

Pupil Premium Overview 2018/19

Year group	Number of pupils	PPG Pupils	PPG %
Nursery	26	8	31%
Reception	26	6	23%
Year 1	31	13	42%
Year 2	39	14	36%
Year 3	36	22	61%
Year 4	35	15	43%
Year 5	44	22	50%
Year 6	38	23	61%
TOTAL	275	123	45%

Common barriers identified	Budget for this area
1. Social and emotional	£82,500
2. Communication, speech & language	£16,450
3. Lower progress and attainment in reading, writing & maths	£37,800
4. Lower aspirations	£5,000
5. Limited access to wider experiences	£6,305
6. Attendance & punctuality	£21,035
Additional budget areas: * SENCo (assessing children, organising programmes, monitoring impact) * Staff CPD / training & release time for progress meetings * DHT Management time	£6,550 (20% of SENCo time) £5000 £4,750 (10% of DHT time)
Total indicative PPG grant : £185,291	Total budgeted : £185,390

Outcomes : 2017/18						
EYFS: (14 out of 32 children were PPG)	Subject	Reaching expected standard				
		PP	Non-PP			
	Good Level of Development	57%	50%			
Phonics: (14 out of 37 children were PPG)	Subject	Reaching expected standard		Average mark		
		PP	Non-PP	PP	Non-PP	
	Year 1 screening	71%	91%	31	35	
KS1: (18 out of 35 children were PPG)	Subject	ARE+		Greater depth		
		PP	Non-PP	PP	Non-PP	
	Reading	50%	53%	17%	12%	
	Writing	28%	41%	11%	18%	
	Maths	50%	65%	6%	18%	
KS2: (26 out of 46 children were PPG)	Subject	Progress		Attainment		
		PP	Non-PP	PP	Non-PP	
	Reading	-4.53	1.24	42%	77%	
	Writing	-1.67	2.97	50%	77%	
	Maths	-2.79	-0.28	42%	55%	
Internal progress tracking [where expected progress = 3 steps per year]:						
Subject	Reading progress		Writing progress		Maths progress	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Year 1	+3.4	+3.5	+2.9	+3.6	+3.7	+3.8
Year 2	+2.2	+2.4	+2.0	+2.2	+2.6	+2.8
Year 3	+2.3	+2.3	+2.8	+2.9	+1.5	+2.4
Year 4	+1.4	+1.4	+2.5	+2.2	+1.8	+2.1
Year 5	+1.8	+2.7	+3.3	+4.6	+3.2	+3.4
Year 6	+3.0	+3.5	+3.7	+4.1	+2.8	+2.9

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Common barriers	Evidence base - how barrier has been identified	Strategies to address barrier & planned spending
1. Social and emotional	<ul style="list-style-type: none"> 75% children currently CIN are pupil premium (when they make up only 42% of school) Of those identified for counselling, 13 out of 16 (82%) are PP Family Support Worker stats - 69% of families currently working with have PP children Individual needs identified by staff, based on knowledge of children, family histories & home situations 	<ul style="list-style-type: none"> Counselling TA & Family Support Worker led intervention (Protective Behaviours, Happy To Be Me, Wise Behaviour, Bright Stars) Nurture Group Friendship groups Additional 1-1 support for identified children Sensory circuits <p style="text-align: right;">BUDGET FOR THIS AREA : £82,500</p>

Actions to address this barrier:

