 (16.7%)	108.6
1 (16.7%)		5 (83.3%)	3 (50.0%)	110.8
1 (16.7%)		5 (83.3%)	1 (16.7%)	107.2

Reading, GPS, Math

DISADVANTAGED 2018 (6 CHILDREN INC 1 sen)

Test Scaled Scores				
Other	<100	100+	110+	Average
	2 (8.3%)	22 (91.7%)	13 (54.2%)	109.5
	3 (12.5%)	21 (87.5%)	15 (62.5%)	110.7
	1 (4.2%)	23 (95.8%)	15 (62.5%)	110.4

Reading, GPS, Maths

NON disadvantaged 2018 (24 children)

Summary as at end of Key Stage 2:

- Outstanding accelerated non sen progress of disadvantaged children
- Attainment of disadvantaged children significantly higher than non-disadvantaged children nationally
- Gaps with non disadvantaged peers in school closed in Reading and GPS.

Disadavantaged Funding Plans for 2018-9

Total Allocation 47,480 Bal cwfd: £2,906

Total Available Funding: £50,386

Measure	Allocation	Desired Impact
Targeted Pupil Premium Teaching Groups in Maths, Reading and Writing	£39,616	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)	£10,000	To enable / facilitate good learning behaviours and tackle barriers to learning in order to accelerate academic progress of targeted vulnerable children and to close gaps in attainment between them and their peers
Residential Educational Trip Subsidies	£770	To enable PP children to take part in Residential to broaden life experience, promote team building and life skills, independence and social development.

Disadvantaged Children attainment and Progress – Vulnerable Groups Scrutiny Committee July 2019

Tracker

Progress Breakdown

Rec - Disadvantaged (2 pupils)

Aut1 201

All Pupils (2 pupils)	Reading	Writing	Numbers	Average
Progressed by 6 steps or more	2 (100%)	1 (50.0%)	1 (50.0%)	1.3 (66.7%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	1 (50.0%)	0 (0%)	0.3 (16.7%)
Progressed by 2 steps	0 (0%)	0 (0%)	1 (50.0%)	0.3 (16.7%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

One child excellent progress from very low baseline (not yet GLD)

What is in place to support the child who is making slow progress?

High level speech and language needs. Extensive programme of SEN in place inc speech and language work, Ed Psych involvement, regular meetings and one plans with parents, small intervention groups (and individual work).

Y1 - Disadvantaged (3 pupils)

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

2 children working at expected levels; One below expected has made good progress and passed his phonics assessment.

Phonics Year 1 (Disadvantaged)

Y1 Phonics Screening Check

Y1 - Disadvantaged (3 pupils)

	No. of Pupils	Average Score	Working Towards	Working At
Year 1	3	35.0	0 (0.0%)	3 (100.0%)

All 3 children reached expected level in national phonics assessment.

Target Tracker

End of Key Stage 1 Outcomes

Y2 - Disadvantaged (4 pupils)

Y2 (4 pupils)	Teacher Assessment						
Subject	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater
Reading			2 (50.0%)		1 (25.0%)	1 (25.0%)	2 (50.0%)
Writing			1 (25.0%)	1 (25.0%)	1 (25.0%)	1 (25.0%)	2 (50.0%)
Mathematics			2 (50.0%)		1 (25.0%)	1 (25.0%)	2 (50.0%)
Science	2 (50.0%)				2 (50.0%)		2 (50.0%)
Rdg, Wri & Mth	2 (50.0%)					1 (25.0%)	2 (50.0%)

Tracker

Progress Breakdown

Y2 - Disadvantaged (4 pupils)

Aut1 201

All Pupils (4 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	4 (100%)	4 (100%)	3 (75.0%)	3.7 (91.7%)
Progressed by 5 steps	0 (0%)	0 (0%)	1 (25.0%)	0.3 (8.3%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Challenge on Year 2: 2 children did not meet expected level. Have they made good or better progress from starting points?

Yes – all 4 children have made good or outstanding progress. The 2 children are closing the gap on their peers. One now left the school and one will be secure by end of Year 6 – long term acceleration of progress).

Y3 - Disadvantaged (6 pupils)

e	Teacher Assessment Step compared with end of previous y			
	Rdg	Wri	Mth	SEN
	3s+	3s+	3s+	N
	3b+	3w	3w+	N
	3s+	3s+	3s+	N
	3b+	3b	3w	N
	3s	3s	3w	N
	3s	3s	3s	K

Challenge: 2 children have not met expected levels – have they made excellent progress?

Yes – both boys have made very good progress and are now working within the year group objectives. All six children made outstanding progress over the year.

Tracker

Progress Breakdown

Y3 - Disadvantaged (6 pupils)

All Pupils (6 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	6 (100%)	6 (100%)	6 (100%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)

Y4 - Disadvantaged (5 pupils)

	Teacher Assessment Step compared with end of previous y			
ne	Rdg	Wri	Mth	SEN
	4s	4s	4s	N
	4w	4w+	4w+	N
	4s	4s	4s+	N
	4s	4s	4s	N
	3w	3b	2s	K

3 children secure. 4 making good or outstanding progress.

One making slow progress. Why?

High needs SEN –one plan in place with specific objectives SEN. Close adult support and differentiated programme of work in place.

