

Pupil Premium 2017-2018 Evaluation of Impact

Year 6 results

		Attainment				Progress	
	Pupils	Average Scaled Score (Re, Ma)		% Expected standard + (Re, Wr, Ma)		Average Scaled Score (Re, Ma)	% Expected standard + (Re, Wr, Ma)
		WJS	National	WJS	National	WJS	WJS
Disadvantaged	26	105.2	102.2	62%	51%	+3.2	+10%
Non disadvantaged	36	106.2		75%		+3.9	+18%

	Attainment		
	Reading	Writing	Maths
% of disadvantaged children working at expected +	81%	73%	88%
% of non-disadvantaged children working at expected +	81%	81%	89%

Evaluation of PP Grant spending

Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG and comment
1. Maths Interventions 1.1 Maths Booster MA and HA children for years 5 and 6	Hannah Duffy – Maths Subject Lead 1.1 Tina Gardner – Maths Teaching Assistant	1.1 Raise achievement and progress of children identified as at risk of not	1.1 Year 6 group 100% achieved the expected standard (EXS). 58% achieved greater depth (GDS). Average scaled score 107.	£21,032.96	Attainment and progress data very positive. Claire Johnson's role to be modified due to 3 form intake in year 3 in 2018-19. Claire

1.2 Maths support for Year 3	1.2 Claire Johnson – specialist teacher	<p>achieving age related expectations in maths</p> <p>1.2 Close the gap for key children in year 3 to allow better access to maths within the classroom. Key focus – use of language in maths.</p>	<p>Year 5 group– average progress per child 7.8 APS</p> <p>1.2 Children in receipt of the support made on average 6APS from baseline.</p>		<p>to teach a year 4 group unable to access the curriculum and support years 4 and 5 through maths intervention.</p> <p>To continue with the above modifications 2018-19.</p>																																																																								
2. English Interventions	Teaching assistants Yvonne Small - SENCo	Close gaps in attainment for key children through a variety of different interventions.	<p>Impact often seen in writing attainment later in school but most children made progress + AIR points</p> <table border="1" data-bbox="1093 772 1550 1299"> <thead> <tr> <th colspan="6">2017-18</th> </tr> <tr> <th colspan="3">Reading</th> <th colspan="3">Writing</th> </tr> <tr> <th>AIR from KS1- KS2</th> <th>No. of Chn</th> <th>+/-</th> <th>AIR from KS1</th> <th>No. of Chn</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>+11</td> <td>2</td> <td>-1</td> <td>+6</td> <td>1</td> <td>-6</td> </tr> <tr> <td>+13</td> <td>3</td> <td>+2</td> <td>+9</td> <td>3</td> <td>-3</td> </tr> <tr> <td>+14</td> <td>4</td> <td>+2</td> <td>+11</td> <td>1</td> <td>-1</td> </tr> <tr> <td>+15</td> <td>1</td> <td>+3</td> <td>+12</td> <td>1</td> <td>0</td> </tr> <tr> <td>+16</td> <td>1</td> <td>+4</td> <td>+13</td> <td>3</td> <td>+1</td> </tr> <tr> <td>+18</td> <td>2</td> <td>+6</td> <td>+16</td> <td>4</td> <td>+4</td> </tr> <tr> <td></td> <td></td> <td></td> <td>+17</td> <td>1</td> <td>+5</td> </tr> <tr> <td></td> <td></td> <td></td> <td>+18</td> <td>1</td> <td>+6</td> </tr> <tr> <td></td> <td></td> <td></td> <td>+19</td> <td>1</td> <td>+7</td> </tr> </tbody> </table>	2017-18						Reading			Writing			AIR from KS1- KS2	No. of Chn	+/-	AIR from KS1	No. of Chn	+/-	+11	2	-1	+6	1	-6	+13	3	+2	+9	3	-3	+14	4	+2	+11	1	-1	+15	1	+3	+12	1	0	+16	1	+4	+13	3	+1	+18	2	+6	+16	4	+4				+17	1	+5				+18	1	+6				+19	1	+7	£11,810.89	To continue 2018-19
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3. SAT support for Year 6	Claire Johnson – specialist teacher	Close the gap and extension for key children in maths and reading.	<p>Maths group – 100% achieved the expected standard (EXS). 60% achieved greater depth (GDS) Average scaled score 104.4.</p> <p>Reading group – 90% achieved the expected standard (EXS). 60% achieved greater depth (GDS). Average scaled score 104.4.</p>	£4,520.04	<p>Attainment and progress data very positive.</p> <p>To continue 2018-19</p>
5. School trips, residential, swimming and clubs	Richard Hatt - headteacher	<p>To provide financial support to ensure that all children are able to attend school trips, year 6 residential, attend swimming in year 3 and access outside of school clubs.</p> <p>All children, who wished to go, attended trips and the year 6 residential.</p> <p>All year 3 children went swimming.</p> <p>We offered where requested a percentage of the overall cost of trips.</p>	<p>In year 6, children accessed a range of team building activities and forged positive relationships with staff by attending a residential.</p> <p>Gifted and able children from a financially disadvantaged background accessed activities.</p> <p>PP children were prioritised on subsidised and fully funded trips and activities donated to the school. E.g. Train trip to Weymouth donated by GWR.</p>	£5318.14	<p>Year 6 residential a huge success – real focus on team work.</p> <p>To continue 2018-19</p>
6. Family Support Worker	Bev Hall Richard Hatt	Referrals from parents and the head teacher for families who are	All families are more engaged with the school.	£4597	To continue 2018-19