Support / intervention programme	Year group & number of children involved	Staff delivering programme	Impact measure	Outcome / evaluation
Counselling	Y3 x 3 Y4 x 3 Y5 x 1 Y6 x 6	CR, KA-T	Staff, parents & children questionnaires show improved emotional resilience and learning behaviours. This results in improved academic performance (but may not be seen this year)	Average progress [cohort average in brackets]: Y3 - R +1.3 [+2.2]; W +1.3 [+2.0]; M +1.7 [+2.9] Y4 - R +2.7 [+2.4]; W +1.7 [+2.0]; M +3.3 [+2.9] Y5/6 - R +4.1 [+3.6]; W +3.4 [+3.2]; M +3.4 [+3.3]
Nurture Group	Y1 x 5 Y2 x 2 Y3 x 1 (outreach)	JR, SH	Staff, parents & children questionnaires show improved social skills. Progress in all areas is at least in line with cohort average (would not achieve this without support).	Average progress [cohort average in brackets]: Y1 - R +3.8 [+3.8]; W +2.8 [+3.2]; M +3.8 [+3.7] Y2 - R +1.5 [+3.1]; W +2.0 [+2.7]; M +2.5 [+3.0] <i>Staff changes & needs of lower ability Y1 group led to changes in provision - will not continue in this form in 2019/20.</i>
Bright Stars, Happy to be me, Wise behaviour	Y1 x 6 Y2 x 5 Y3 x 7	NL	Staff, parents & children questionnaires show improved emotional resilience and learning behaviours. This results in improved academic performance (but may not be seen this year)	Year 3s showed shift in mindset, with more positive self-image, & staff reported strong improvement in learning behaviours in 2 children whose behaviour had previously been quite negative. Y1s found it harder to show / verbalise impact.
Protective behaviours	Y2 x 3 Y3 x 2 Y4 x 5 Y5 x 6 Y6 x 6	CM, NL	Staff, parents & children questionnaires show improved emotional resilience and learning behaviours. This results in improved academic performance (but may not be seen this year)	Child questionnaires show more positive self-image (shift from language like 'naughty', 'clumsy', 'sad' to more frequent use of 'funny', 'happy', 'clever' to describe themselves). They feel they know how to make good decisions as they grow.
Sensory circuits	Y3 x 3	TB, JR, MS	Staff & children questionnaires show improvements in self-esteem, focus (particularly in first session of the day), physical skills & coordination	Children very enthusiastic about sessions - enjoy taking part & keen to talk about what they have been doing. Showed increased independence in sessions over year. More focussed in maths.
Social skills / friendship groups	Y3 x 3 Y4 x 1	NL	Staff, parents & children questionnaires show improved social skills. Progress in all areas is at least in line with cohort average (would not achieve this without support).	Groupings adapted over year to meet changing needs identified, particularly at lunchtimes & break times. Those groups showed improvements in social behaviours in immediate response to input, but these were not always sustained.

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2. Communication, speech and language	<ul style="list-style-type: none"> EYFS Communication & Language 2017/18: <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="2">Nursery</th> <th colspan="2">Reception</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>C&L</td> <td>33.3%</td> <td>45.5%</td> <td>73.3%</td> <td>68.8%</td> </tr> </tbody> </table> Year 1 phonics screening: 71% of PP children achieved expected standard, compared to 91% of non-PP children Welcomm data 	Subject	Nursery		Reception		PP	Non-PP	PP	Non-PP	C&L	33.3%	45.5%	73.3%	68.8%	<ul style="list-style-type: none"> Welcomm ReadIt2 Speech & Language TA support <p style="text-align: right; font-weight: bold; margin-top: 20px;">BUDGET FOR THIS AREA : £16,450</p>
Subject	Nursery		Reception													
	PP	Non-PP	PP	Non-PP												
C&L	33.3%	45.5%	73.3%	68.8%												

Actions to address this barrier:

