



Pupil Premium 2018-2019 Evaluation of Impact

Year 6 results 2018-19

Average Progress Scores						
	Reading		Writing		Maths	
	Local Authority	WJS	Local Authority	WJS	Local Authority	WJS
Disadvantaged (30)	-0.81	+1.6	-1.26	+0.9	-1.77	+1.3
Non disadvantaged (29)	+0.31	+1.0	-0.21	+2.8	-0.48	+2.8

	Attainment						Progress	
	Average Scaled Score (Re, Ma)		% Expected standard + (Re, Wr, Ma)		% Higher Standard (Re, Wr, Ma)		Average Scaled Score (Re, Ma)	% Expected standard + (Re, Wr, Ma)
	WJS	National	WJS	National	WJS	National	WJS	WJS
Disadvantaged (30)	102.9	101.5	60%	51%	10%	5%	+1.2	+13%
Non disadvantaged (29)	105.6	105.7	72%	71%	17%	13%	+1.9	+13%

	Attainment		
	Reading	Writing	Maths
% of disadvantaged children working at expected +	74%	70%	67%
% of non-disadvantaged children working at expected +	81%	72%	81%
Ave scaled score disadvantaged	101.7	99.5	101.6
Ave scaled score non disadvantaged	104.1	102.4	106.8

Year 3, 4 and 5 results 2018-19

Year Group	Reading Ave AIR Points Progress				Writing Ave AIR Points Progress				Maths Ave AIR Points Progress			
	3	4	5	6	3	4	5	6	3	4	5	6
Disadvantaged	1.4	5.3	2.8	4.3	1.6	3.4	2.7	5.2	3.4	3.2	5.2	3.2
Non Disadvantaged	2.3	4.1	2.7	2.1	2.0	2.8	3.0	4.8	1.8	3.3	4.9	3.0

Attendance 2018-19

	Whole School	Disadvantaged
Attendance	95.12%	94%
Absence	4.88%	6%
Authorised/non-authorised	3.43%/1.45%	4.2%/1.8%

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 achieving age related expectations in maths	1.1 Year 6 group 74% achieved the expected standard (EXS) or higher. 19% achieved greater depth (GDS). Average scaled score 103. Year 5 group– average progress per child 6 APS	£20,528.06	Attainment and progress data very positive. To fit with timetabling issues and the year 5 maths group will have support from Tina Gardner. Maths booster to continue 2019-20

1.2 Maths support for Year 4	1.2 Claire Johnson – specialist teacher	1.2 Close the gap for key children in year 4 to allow better access to maths within the classroom. Key focus – use of language in maths.	1.2 Children in receipt of the support made on average 3.5APS.																																																																										
2. English Interventions	Teaching assistants Yvonne Small - SENCo	Close gaps in attainment for key children through a variety of different interventions.	Impact often seen in writing attainment later in school but most children made progress + AIR points <table border="1" data-bbox="1088 635 1550 1235"> <thead> <tr> <th colspan="6">2018-19</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>+9</td> <td>1 (MP)</td> <td>-3</td> <td>+8</td> <td>1 (DC)</td> <td>-4</td> </tr> <tr> <td>+10</td> <td>1 (AO)</td> <td>-2</td> <td>+10</td> <td>1 (AO GD)</td> <td>-2</td> </tr> <tr> <td>+11</td> <td>1 (GT)</td> <td>-1</td> <td>+12</td> <td>2</td> <td>0</td> </tr> <tr> <td>+12</td> <td>2</td> <td>0</td> <td>+14</td> <td>1</td> <td>+1</td> </tr> <tr> <td>+15</td> <td>3</td> <td>+3</td> <td>+15</td> <td>3</td> <td>+3</td> </tr> <tr> <td>+17</td> <td>2</td> <td>+5</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></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19						Reading			Writing			AIR from KS1-KS2	No. of Chn	+/-	AIR from KS1	No. of Chn	+/-	+9	1 (MP)	-3	+8	1 (DC)	-4	+10	1 (AO)	-2	+10	1 (AO GD)	-2	+11	1 (GT)	-1	+12	2	0	+12	2	0	+14	1	+1	+15	3	+3	+15	3	+3	+17	2	+5	+17	1	+5				+18	1	+6													£11,810.89	To continue 2019-20
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3. SAT support for Year 6	Claire Johnson – specialist teacher	Close the gap and extension for key children in reading.	87% achieved the expected standard (EXS) or higher. 14% achieved greater depth (GDS). Average scaled score 104.	£4,520.04	Attainment and progress data very positive.																																																																								

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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>	£4,000	<p>Year 6 residential a huge success – real focus on team work.</p> <p>To continue 2019-20</p>
6. Family Support Worker	Bev Hall Richard Hatt	Referrals from parents and the head teacher for families who are under pressure from poor relationships, finances or housing.	<p>All families are more engaged with the school.</p> <p>Families functioning more effectively at home.</p> <p>Children are more motivated and perform better in class.</p> <p>Greater liaison with the Infant School to have joint responses for families.</p>	£4597	To continue 2019-20

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	10/10 targets achieved at each review – further targets set	£3120	To continue 2019-20
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	6/10 physio targets met and extended where necessary. All children developed further skills – 100% improvement	£785	To continue 2019-20
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	30 children in total <ul style="list-style-type: none"> • 17 /30 achieved targets and were all signed off • 13 /30 achieved targets and moved on to further 	£8,562	To continue 2019-20
10. CPD	All staff	Disadvantaged and Vulnerable Learner Leads Network. Highest level of training available. Both external training and internal.	Pupil Premium lead up to date with latest initiatives and strategies to support disadvantaged learners. The number of children receiving interventions increased due to an increase in pupil numbers.	£3,000	To continue 2019-20
11. Additional Teacher	Richard Hatt	Teacher and pupil ratio to be maintained at high levels.	Behaviour of children within each class improved as a result of being separated out.	£41,824	To continue 2019-20

		<p>To allow quality first teaching to take place by spreading out behaviour and SEN needs.</p>	<p>No permanent exclusions since 2015/16. 5 fixed term exclusions 2018-19 – all the same child. 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>For progress the school's overall results show that disadvantaged children have out-performed non-disadvantaged children.</p>		
12. Additional Teaching Assistants	<p>Additional CNRB TA's.</p> <p>Additional year group and intervention TA's</p>	<p>Additional support for complex behavioural needs within year groups.</p> <p>To allow and ensure quality first teaching.</p> <p>Maximum support offered to disadvantaged learners. High level of pastoral support and nurturing required based on high SEN</p>	<p>Behaviour of children within each class improved as a result of being separated out.</p> <p>No permanent exclusions since 2015/16. 5 fixed term exclusions 2018-19 – all the same child. 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>For progress the school's overall results show that disadvantaged</p>	£23,301	To continue 2019-20

		and Disadvantaged pupil numbers.	children have out-performed non-disadvantaged children.		
13. Mentoring	Teaching staff	To increase aspirations and build strong relationships. To improve attendance, attainment and progress	Strong relationships built with children. Behaviour improved. Attendance of key children improved.	£807.69	To continue 2019-20
14. Disadvantaged and attendance lead	Eleanor Flynn – Senior Teacher	Monitoring, development and implementation of school policy.	Profile of attendance maintained with whole school community. School Attendance Meetings held to hold parents and children to account. Children with good attendance celebrated.	£3,364.31	Attendance lead changed part way through the year. Handover of attendance to Deputy head to take place next academic year. Disadvantaged lead to continue 2019-20