

Data Impact of Pupil Premium Provision 2016-2017

EYFS

| Percentage of PP EYFS pupils making a good level of development | | | | | |
|-----------------------------------------------------------------|----------|----------------|--------|----------|----------------|
| 2016 | | | 2017 | | |
| Cohort | School % | National FSM % | Cohort | School % | National FSM % |
| | | | 5 | 40 | 73 |

| Percentage of PP EYFS pupils making a good level of development | | | | | |
|-----------------------------------------------------------------|----------|----------------|--------|----------|-------------------|
| 2016 | | | 2017 | | |
| Cohort | School % | National FSM % | Cohort | School % | National Non PP % |
| | | | | | |

Key Stage 1

| Percentage of PP Year 1 pupils meeting the expected standard in the Year 1 Phonics Screening Check | | | | | |
|----------------------------------------------------------------------------------------------------|----------|-------------------|--------|----------|-------------------|
| 2016 | | | 2017 | | |
| Cohort | School % | National Non PP % | Cohort | School % | National Non PP % |
| 11 | 86 | 70 | 7 | 57 | 84 |

| Percentage of PP Year 2 pupils meeting the expected standard in the Year 2 Phonics Screening Check Re Takes | | | | | |
|-------------------------------------------------------------------------------------------------------------|----------|-------------------|--------|----------|------------|
| 2016 | | | 2017 | | |
| Cohort | School % | National non PP % | Cohort | School % | National % |
| 11 | 100 | 86 | 2 | 50 | NA |

| Percentage of PP Key Stage 1 pupils achieving expected standard or above in 2017 comparison with national all/other pupils | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------|----------|----------------------|---------|----------|----------------------|---------|----------|----------------------|
| Mathematics | | | Reading | | | Writing | | |
| Cohort | School % | National all/other % | Cohort | School % | National all/other % | Cohort | School % | National all/other % |
| 9 | 78 | 75/79 | 9 | 67 | 76/79 | 9 | 56 | 68/72 |

| Percentage of PP Key Stage 1 pupils achieving greater depth in 2017 Comparison with national all/other pupils. | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------|----------|----------------------|---------|----------|----------------------|---------|----------|----------------------|
| Mathematics | | | Reading | | | Writing | | |
| Cohort | School % | National all/other % | Cohort | School % | National all/other % | Cohort | School % | National all/other % |
| 9 | 11 | 21/23 | 9 | 22 | 25/28 | 9 | 11 | 16/18 |

Key Stage 2

| Percentage of PP Key Stage 2 pupils achieving expected standard in 2017 <u>comparison with National all/other pupils</u> | | | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------|----------|----------------------|-------------|----------|----------------------|---------|----------|----------------------|--------------|----------|----------------------|--------|----------|----------------------|
| Maths, Reading, Writing (TA) | | | Mathematics | | | Reading | | | Writing (TA) | | | SPAG | | |
| Cohort | School % | National All/other % | Cohort | School % | National All/Other % | Cohort | School % | National All/Other % | Cohort | School % | National All/Other % | Cohort | School % | National All/Other % |
| 10 | 40 | 67 | 10 | 70 | 75/80 | 10 | 50 | 71/77 | 10 | 60 | 76/81 | 10 | 60 | 77/82 |

| Percentage of PP Key Stage 2 pupils achieving greater depth in 2017 <u>comparison with National other pupils</u> | | | | | | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------|----------|----------------------|-------------|----------|----------------------|---------|----------|----------------|--------------|----------|----------------|--------|----------|----------------|
| Maths, Reading, Writing TA | | | Mathematics | | | Reading | | | Writing (TA) | | | SPAG | | |
| Cohort | School % | National all/other % | Cohort | School % | National all/other % | Cohort | School % | National FSM % | Cohort | School % | National FSM % | Cohort | School % | National FSM % |
| 10 | 0 | 11 | 10 | 0 | 23/27 | 10 | 20 | 25/29 | 10 | 56 | 68/72 | 10 | 10 | 31/36 |

Review of impact 2016-2017

| Desired Outcome | Impact of expenditure | Implication for future |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | <p>All staff are aware of PPG pupils, their needs and the purpose behind interventions. Appraisal objectives are pupil progress focused. Monitoring of teaching and learning demonstrated that PPG pupils are receiving relevant and effective interventions. Interventions reviewed frequently ensuring they remain purposeful.</p> <p>New interventions implemented following pupil progress reviews. Assessment judgements secured through internal and external termly moderation.</p> <p>Reading progress – between 87-100% of PPG pupils made expected or more progress in all but one year group.</p> <p>Writing progress – between 86-92% of PPG pupils made expected or more progress in all but two year groups.</p> <p>Maths progress – between 92-100% of PP pupils made expected or more progress in all but one year group.</p> <p>Attainment of PP pupils increased from 2016 to 2017 in both reading and maths at KS1. Attainment of PP pupils increased in maths at KS2. (* 2016 disadvantaged attainment was significantly higher than 2017 when RBD removed)</p> | <p>Continue to aspire to all PPG pupils achieving the expected standard or better.</p> <p>To continue to increase the percentages of PPG pupils making expected or better progress especially Y4/5 (2017-2018)</p> <p>Continue to review interventions regularly.</p> <p>Ensure all staff understand the new school tracking system (SPTO) implemented in September 2017 and how to interpret the progress of PP pupils.</p> <p>Continue to focus on the narrowing of the gap between PPG pupils especially boys.</p> |
| B | <p>20% of more able PP pupils achieved the higher standard in reading at the end of KS2. 22% of more able PP pupils achieved the higher standard in reading at the end of KS1 and 11% in both writing and maths.</p> | <p>Continue to increase the percentage of PP more able pupils achieving the higher standards at end of KS2 in particular writing and maths.</p> <p>Continue to monitor internal data and the progress of more able PP pupils in all year groups identifying needs and interventions.</p> |
| C | <p>57% of PP pupils achieved the required standard in Phonic screening test in Year 1. The decline in Y1 phonic results was reversed.</p> | |
| D | <p>The welfare and social/emotional well-being of PPG pupils is continually monitored and actions implemented to address need. Appropriate agencies in place and support monitored.</p> | <p>Address specific attendance and punctuality issues of identified pp pupils.</p> |

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| | Self esteem and aspirations raised. High levels of engagement Improved attitudes to learning and emotional resilience. Children feel safe and supported. | Continue to develop early help provision. |
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Appendix of evidence:

- A) Monitoring of teaching and learning. Pupil Progress Meeting summaries/actions/impact. PPG data summaries with and without RBD data. * does not include RBD impact.
- B) ASP 2017
- C) KS1 Phonic results. ASP 2017
- D) DSL/SENCO Interventions. Pupil questionnaires. Monitoring reports. Cohort Logs. PPG data summaries