

Review of pupil premium spend 2016/17

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. In 2016/17 schools received an allocation of £1,320, pupil premium funding for each child registered as eligible for free school meals at any point in the last 6 years. The total received was £85,800. In our school this money is allocated to initiative to ensure pupils learn and achieve well, both academically and socially.

KS1 2017	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving EXS or above in reading	58%	100%
% achieving EXS or above in writing	42%	85.7%
% achieving EXS or above in maths	58%	92.9%
KS2 2017		
% achieving EXS or above in reading, writing and maths	22.2%	62.5%
% achieving EXS or above in reading	33.3%	87.5%
% achieving EXS or above in writing	88.9%	75%
% achieving EXS or above in maths	55.6%	75%

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Impact and next steps</i>
A.	Improve oral language skills for pupils eligible for PP in Nursery and Reception	Pupils eligible for PP in Reception and Nursery make rapid progress by the end of the year so that high % of pupils eligible for PP achieve GLD	75% of Pupil Premium (4) children (3) achieved GLD diminishing the gap at the end of EYFS with all nationally at GLD. Pupil premium children in the school also performed better than Non Pupil premium children at GLD. This is a significant increase from the previous year. 3 of the 4 children were travellers and 2 of the travellers got GLD. Gap at the end of EYFS diminished EYFS Early identification of pupils needs with the Foundation stage and appropriate and timely intervention has meant the % of PP pupils achieving a GLD has risen from 0% in 2014 to 75% in 2017.

			Next Steps continue and increase extra support to ensure that the following year group is able to succeed through early intervention.
B.	To Improve outcomes in all subjects for PP pupils in KS1.	Pupil in line or above National outcomes for KS1 EXS in Reading, Writing and Maths.	Pupil Premium children attained less well than their national counterparts and all nationally in all areas, however the percentage of pupil premium children achieving the expected standard at the end of KS1 increased from the previous year in all areas reducing the gap in 2017 with national from that which was present in 2016. Five new pupil premium children entered this year group during Year 2 with a variety of needs. Next Steps monitor new admissions now in KS2 to ensure attainment and progress in line with national.
C.	To increase the % of children working at age related expectations and above, in reading, Maths and particularly writing.	Pupils are given additional support throughout KS2 so that gaps identified can be caught up and pupils can make accelerated progress.	88% of PP children in KS2 achieved EXS in writing against 77.9% of non-PP children, showing that interventions in writing in KS2 had had a significant impact. Targeted children who had quality one to one in reading for whole year show an improvement in attainment. Next Steps Apply rigorous targeted interventions to Maths and reading in KS2. PP Lead to monitor, review and revise interventions.
D.	To ensure fair access and inclusion in extra-curricular clubs and educational visits.	100% of PP pupils accessing at least one extra-curricular club and participating in school visits.	Provision map shows that all pupil premium children attend at least one club and participate in school visits during the year. Some children who are from the GRT community do not access visits which are far away from the school despite encouragement to do so. Next Steps Continue to build relationships with GRT families and encourage use of in particular booster after school classes for Y6.
E.	To provide swift support when needed for vulnerable families and children.	Improvement in pupils' social-emotional well-being with impact on attendance, behaviour, progress and outcomes.	Families offered quality support and parent voice shows appreciation of this and case studies showing positive impact on behaviour, attendance and progress. Next Steps families who find it difficult to engage to be offered further support.

F.	Improvement of attendance and punctuality rates for PA pupils. Includes significant number of GRT pupils.	Reduction in number of PA pupils.	Despite some extremely low attendance rates in the PP/GRT group attendance of PP children who are not PP showed an improvement in Y2. Next Steps build on good practice, monitor attendance. Use of Collegiate EWO to specifically link with families and target attendance.
G.	High aspirations and expectations of what pupils can achieve at Primary level and beyond are in place for all pupils.	All pupils have high aspirations for themselves and what to achieve and reach their full potential irrespective of any barriers.	All staff have encouraged children to aim high and sustained a Science/Space topic throughout the year with strong links to the Tim Peake Primary Project, PP children were enthused and pupil voice shows a high level of enthusiasm for widening their boundaries and expectations. Family's invited in to school as part of STEM week and for other learning activities – very positive feedback. Next Steps To map curriculum to ensure career opportunities can be discussed and highlighted linked to aspects of the curriculum throughout the year. More regular opportunities for family involvement planned including pre-Nursery sessions in summer term.