Support / intervention programme	Year group & number of children involved	Staff delivering programme	Impact measure	Outcome / evaluation
Readit2	Nursery x 7 Reception x 5	CM, TC, GW, NS, SW	Literacy & CL progress is 0.5 steps per term above cohort average	Nursery CL : +4.3 steps (cohort av. +3.7) Literacy : +4.3 steps (co. av. +3.8) Reception CL : +4.4 steps (cohort av. +4.1) Literacy : +3.6 steps (co. av. +3.8)
RWInc 1:1 support	Y1 x 4 Y2 x 6	SH, AB, MD, AC, CM	Y1 phonics screening outcomes - PP in line with non-PP results in school ; gap between school PP and national 'other' narrows to below 10% (was 14% in 2018)	PP outcome above non-PP in screening check: PP - 78.6% Non-PP - 77.8% National 'other' in 2018 was 84%, so gap between school PP & this figure has fallen from to 5%
Welcomm		SN	20% drop in children screening as red; 20% drop in those screening amber; 40% rise in those screening as green CL progress is 0.5 steps per term above cohort average	Data to be reviewed in September Nursery - CL +4.3 (cohort av. +3.7) Reception - CL +4.3 (cohort av. +4.1)

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Common barriers	Evidence base - how barrier has been identified	Strategies to address barrier & planned spending																																																
<p>3. Lower progress and attainment in reading, writing & maths</p>	<ul style="list-style-type: none"> KS2 data 2017/18 (taken from ASP): <table border="1" style="margin-left: 20px;"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="2">Progress</th> <th colspan="2">Attainment</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-4.53</td> <td>1.24</td> <td>42%</td> <td>77%</td> </tr> <tr> <td>Writing</td> <td>-1.67</td> <td>2.97</td> <td>50%</td> <td>77%</td> </tr> <tr> <td>Maths</td> <td>-2.79</td> <td>-0.28</td> <td>42%</td> <td>55%</td> </tr> </tbody> </table> KS1 data 2017/18: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="2">ARE+</th> <th colspan="2">Greater depth</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>53%</td> <td>17%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>41%</td> <td>11%</td> <td>18%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>65%</td> <td>6%</td> <td>18%</td> </tr> </tbody> </table> EYFS data 2017/18: 53.3% of PP children achieved GLD; 56.3% of non-PP 	Subject	Progress		Attainment		PP	Non-PP	PP	Non-PP	Reading	-4.53	1.24	42%	77%	Writing	-1.67	2.97	50%	77%	Maths	-2.79	-0.28	42%	55%	Subject	ARE+		Greater depth		PP	Non-PP	PP	Non-PP	Reading	50%	53%	17%	12%	Writing	28%	41%	11%	18%	Maths	50%	65%	6%	18%	<ul style="list-style-type: none"> Focus on PP children in GAPS and Pupil Progress Meetings Additional in-class support for targeted children 1-1 RWInc phonics Range of reading, writing and maths based interventions (Nessy phonics, Turnabout, 1:1 English, Sir Kit, Write Words, Booster sessions, Purposeful Writing, SEN Reading Booster) Targeted TA support - additional maths, picking up on gaps identified in lessons, additional support in editing writing in response to feedback After school maths club Extension projects for more able throughout school Additional daily reading (in class, in assemblies, peer tutoring) <p style="text-align: right;">BUDGET FOR THIS AREA : £37,800</p>
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Actions to address this barrier:

Support / intervention programme	Year group & number of children involved	Staff delivering Programme	Impact measure	Outcome / evaluation
Daily / assembly reading	Y2 x 7 Y3 x 2 Y4 x 4 Y5 x 2 Y6 x 3	MD, AC, MS, DM, MW, TC, CM, AP	Reading progress is 0.5 steps per term above cohort average	Average reading progress - September to July [cohort average in brackets]: Y2 - +4.0 [+3.1] Y3 - +3.5 [+2.2] Y4 - +2.0 [+2.4] Y5 - +3.0 [+3.1] Y6 - +5.7 [+4.2]
Nessy phonics	Y3 x 5 Y4 x 1	MS	Reading progress is 0.5 steps per term above cohort average	Average reading progress - September to July [cohort average in brackets]: Y3 - +1.6 [+2.2] Y4 - +3.0 [+2.4]
Turnabout	Y3 x 1 Y4 x 1 Y5 x 2	MW		

