

Overview of the school

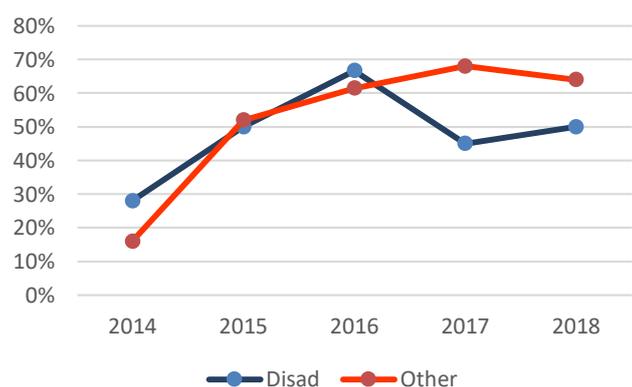
Number of pupils and pupil premium grant (PPG) received					
	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Total number of pupils on roll	453	455	391	400	367
Total number of pupils eligible for PPG	178	173	159	129	129
Amount of PPG received per pupil	£900	£1,300	£1,320	£1,320	£1,320
<b>Total amount of PPG received</b>	<b>£160,200</b>	<b>£227,500</b>	<b>£209,880</b>	<b>£170,280</b>	<b>£170,280</b>

Previous performance of disadvantaged pupils

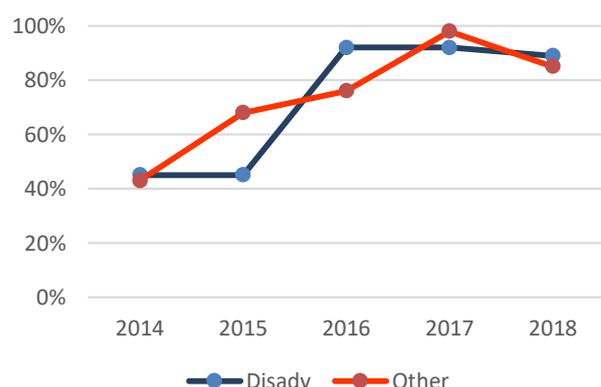
(pupils eligible for free school meals or in local authority care for at least six months)

	Groups	2015	2016	2017	2018
% GLD end of Reception	Disad	50%	66.7%	45%	50%
	Other	52%	61.5%	68%	64%
% Phonics – Y1	Disad	45%	92%	92%	89%
	Other	68%	76%	98%	85%

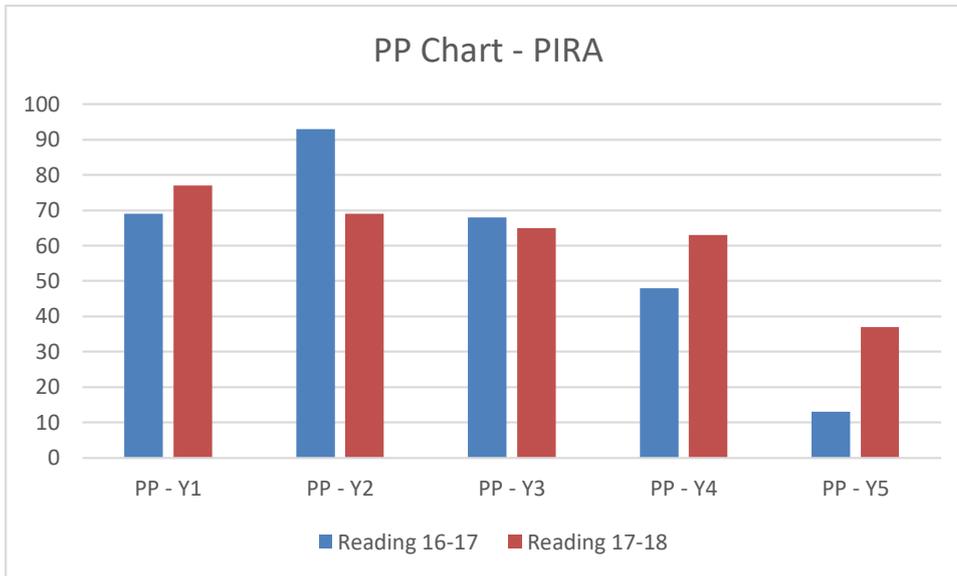
**GLD** - % of PP children achieving GLD increased by 5% this year