Tracker

Progress Breakdown

Y4 - Disadvantaged (5 pupils)

All Pupils (5 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	3 (60.0%)	3 (60.0%)	4 (80.0%)
Progressed by 5 steps	1 (20.0%)	1 (20.0%)	0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 3 steps	1 (20.0%)	1 (20.0%)	0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	1 (20.0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)

Y5 - Disadvantaged (5 pupils)

	Teacher Assessment Step compared with end of previous y			
ne	Rdg	Wri	Mth	SEN
	5s	5b+	5s	E
	5s+	5s+	5w+	N
	5s+	5s+	5s+	N
	5s	5s	5s	N
	5s	5w+	5w	N

5 children – outstanding progress in Reading and wring. 4 children good or outstanding progress in Maths.

One slow progress in Maths. What is being done to ensure accelerated progress and security next year?

Smaller focussed teaching groups to focus

Tracker

Progress Breakdown

Y5 - Disadvantaged (5 pupils)

All Pupils (5 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	5 (100%)	5 (100%)	3 (60.0%)
Progressed by 5 steps	0 (0%)	0 (0%)	1 (20.0%)
Progressed by 4 steps	0 (0%)	0 (0%)	1 (20.0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)

Year 6 Disadvantaged attainment

Test Scaled Scores					Y6 (8 pupils)
Other	<100	100+	110+	Average	Subject
1 (12.5%)*	2 (25.0%)	5 (62.5%)	3 (37.5%)	105.9	Reading
1 (12.5%)*		7 (87.5%)	4 (50.0%)	108.7	Writing
	1 (12.5%)	7 (87.5%)	1 (12.5%)	105.8	Mathematics

Main Conclusions

- Beehive disadvantaged children average points average well above national disadvantaged and above national 'non-disadvantaged' children at the end of Primary School.
- 7 out of 8 children expected or greater depth in Maths and GPS (88%);
- 6 out of 8 children expected level in writing at end of Yr6
- 3 children greater depth and 2 expected level Readers at end of Year 6.
- *Progress: Challenge: How many of the disadvantaged children made good or better progress form the end of KS1?*

  Reading: 5 out of 7 made excellent accelerated progress from end of KS1;
  Writing: 6 out of 7 made good or better progress from end of KS1;
  Maths: 7 out of 8 made good or better progress from end of KS1.

	Reading	Writing	Maths
School progress score for **disadvantaged** pupils	3.37	0.37	4.26
National average for **non-disadvantaged** pupils	0.32	0.27	0.37

Disadvantaged Funding Plans for 2019-20

Total Allocation 48,460

Measure	Allocation	Desired Impact
Targeted Pupil Premium Teaching Groups in Maths, Reading and Writing	£34,465	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)	£12,000	To enable / facilitate good learning behaviours and tackle barriers to learning in order to accelerate academic progress of targeted vulnerable children and to close gaps in attainment between them and their peers
Residential Educational Trip Subsidies	£1060	To enable PP children to take part in Residential to broaden life experience, promote team building and life skills, independence and social development.
Individual Catch Up Reading programme (Targeted PP intervention Year 3) LSA costs	£300	Accelerate progress in reading of disadvantaged Year 3 children esp in fluency and basic comprehension skills
Educational visits and extra curricular enrichment funding	£635	Subsidy funding to enable full inclusion of disadavantaged children in extra curricular clubs, visits and activities

Impact:

Impact of the spending was very positive overall. The Year in school was cut short by the global Covid pandemic, but online education and follow up had a very positive effect on the academic achievement, pastoral care and mental / emotional health of the children: regular direct email and telephone calls to families, outside agencies of health and welfare working with school to ensure safety and well-being of all; carefully planned work every school day for children to enable as minimal interruption to learning as could be expected under the circumstances. Engagement levels were excellent, including by the vast majority of disadvantaged families. Lap tops were loaned to families to

ensure inclusion and work was differentiated or adapted accordingly to facilitate engagement for all and maximum opportunity to progress.

Teacher Assessment Achievement of disadvantaged children at end of Key Stage 2 July 2020 **(6 children / 20% Yr 6):**

Reading: 3 children Secure (inc two EHCP pupils) and 3 children Greater Depth

Writing: 3 children secure (inc 1x EHCP) ; 2 children Greater Depth ; One EHCP: B

GPS: 2 children secure; 2 greater Depth; 2 x EHCP working towards

Maths: 4 children secure (inc 1 x EHCP); 1 greater Depth; 1 x EHCP working towards

Outstanding progress from starting points overall.

Disadvantaged Funding Plans for 2020-21

Total Allocation: £44,005

Measure	Allocation	Desired Impact
Targeted Pupil Premium Teaching Groups in Maths, Reading and Writing	£30,305	To accelerate academic progress of targeted vulnerable children and to close gaps in attainment between them and their peers
Development of reading skills and enjoyment / engagement in books.	£3000	To develop early reading skills, engagement, curiosity and have access to high quality texts including in the home (KS1 and EYFS) – facilitating with resources Mini book clubs – facilitating with resources (KS2)
Targeted Early reading skills and phonics in Year 1 to close gaps for disadvantaged children	£2500	Closed gaps in reading and phonics in Autumn term 2020 Year 1.
Residential Educational Trip Subsidies	£1500	To enable PP children to take part in Residential to broaden life experience, promote team building and life skills, independence and social development.
Development of confidence, presentation and drama skills.	£5000 (Year 1)	Facilitating opportunity in school esp for disadvantaged children in construction of all-weater stage outdoors in woodland setting; Plays and materials bought or construction. Funding over 2 years allocation of £5000 x 2 years. Construction Spring 2021.
Supply manipulatives for Early and KS1 Maths to support learning	£300	Acceleration of lower achieving disadvantaged children in basic maths skills.
Educational Visit subsidies for disadvantaged children	£1000	To ensure full inclusion of disadvantaged children
Balance projected: £44,005 - £43, 605 (costs above) = £400 (held in reserve for additional resources as required)		