

Impact of Pupil Premium funding for 2018-19

Support for children receiving pupil premium funding is tracked regularly at teachers' pupil progress meetings. Pupil Premium cohorts are also on every agenda at Children and Learning governors' meetings. The expected outcomes for individual children in every year group are discussed and interventions and support are monitored. We have a 'no excuses' philosophy and adopt a flexible and resourceful approach - changing and adapting the support whenever needs or attitudes change. However, each child has a different starting point and different home circumstances. As such an individual approach is taken as opposed to targeting these pupils as a group. Some of the support for individual children cannot be measured numerically in the same way that the far reaching impact of a residential trip cannot be measured numerically.

We are confident that all children have made significant steps towards their goals both in academic attainment and in their social and emotional needs. In some cases children have not reached national expectations for their age but they have made progress from their initial starting points whether they move to a mainstream or special placement for their secondary education. Over the year approximately a third of the children entitled to PP funding were also on the SEND register for a specific learning or emotional need. Numbers of children vary and in cases where numbers are very low, one or two children can make a great impact on data. Numbers are not indicated to retain confidentiality.

Three overriding areas highlighted in our 2018-19 strategy were:

Target outcome	Approach	Success Criteria	Impact
1. Improved language and communication skills in EYFS	<ul style="list-style-type: none">• Forest School learning focusing on small group communication and collaborative learning.• Targeted interventions	Pupils enter KS1 with GLD meeting national expectations	GLD: 84%

<p>2. Accelerated progress for KS1 pupils</p>	<ul style="list-style-type: none"> • Children identified for booster sessions if necessary. • Speech and Language facilitator – WellComm targeted interventions • Booster teaching 	<p>Pupils make good progress from EYFS starting points</p>	<p>Y1 PHONICS (5 pupils): 80% Y2 retake PHONICS (1 pupil):</p> <p>KS1 SATS (6 pupils including 3 on SEND register): Reading: EXS+ 83% GD:17.5% Writing: EXS+ 50% GD: 17.5% Maths: EXS+ 50% GD: 17.5% RWM combined: EXS+50% GD:17.5%</p>
<p>3. Improved communication, language and social skills.</p>	<ul style="list-style-type: none"> • Speech and Language Facilitator • Whole school focus on oral curriculum (increased teacher talk) & high level questioning • Access to wider opportunities • Booster groups 	<p>Pupils participate fully in the extended curriculum and make good progress. Pupils achieve phonics in Y1 and expected/GD (according to ability in Y2/Y6)</p>	<p>KS2 SATS (5 pupils including 2 on SEND register) Reading: EXS+ 60% Writing: EXS+ 40% Maths: EXS+ 60% SPAG: EXS+60% RWM combined: EXS+60% Throughout KS2 PP children made at least expected progress in English and made at least expected progress in Maths (GL and SATS data)</p>
<p>4. Attendance</p>	<ul style="list-style-type: none"> • Engagement with HSLW • Engagement in extended curriculum • Prompt follow up with HT 	<p>Attendance for targeted individuals and group increases and is in line with peers.</p>	<p>Attendance has improved from last year.</p>

Notes:

- Attendance among the PP group has been below that of non PP peer group. This was pulled down by the low attendance of a few children who represent 24% of the PP group. Reasons for absence have ranged from extended absence due to hospitalisation and emotional needs. Families have received extensive support from HSLW and children have been supported by ELSA
- Boosters in Y6 had a positive impact with the gap closing between PP children and non PP. The children who have not achieved expected have specific learning needs and are on the SEND register. Previous higher attaining PP children have made good progress on their standardised scores.

2018-2019

KS2 Results (for children receiving PP funding (6 children))

Subject	Non PP children (expected +)	PP children (expected +)	Non- PP children achieving a high standard (%)	PP children achieving a high standard (%)	All children (average scaled score)	PP funded (average scaled score)	Non PP children unable to access test	PP funded unable to access test
Maths		60%		-			-	-
Reading		60%		-			-	-
GPS		60%		-			-	-
Writing (% achieving)		40%		-		-	-	

Joint Score R/W/M (% achieving)		60%		-		-	-	-
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KS1 Results (scores to be validated) for children receiving PP funding (7 children)

Subject	Non PP children (expected +)	PP funded achieving (expected +)	Non PP children achieving a high standard	PP children achieving a high standard	Non PP children unable to access test	PP funded unable to access test
Maths		50%		17.5%		17.5%
Reading		83%		17.5%		17.5%
Writing		50%		17.5%		17.5%
Joint Score R/W/M (% achieving)		50%		17.5%		17.5%