**Y1 Phonics** - % of PP children achieving the Phonics at the end of Y1 has been above national for the last 3 years



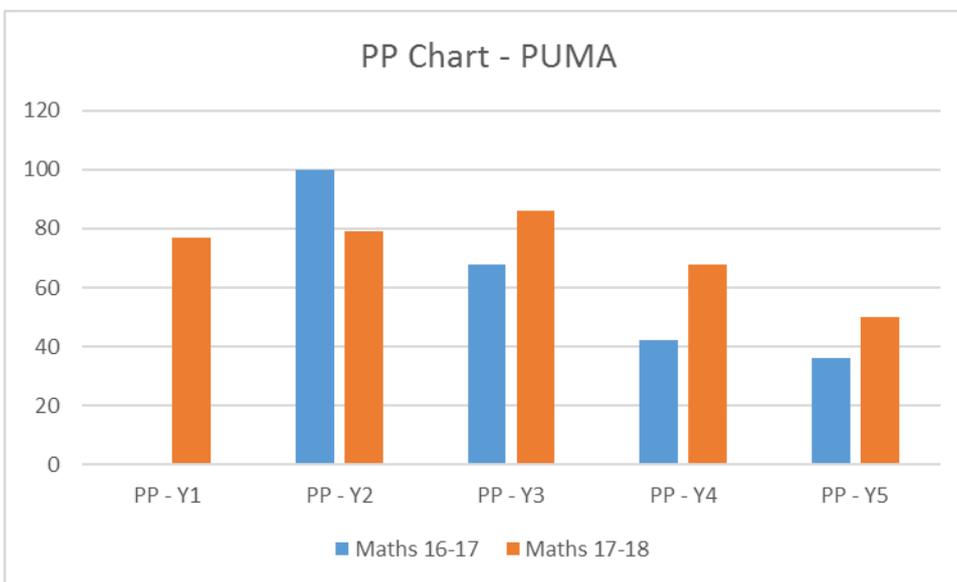
Of the 8 pupils identified as disadvantaged –4 achieved GLD.



The Reading Age Chart demonstrates the progress of PP children by year group, using the PIRA tests.

In 2017-2018 significant gains were made within Y1, Y4 and Y5.

Y2 percentages decreased by 24pp, whereas Y3 decreased by 3pp.



The Mathematics Age Chart demonstrates the progress of PP children by year group, using the PUMA tests.

In 2017-2018 gains were made within Y3, Y4 and Y5.

Y2 percentages decreased by 21pp, there is no comparative data for Y1 from the end of Reception.

The difference in test outcomes between Y1 and Y2 is mainly due to changes within PP children and the marked increase of knowledge needed in Y2. This will be a focus group for 2018-2019.

Statutory Data		2015	2016	2017	2018
% Yr2 pupils = reading at expected standard (previously APS)	Disad	12.91	44%	81%	43%
	Other	14.82	60%	61%	69%
% Yr2 pupils = writing at expected standard (previously APS)	Disad	12.30	52%	75%	50%
	Other	14.03	57%	68%	76%
% Yr2 pupils = maths at expected standard (previously APS)	Disad	12.83	56%	75%	64%
	Other	14.21	66%	74%	69%
% Yr6 pupils achieving expected standard in both English and maths	Disad	65%	14%	37%	38%
	Other	46%	23%	42%	35%
% of Yr 6 pupils achieving expected standard in Reading	Disad	81%	21%	52%	43%
	Other	69%	30%	45%	39%
% of Yr 6 pupils achieving expected standard in writing	Disad	81%	50%	59%	67%
	Other	73%	47%	67%	70%
% of Yr 6 pupils achieving expected standard in maths	Disad	69%	32%	41%	57%
	Other	54%	33%	48%	43%

Note: Grey columns denote standards and attainment based on different assessment criteria as such unable to compare previous data

Nature of Support 2017/2018			
Focus Area	% of spend	Focus:	Outcomes:
Focus on Learning in the curriculum	70%	<ul style="list-style-type: none"> <li>Interventions to increase ARE/progress</li> <li>Greater depth across school</li> </ul>	Through the PIRA/PUMA analysis it is evident that within KS2 there is a significant increase in the % of disadvantaged achieving the expected outcome. This is backed up by the Y6 outcomes which shows growth year on year in most areas (apart from reading)
Focus on developing a wider understanding of the world	8%	<ul style="list-style-type: none"> <li>Increasing cultural capital</li> </ul>	No quantitative data to measure this by.
Focus on social, emotional, health and wellbeing (SEHW)	18%	<ul style="list-style-type: none"> <li>Attendance</li> <li>SEND provision</li> <li>Active learning</li> <li>Healthy Eating</li> </ul>	There are currently 9% of disadvantaged classed as persistently absence (compared to 6% of whole school). A focus on improving attendance has led to a 14% increase in the number of children working at ARE.
Focus on families/Community	2%	<ul style="list-style-type: none"> <li>Financial support for families in crisis</li> <li>Supporting parents impact on learning</li> </ul>	No quantitative data to measure this by.