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Common barriers	Evidence base - how barrier has been identified	Strategies to address barrier & planned spending
3. Lower progress and attainment in reading, writing & maths	[see previous page]	[see previous page]

Actions to address this barrier (continued):

Support / intervention programme	Year group & number of children involved	Staff delivering Programme	Impact measure	Outcome / evaluation
1:1 English support	Y3 x 3 Y4 x 2 Y5 x 2	PS	Reading progress is 0.5 steps per term above cohort average	Average reading progress - September to July [cohort average in brackets]: Y3 - +1.0 [+2.2] <i>[note challenging behaviour]</i> Y4 - +3.0 [+2.4] Y5 - +0.5 [+3.1]
Writing - additional editing support for extended pieces	Y5 x 6	TC, CM, AP	Writing progress is 0.5 steps per term above cohort average	Average writing progress - September to July [cohort average in brackets]: Y5 - +2.3 [+2.6]
Targeted maths support	Y5 x 4 Y6 x 4	TC, AP	Maths progress is 0.5 steps per term above cohort average	Average maths progress - September to July [cohort average in brackets]: Y5 - +3.5 [+3.0] Y6 - +4.3 [+3.6]
After School Maths Club	Y6 x 5	WH	Maths progress is 0.5 steps per term above cohort average	Average maths progress - September to July [cohort average in brackets]: Y6 - +5.0 [+3.6]
SEN Reading Booster	Y6 x 7	SW	Reading progress is 0.5 steps per term above cohort average	Average reading progress - September to July [cohort average in brackets]: Y6 - +5.2 [+4.2]

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4. Lower aspirations	<ul style="list-style-type: none"> Survey of aspirations - eg. in Y5/6, 75% of non-PP children identified a graduate-level job as their 'when I'm older, I'd like to be...' aspiration; only 17% of PP children chose similar occupations. Survey of self-image - eg. in Y3/4, a quarter of PP children selected predominantly negative words to describe themselves (annoying, dumb, clumsy, sad, big feet etc); none of non-PP children did this. 	<ul style="list-style-type: none"> Careers Week / developing aspirations through opportunities to meet professionals and discover how they could do that job? Holiday projects for HA children to broaden horizons (film making, lab visits, technology challenges etc) <p style="text-align: right;">BUDGET FOR THIS AREA : £5,000</p>

Actions to address this barrier:

Support / intervention programme	Year group & number of children involved	Staff delivering Programme	Impact measure	Outcome / evaluation
Y5/6 HA extension project	Y5 x 3 Y6 x 5	DR	Writing progress is 0.5 steps per term above cohort average	Y5 +3.3 [cohort average +2.6] Y6 +3.8 [cohort average +3.9] <i>nb - progress of HA was lower than cohort average for all pupils - Y6 high prior attainers have made average of +2.9 steps progress</i>
Y3/4 additional English support	Y3 x 4 Y4 x 6	DR	Reading & writing progress is 0.5 steps per term above cohort average	Average writing progress, September - July : Y3 +2.5 [cohort average +2.0] Y4 +2.2 [cohort average +2.0]
Careers Week	— [would involve all of KS2]	DR (coordinating)	?	<i>Did not take place - consider for 2020? Need to balance input with time needed to organise / coordinate. Also need to consider further how impact will be proven.</i>
Y2 extension programme	Y2 x 4	DR	Writing progress is 0.5 steps per term above cohort average	<i>Did not take place this year due to time constraints - timetable for October half-term</i>

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5. Limited access to wider experiences	<ul style="list-style-type: none"> Survey of children's experiences (based on list of 20 places to go and experiences that we would like to all primary age children to have experienced) shows gap between PP and non-PP groups - eg. in Y3/4, PP children averaged 9.8 experiences on the list, while non-PP children averaged 11.7. Gaps were much more apparent on the 'I have been to...' list, with visits to castles, museums, concerts and theme parks showing the largest differences between the two groups. 	<ul style="list-style-type: none"> Subsidised residential trips (Celtic Harmony Camp in Y4; PGL in Y6) Subsidised class trips (at least one per term, linked to curriculum content) <i>Trips / projects in holidays?</i> <p style="text-align: right;">BUDGET FOR THIS AREA : £11,305</p>

