

## Pupil Premium Impact Assessment

### Academic Year 2017-18

|   |                                      |
|---|--------------------------------------|
| NOR   | 446                                  |
| Number and percentage of pupils eligible for PP funding | PP+Ever 6= 12%<br>Current pupils =9% |
| Academy Deprivation Index                               | 0.09                                 |
| Nominated member of EAB                                 | Ryan Stephenson                      |
| EAB PP Review dates                                     | Each EAB                             |
| Total Budget allocation                                 | £60,720                              |

### Outcomes of Previous Academic year

|                     |     |
|---------------------|-----|
| EYs (GLD)           | 50% |
| Key Stage 1 Reading | 63% |
| Key Stage 1 Writing | 50% |
| Key Stage 1 Maths   | 50% |
|                     |     |
| Key stage 2 Reading | 60% |
| Key stage 2 Writing | 80% |
| Key stage 2 Maths   | 60% |

**What does the data suggest for priorities for the next academic year?** (\*this requires you to identify whether any underachievement was cohort specific or a wider issue to be addressed in the following year)

- A more strategic approach to closing the gap between attainment of PPG children to all children – PPG children to be timetabled into interventions.
- Pupil and Family support worker to timetable PPG children for emotional and nurture support.
- Ensure all PPG families are aware of what is available from school – uniform, trips, music etc.
- Y1 phonic support to daily target PPG children (48% difference to all ch).

- KS1+KS2 PPG maths group intervention and resources to go home.

### Current Pupils

|  | <b>% Eligible</b> | <b>% LAP</b>   | <b>% MAP</b>   | <b>% HAP</b>   |
|--|-------------------|--|--|--|
| <b>Early Years</b>   | 2% (1 ch)         |  | 1 ch   |  |
| <b>Specific intervention need</b><br><b>Objective number 2,3,4,5,8</b>   |                   |  | Gap analysis and intervention related to GLD.<br>FPSW nurture time                               |  |
| <b>Y1</b>  | 8% (5 ch)         | 2 ch inc 1 x SEN   | 1 ch inc 1 x SEN   | 2 ch   |
| <b>Specific intervention need</b><br><b>Objective number 2,3,4,5,6,8</b> |                   | Daily intervention phonics plus resources home to support.<br>Daily reading<br>FPSW nurture time | Daily intervention phonics plus resources home to support.<br>Daily reading<br>FPSW nurture time | Greater depth intervention and challenges in core subjects<br>FPSW nurture time  |
| <b>Y2</b>  | 10 % (6 ch)       | 2 ch inc 1x SEN  | 2 ch   | 2 chn  |
| <b>Specific intervention need</b><br><b>Objective number 2,3,4,5,6,8</b> |                   | Gap analysis and specific interventions to close gaps<br>Daily reading<br>FPSW nurture time      | Gap analysis and specific interventions to close gaps<br>Daily reading<br>FPSW nurture time      | Greater depth interventions and challenges in core subjects<br>FPSW nurture time |
| <b>Y3</b>  | 12% (7ch)         | 2 ch inc 1 x SEN   |  | 5 ch   |
| <b>Specific intervention need</b>  |                   |  |  | Greater depth intervention and   |

|                                       |             |  |   |   |
|---------------------------------------|-------------|--|---|---|
|                                       |             | Gap analysis and specific interventions to close gaps<br>Daily reading<br>FPSW nurture time                                  |   | challenges in core subjects<br>FPSW nurture time  |
| <b>Objective number 2,3,4,6,7,8</b>   |             |  |   |   |
| <b>Y4</b>                             | 15% (9ch)   | 3 ch inc 2 x SEN   | 5 ch inc 2 SEN  | 3 ch  |
| <b>Specific intervention need</b>     |             | Social skills intervention   |   | Greater depth intervention and challenges in core subjects<br>FPSW nurture time                                 |
| <b>Objective number 2,3,4,6,7,8,9</b> |             | GES behaviour support worker.<br>Gap analysis and specific interventions to close gaps<br>Daily reading<br>FPSW nurture time | Gap analysis and specific interventions to close gaps<br>FPSW nurture time<br>Daily reading |   |
| <b>Y5</b>                             | 17% (10 ch) | 2 ch   | 4 ch  | 4 ch  |
| <b>Specific intervention need</b>     |             | Gap analysis and specific interventions to close gaps – comprehension.<br>Daily reading<br>FPSW nurture time                 | Gap analysis and specific interventions to close gaps<br>Daily reading<br>FPSW nurture time | GES behaviour support worker<br>Greater depth intervention and challenges in core subjects<br>FPSW nurture time |
| <b>Objective number 2,3,4,6,7,8</b>   |             |  |   |   |
| <b>Y6</b>                             | 10% (6 ch)  |  | 2 ch  | 4 ch  |

|                            |  |  |                               |  |
|----------------------------|--|--|-------------------------------|--|
| Specific intervention need |  |  | SATs boosters<br>FPSW nurture | Greater depth intervention<br>Director of Learning<br>FPSW nurture |
|----------------------------|--|--|-------------------------------|--|