		under pressure from poor relationships, finances or housing.	Families functioning more effectively at home. Children are more motivated and perform better in class. Greater liaison with the Infant School to have joint responses for families.		
7. Speech and Language Therapy (SALT)	Mandy Illsley – teaching assistant Yvonne Small - SENCo	Individual programmes tailored to children’s need to develop speech and language skills in line with ARE or agreed individual developmental goals	10/15 targets achieved – further targets set 5/15 targets achieved – targets achieved	£5896.80	To continue 2018-19
8. SPARKS	Yvonne Small - SENCo Dawn Parkinson - TA	To improve gross/fine motor skills and co-ordination/ in line with ARE and development. Programmes developed by OT in most cases	10/10 Physiotherapy targets met and extended where necessary All children developed further skills - 100% improvement.	£3814.20	To continue 2018-19
9. ELSA	Yvonne Small - SENCo Anne Spaul - TA Kerry Ross – TA Clare White - TA	To develop key children’s emotional literacy skills, support during emotional difficulties, provide nurture and to establish positive, trusting adult relationships	15 children in total <ul style="list-style-type: none"> • 9/15 achieved targets and were all signed off • 6/15 achieved targets and moved on to further targets 	£6060.60	To continue 2018-19

10. CPD	All staff	<p>Disadvantaged and Vulnerable Learner Leads Network. Highest level of training available. Both external training and internal.</p> <p>Headteacher was asked by the LA to provide training for disadvantaged learners across the county. Resource has been published on the LA website.</p>	<p>Pupil Premium lead up to date with latest initiatives and strategies to support disadvantaged learners.</p> <p>The number of children receiving interventions increased due to an increase in pupil numbers.</p>	£5,311.21	To continue 2018-19
11. Additional Teacher	Richard Hatt	<p>Teacher and pupil ratio to be maintained at high levels.</p> <p>To allow quality first teaching to take place by spreading out behaviour and SEN needs.</p>	<p>Behaviour of children within each class improved as a result of being separated out.</p> <p>No permanent exclusions since 2015/16. Only 3 fixed term exclusions 2017-18. The number of hall detentions reduced.</p> <p>SEN targets and needs are more manageable.</p> <p>Reduction in high tariff SEN numbers.</p> <p>School overall results show that disadvantaged children have out-performed non-disadvantaged children.</p>	£55952.26	To continue 2018-19 but be reviewed again January 2019.

12. Additional Teaching Assistants	Additional CNRB TA's. Additional year group and intervention TA's	Additional support for complex behavioural needs within year groups. To allow and ensure quality first teaching. Maximum support offered to disadvantaged learners. High level of pastoral support and nurturing required based on high SEN and Disadvantaged pupil numbers.	Behaviour of children within each class improved as a result of being separated out. No permanent exclusions since 2015/16. Only 3 fixed term exclusions 2017-18. The number of hall detentions reduced. SEN targets and needs are more manageable. Reduction in high tariff SEN numbers. School overall results show that disadvantaged children have out-performed non-disadvantaged children.	£28546	To continue 2018-19
13. Mentoring	Teaching staff	To increase aspirations and build strong relationships. To improve attendance, attainment and progress	Strong relationships built with children. Behaviour improved. Overall school attendance improved.	£807.69	To continue 2018-19
14. Disadvantaged and attendance lead	Eleanor Flynn – Senior Teacher	Monitoring, development and implementation of school policy.	Overall school attendance improved by 0.1%. Profile of attendance raised with whole school community.	£2247.22	Lead on maternity leave for the majority of the academic year. Returned to work September 2018.

			School Attendance Meetings held to hold parents and children to account.		To continue 2018-19
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