Actions to address this barrier:

Support / intervention programme	Year group & number of children involved	Staff delivering Programme	Impact measure	Outcome / evaluation
Residential trips: * PGL (Y6) * Celtic Harmony Camp (Y4)	Offered to all children in Y4 / Y6	PGL led by DR Celtic Harmony led by WH	All PP children in these year groups take part in residential trip	PGL - 19/21 (= 90%) of PP children took part in residential weekend (compared to 82% of non-PP children). Celtic Harmony Camp - 14/15 (=93%) of PP children took part in residential stay.
Trips filling gaps in experiences survey: * Herrings Green Farm (EYFS) * Church Farm, Ardley (Y2) * Whipsnade Zoo (Y1) * Clacton seaside (Y2) * Hazard Alley (Y3/4) * Celtic Harmony Camp (Y3) * Kew Gardens (Y5) * Chessington (Y6)	--- All year groups involved in trips - PP children given subsidised rates	All teaching staff organising trips; coordinated by School Office	Survey of children's experiences shows narrowing of gaps between PP & non-PP by end of year. Remaining gaps used to inform trip programme for 2019/20	Trips filled gaps in experiences list for children in all year groups. Need to identify changes in experience 'gap' between PP & non-PP children once survey has been re-run in September. <i>Gaps identified to fill in 2019/20 - theatre, museums / galleries, castles?</i>

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6. Attendance and punctuality	<ul style="list-style-type: none"> Attendance of PP children in 2017/18 was 91.5% (compared to 95.3% for non-PP children) PP children were late much more regularly: 1.8% of sessions (compared to 0.4% of sessions for non-PP children) ASP data shows that 27% of PP children were persistent absentees in Autumn 2017 & Spring 2018 (compared to 13% of non-PP children) 	<ul style="list-style-type: none"> Breakfast Club offered free of charge for all PP children Attendance monitored fortnightly & system of letters sent to parents to identify impact (and potential consequences) of low attendance Headteacher meeting with low-attenders to agree strategies to improve attendance and punctuality <p style="text-align: right;">BUDGET FOR THIS AREA : £21,035</p>

Actions to address this barrier:

Support / intervention programme	Year group & number of children involved	Staff delivering Programme	Impact measure	Outcome / evaluation
Breakfast Club	<p style="text-align: center;">---</p> Offered to all children; provided free to all PP children who take-up offer	Coordinated by ES, School Office, TC	Attendance of PP children improves to at least 94%; gap between PP & non-PP children narrows; 25% drop in minutes late recorded by PP children, as these children are already in school for Breakfast Club	Breakfast Club attendance - average 60 PP children each morning (around 50% of 115 PP children in school). Letters sent out to ensure parents aware that they are PP and are eligible for free breakfast club provision. Magic Breakfast project keeping profile of Breakfast Club high, plus free bagels on playground for all who want them. Impact on attendance - see below.
Attendance Meetings / follow-up by School Office & Family Support Worker / work with AIO	<p style="text-align: center;">---</p> Involves all children	Led by ES (part of key action in School Development Plan)	Attendance of PP children improves to at least 94%; gap between PP & non-PP children narrows; percentage of PP children who are persistent absentees decreases to below 15%	Attendance of PP children: Autumn 1 : 93.3% Autumn 2 : 92.8% Spring 1 : 92.1% Spring 2 : 91.0% Summer 1 : 92.1% Summer 2 : 91.3% PP children marked as late for 1.0% of sessions (down from 1.8% last year) 9/23 (39%) of PP children who were persistently absent last year not PA this year