**Additional Planned Use of Funding (Whole Academy)**

- **Uniform – top up from Extended Services Grant for children on Free School Meals.**
- **Milk – free for all children on Free School meals.**
- **After school clubs – 1 per half term.**
- **Music lessons – 1 instrument.**
- **School trips and residential – all paid for.**
- **Swimming – Y4 only.**
- **Family and Pupil Support worker.**

### Action plan

| Objective   | What will we do?  | How much will it cost?                     | How many pupils will benefit? | Who will be responsible      | What will success look like?  |
|-------------|---|--|-------------------------------|------------------------------|---|
| Objective 1 | Target interventions to address gap analysis delivered by TAs | £27,077                                    | All PPG ch across school      | Class teachers<br>TAs<br>SLT | Improved data to close the gap to all ch and national                 |
| Objective 2 | FPSW to support PPG children and families                     | £20,000                                    | All PPG ch across school      | Mrs Hector                   | Boxall Profiles and case study evidence                               |
| Objective 3 | Uniform grant for FSM chn                                     | £840 (42 x £20)                            | All FSM ch across school      | Laura Coles<br>Admin team    | All children in school uniform – equality for all                     |
| Objective 4 | Milk for FSM chn  | £168 (14 x £12)                            | All FSM ch EYFS and KS1       | Laura Coles<br>Admin team    | Well hydrated children.   |
| Objective 5 | After school clubs  | £2000                                      | All PPG ch across school      | Laura Coles<br>Admin team    | Equal opportunities for all ch. Ch taking part in events and shows.   |
| Objective 6 | Music lessons within the school day                           | £4200 (28 x £150)                          | All PPG ch across KS2         | Laura Coles<br>Admin team    | Equal opportunities for all ch. Ch taking part in concerts and shows. |
| Objective 7 | School trips including residential                            | £750 Y6 res<br>£1350 Y4 res<br>£4200 trips | All PPG ch across school      | Laura Coles<br>Admin team    | Equal opportunities for all ch.                                       |
| Objective 8 | Swimming  | £135                                       | All PPG ch in Y4              | Laura Coles<br>Admin team    | Y4 PPG ch will be able to swim 25m                                    |

|                |   |
|----------------|---|
| Review Feb 18  | <p><u>Successes</u></p> <ul style="list-style-type: none"> <li>- 100% of Y6 PPG children ARE in reading and maths (outperforming non PP)</li> <li>- Almost closed the gap in Y3 reading and writing results (R= 57% PP, 60% non PP. W= 57% PP, 62% non PP)</li> <li>- Y5 PP writers outperforming non PP</li> <li>- Y1, Y3 and Y6 PP outperforming non PP in maths (targeted intervention proving effective)</li> <li>- Letter sent to all PP families to ensure they are aware of entitlements</li> <li>- Y1 phonics screener PP score predicted to make 27% improvement on last year (33%-60%)</li> </ul> <p><u>Next steps</u></p> <ul style="list-style-type: none"> <li>- Continue to regularly monitor and evaluate use of interventions for PP chn and ensure these are strategically planned to match their specific needs. Spring 1 focus to close gap between PP and non PP in Y2, Y4 and Y5 maths</li> <li>- Continue to target Y1 phonics PP chn to bring in line with national (68% last year)</li> </ul> |
| Review June 18 | <p><u>Successes</u></p> <ul style="list-style-type: none"> <li>- 100% of Reception at GLD (50% increase)</li> <li>- 80% of Y1 passed phonics screener (47% increase)</li> <li>- 71% of Y2 at ARE maths (21% increase)</li> <li>- 100% of Y6 at ARE writing (21% increase)</li> <li>- 83% prediction for Y6 reading</li> <li>- 83% prediction for Y6 maths</li> <li>- PPG outperforming non-PPG in R, Y3, Y5, Y6</li> </ul> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> <li>- 1 child not passed phonics resit- ensure provision is in place in Y3</li> <li>- Y2 reading and writing scores- make key focus next year. Ensure interventions are in place and evaluated and regularly, feeding forward from data analysis</li> <li>- Continue targeted interventions from Head of Academy and Assistant Principal next year</li> </ul>  |