

Pupil Premium: end of academic year 2016-17.

NOR: 171 PPG: 13 %: 8%

No PP in EYFS or KS1.

Some PPG children are also registered as SEND or have other agency involvement:

Y3: 1 x SEND

Y4: 1 x SEND

Y5: 3 x SEND

Y6: 1 x PEP

1 x other agencies

54% of PP total.

Provisions have been as follows:

Autumn term -

In-class HLTA or TA support for maths and English, Precision teach, Social Stories, Better reading Partners (BRP), Power of 2 maths, Wider Opportunities Music, school and class trips.

Spring term -

As Autumn but re-timetabled, plus Nurture group, Booster class (1:1 Virtual head - to start 23.3.17), phonics tuition, Circle of Friends, writing (precision teach), reading/spelling (1:1 precision teach), class trips, residential (years 4 and 6)

Summer term -

As Spring up to half term only.

Impact is measured at the end of term following Rising Stars Assessments and recorded on the whole-school provision map and the PPG document.

At the end of Autumn term, impact was not what we had hoped for. We re-timetabled our support staff to enable more consistent (although less often) in-class support. We negotiated a change of hours (not the amount) for one TA so that interventions do not impact on the teaching of phonics/spelling or guided reading in the mornings.

One pupil has received extra funding from the Virtual School to enable 1:1 booster classes for SATs practice. This started on March 23rd and continued after Easter break, up to SATs. The focus was then on writing up to June followed by reinforcement of maths basic skills in number, plus reinforcement of work carried out in science/DT, plus reading interviews.

Impact has been less than we had planned. We feel we have tried to spread ourselves too thinly and input too great a number of interventions. This has lessened overall impact.

Progress

Y6: (1 child joined school in March 2017)

Reading: 67% of pupils improved or stayed at the same level.

Writing: 100% of pupils were teacher assessed at the same level by the end of the year.

Spelling: 100% of pupils have improved.

Grammar: 100% of pupils gained fewer marks.

Maths: 100% of pupils improved.

Y5:

Reading: 100% of pupils stayed at the same level but increased their scores. 60% of pupils improved

Writing: 80% were teacher assessed at the same level. 20% achieved a higher level.

Spelling: 80% increased their score and stayed at the same level. 20% achieved a higher level.

Grammar: 80% stayed at the same level. 20% dropped a level.

Maths: 80% stayed at the same level and gained fewer marks. 20% dropped a level.

Y4:

Reading: 100% stayed at the same level with the same marks (1 child 1 mark less)

Writing: 100% stayed at the same level.

Spelling: 100% improved their score. 50% achieved a higher level.

Grammar: 100% achieved the next level.

Maths: 100% stayed at the same level with increased scores.

Y3:

Reading: 67% stayed at the same level. 33% achieved the next level.

Writing: 100% were teacher assessed at the same level.

Spelling: 100% stayed at the same level.

Grammar: 67% stayed at the same level. 33% achieved the next level.

Maths: 100% stayed at the same level. 33% gained fewer marks.

The proposal for PP spend in 2017-2018

PP money will be directed towards part funding for a 0.5 teacher in Y6 for 5 mornings per week. 50% of the school's PP children are in year 6 (2017-18) and will be taught in a group of 8 by the 0.5 teacher for spelling/phonics, guided reading and maths. This will provide targeted support for lower attaining and PP children in their end of key stage two SATs year.