

## **Pupil Premium Strategy and Funding Report, September 2017.**

The pupil premium funding received has had a positive impact on the attainment and progress of our disadvantaged children.

### Attainment

#### Impact Statements for 2016-2017 Outcomes.

- Our KS2 disadvantaged children's attainment is higher than national average for all children in Writing and in line in Reading, Grammar and Science.
- Our KS2 disadvantaged gaps are much smaller than national average 2016 gaps.
- Our KS1 disadvantaged children's attainment is higher than national average for other children in all areas.
- Our KS1 disadvantaged/other 'in school gap' is closed in all areas.
- Our EYFS disadvantaged/other 'in school gaps' are small and much smaller than national gaps in all areas including GLD.

### Progress

#### Disadvantaged/Other Children 'In School Gaps' 2016-17.

2016/2017	Reading	Writing	Maths
Reception	+0.1	+0.3	0.2
Y1	0.0	+0.2	+0.1
Y2	+0.4	+0.1	0.1
Y3	1.0	0.6	1.0
Y4	+0.2	0.1	+0.1
Y5	0.0	0.2	+0.1
Y6	0.2	0.5	0.1

#### Evaluation of Progress and Attainment.

In the overwhelming majority of year groups and subjects, the impact of the pupil premium funding has been that the disadvantaged children have made better than a year's progress over the last academic year.

In almost every year groups the in school gaps in progress between our disadvantaged children and other children, have been closed or in a small number of groups.

In every year group in each subject, the percentage of disadvantaged children attaining age related expectations has increased from the previous year.

### **Our Strategy Moving Forward.**

The allocation for 2017/2018 is currently £205,000.

The funding is used to deploy extra teachers and teaching assistants strategically and effectively to improve the outcomes of our disadvantaged children.

#### **Spending by Year Group.**

- Rec. 2.5 FTE extra support staff to enable targeted intervention.
- Y1 1.0 FTE extra support staff to enable targeted intervention.
- Y2 0.8 FTE extra teacher support to enable targeted intervention.
- Y3 1.0 FTE extra support staff to enable targeted intervention.
- Y4 0.6 FTE extra teacher support and 1.4 FTE extra support staff to enable targeted intervention.
- Y5 0.8 FTE extra HLTA to enable targeted intervention.
- Y6 1.0 FTE extra teacher support and 1.0 FTE extra support staff to enable targeted intervention.

The main barriers to educational achievement that our disadvantaged children face include:

- low levels of literacy and numeracy in the home environment for some children;
- lower levels of support for learning from the home environment;
- low speaking and listening skills for many children;
- low resilience for many children;
- low concentration levels for many children;
- lower attendance for some children
- lower engagement levels for some children;
- lower levels of meta cognition for some children;

The allocation is to be spent on improving how we target our disadvantaged children's ability to:

- engage successfully in learning by themselves and collaboratively with peers;
- understand how to learn successfully with success criteria and modelled learning;
- respond positively to appropriately pitched, differentiated challenges;
- grapple with new tasks;
- respond to effective feedback, both verbal and written, given at the right time;
- deepen and explain their learning and thinking using Bloom's Taxonomy framework;
- love reading;
- complete homework;
- achieve successful outcomes in reading, writing and mathematics;

- apply their core skills across the curriculum.

The key strategy is to implement the above with quality first teaching, in smaller class size and/or group sizes. This is further supported by small group and/or individual tuition. Due regard is also taken to the appropriate use of resources including ICT to facilitate greater progress.

The impact of the pupil premium allocation is monitored and evaluated half termly by the head teacher and the middle leader from each year group. This process is challenged and supported by link governor school visits and termly reporting to the governing body.

This strategy will be reviewed in September 2018.