**Breakdown of PPG Expenditure 2017/2018**

Year Group	Item/Project	Cost:	Objective:	Focus:	Outcome:	Future Focus:
EYFS	1 x AVP	£15,000	To provide support and challenge to teachers across phase in order to improve Quality First teaching. Supporting in planning and providing coaching sessions and challenging teachers through regular pupil progress meetings.	Learning	Provision across EY is at least good, with all teachers working at least at Career Stage Expectation.  The gap between disadvantaged and other is 14%, a reduction of 9% on the previous year.	Focus on quality provision  Moderation  Accelerated progress
	1 x additional TA	£6000	To provide additional support in order to provide interventions in English and maths 40% of costs	Learning		Interventions for English and Maths
	ELKAN trained NNEB	£5,000	To provide additional support for children with speech and language needs with a focus on reading 25% of costs	Learning		SLCN support
	TOTAL COST FOR EY = £26,000 15% of PP					
KS1	1 x AVP	£15,000	To provide support and challenge to teachers across phase in order to improve Quality First teaching. Supporting in planning and providing coaching sessions and challenging teachers through regular pupil progress meetings. Release for 2 days = £15,000	Learning	Provision across KS1 is at least good, with growing elements of outstanding. All teachers working at least at Career Stage Expectation.  Phonics results show that over the last 3 years, disadvantaged pupils have outperformed other.	Interventions for English and Maths  Accelerated progress  Weekly coaching event  Focus on quality provision
	4 x TAs overtime for boosters	£4000	To provide additional support each week for small groups of children to boost outcomes at end of year. 100% of costs	Learning	At the end of Y2 the gap for disadvantaged has grown wider, however 50% of those classed as disadvantaged started after the beginning of Y1 and of this group 45% achieved ARE. Of the 50% that arrived before Y1, 55% are SEN. As a result disadvantaged data is down due to a range of issues.	Moderation  Focus on greater depth
	TOTAL COST FOR KS1 = £19,000 11% of PP					
LKS2	1 x AVP	£15,000	To provide support and challenge to teachers across phase in order to improve Quality First teaching. Supporting in planning and providing coaching sessions and challenging teachers through regular pupil progress meetings. Release for 2 days = £15,000	Learning	Provision across LKS2 is at least good, with growing elements of outstanding. All teachers working at least at Career Stage Expectation.  PIRA data shows an increase within Y4 for PP children and a levelling off in Y3. Whereas PUMA demonstrates an increase in both year groups.	Interventions for English and maths  Accelerated progress  Focus on reading  Weekly coaching event
	4 x TAs overtime for boosters	£4000	To provide additional support each week for small groups of children to boost outcomes at end of year. 100% of costs	Learning		Focus on quality first teaching  Focus on consistency

TOTAL COST FOR LKS2 = £19,000 11% of PP						
UKS2	1 x AVP	£15,000	To provide support and challenge to teachers across phase in order to improve Quality First teaching. Supporting in planning and providing coaching sessions and challenging teachers through regular pupil progress meetings. Release for 2 days = £15,000	Learning	Provision across UKS2 is at least good, with growing elements of outstanding. All teachers working at least at Career Stage Expectation.  PIRA and PUMA demonstrate an increase in the % of children working at ARE.  Within Y6 the SATs demonstrate that disadvantaged children are performing better than other in all but reading, where the gap is currently 3pp. The national average gap is 9%. The progress demonstrates higher than national gains for disadvantaged children: R =1.4, W = 3.9 and M = 3.8	Interventions for English and maths  Accelerated progress Weekly coaching event  Focus on quality first teaching  Focus on consistency
	4 x TAs overtime for boosters	£4000	To provide additional support each week for small groups of children to boost outcomes at end of year. 100% of costs	Learning		
TOTAL COST FOR UKS2 = £19,000 11% of PP						
Whole School	Educational Psychologist	£10000	To increase the number of visits to support our most vulnerable pupils and help to develop our capacity to provide quality education. 67% of costs	Learning	Additional time is utilised well in order to support the most vulnerable children achieve, and those who need an EHCP have one in place	Supporting T & L
	2 x Learning Mentors	£25,000	Focus on improving social, emotional behavioural skills and learning behaviours. 50% of costs	SEHW	90% green learning behaviour for the year	Improved learning and behaviour
	Securing acceleration in Maths	£5000	To develop a strong mental maths approach which engages and motivates children 50% of costs	Learning	Mental maths capacity increases as does the attitude towards maths	Supporting T & L
	Develop strategies for greater depth	£5000	Create greater understanding on how to teach for greater depth in reading, writing and maths 50% of costs	Learning	An increase in % of children working at GD; R = +7% M = +15%	Supporting T & L
	Educational Visits	£10,000	To increase engagement and enjoyment and put learning into a meaningful context.	Wider Understanding	Learning is contextualised through each class carries out 1 educational visit each term, linked to the topic in class.	Continue and link to widening vocabulary and non-fiction texts
	Enhancement Activities	£4000	To develop wider interests within curriculum 40% of costs	Wider Understanding	Increase in number of children attending after school clubs	Increase participation in the arts
	Clothing Allowance	£3,000	To provide financial aid to families in order to purchase school uniforms. All disadvantaged children receive a clothing allowance of £26 each year. 100% of costs	Families	Providing financial support to the most vulnerable families.	Supporting families
	Healthy Living	£8000 £3000	1. Providing support during lunch times to ensure children eat healthy meals 2. Free breakfast for children	SEHW	Children are better able to concentrate in class as they are well fed and fitter overall.	Healthy food
	Healthy Living	£20000	To improve active play in order to develop a greater understanding between activity and healthy living 40% of costs	SEHW	Active play is more prominent, with the vast majority of children active for at least 45 minutes a day	Reduction in % of obesity at Y6

	TOTAL COST FOR WHOLE SCHOOL = £93,000 55% of PP	
Total		£176,000