

Review of Impact of Pupil Premium Strategy 2018-2019

Date of Review: September 2019

i. Quality of teaching for all – sets high aspirations for all pupils. Classroom Pedagogy.		
Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes
<p>A.To raise attainment of PP pupils in all year groups so that the gap between PP and non-PP pupils is diminished (A1, A2 and A3).</p>	<p>For all teachers to specifically target PP pupils in their class (QFT) by:</p> <ul style="list-style-type: none"> • Identifying barriers to learning; • Setting individual targets for improvement; • Highlighting PP pupils in planning; • Focusing on PP pupils when tracking and monitoring progress and attainment on Target Tracker; • Targeting PP pupils through performance management targets; • Discussing progress/attainment of PP pupils during termly Pupil Progress Meetings to identify gaps in learning; • Use of NFER/PUMA assessments to identify gaps in learning; • Providing high quality feedback to PP pupils. • Pre-teach/pre-learn intervention. • Catch up sessions for target pupils – same day intervention. 	<p>Analysis of data at the end of Key Stage 2 (2018-2019 cohort) clearly shows that the attainment gap between Pupil Premium and not Pupil Premium pupils has closed significantly, year on year. By the time pupils reach Year 6, the attainment gap has closed significantly. This is particularly evident when looking at internal tracking system, Target Tracker. The end of Key Stage 2 SATs results also show a diminishing attainment gap. (See Appendix 1).</p> <p>Data for PP and not PP pupils across the school shows a mixed picture and we now need to focus on establishing a more consistent picture so that the attainment gap continues to narrow year on year. (See Appendix 1).</p>
<p>A.To raise attainment of PP pupils in Mathematics by adopting a Mastery approach across the school. To narrow the gap between PP pupils and non-PP pupils in Mathematics (A1, A2 and A3).</p>	<p>Adopt a Mastery approach to teaching Mathematics in all year groups. Maths Subject leads to attend NCETM Maths Hub – focus on Mastery approach. Provide high quality training to all staff on the Mastery approach. Introduce White Rose Maths Scheme in Key Stage 1 and 2. Introduce mixed ability seating in class. Ensure high aspirations – ‘can do’ ethos and approach to Maths.</p>	<p>All staff have received Mastery training and have implemented changes to the way in which they teach Mathematics (mixed ability seating, adoption of White Rose Maths Scheme for planning, establishing a ‘can do’ ethos in the classroom, greater emphasis on the use of concrete and pictorial images to aid learning e.g. bar modelling & part, part, whole models). We feel that we have made great progress this year in staff pedagogy and this, in turn, has had a positive impact on pupil attainment and progress. Evidence – at the end of Key Stage 2, 92% of Pupil Premium pupils achieved the</p>

	<p>Focus on concrete, pictorial and abstract methods. Introduce part, part, whole and bar modelling. Ensure teachers focus on PP pupils during lessons – what are their barriers to learning? Identify gaps in learning. Set appropriate targets for improvement. Intervention: pre-teaching and overlearning techniques. Concepts taught to be reinforced through impact sessions and recap tasks on the same day (when possible).</p>	<p>Expected Standard compared to 96% of not-Pupil Premium pupils (gap of 4%). When these pupils were in Year 5, 55 % of Pupil Premium pupils achieved the Expected Standard, compared to 86% of not Pupil Premium pupils (gap31%). This is clear evidence that attainment has been raised and the gap between PP and not PP pupils has narrowed significantly. (See Appendix 1). This is a consistent trend for this cohort of pupils across all of Key Stage 2. We now need to ensure that this is a consistent trend across all year groups. Next year, we aim to focus more on establishing regular intervention in the form of pre-teach and catch up strategies for PP pupils who are working below expectation across all year groups (and not just Year 6).</p>
<p>A.To raise attainment of PP pupils in Reading (A1, A2 and A3).</p>	<p>Whole school focus on Reading. Promotion of high quality guided reading and in class reading opportunities – e.g. daily reader (daily read of at least 10 minutes per day), demonstration reading (analysing and drawing out as much meaning as possible from one sentence from class reader). Strengthen links with local bookshop to increase the amount of author visits. Improve pupils' engagement with and understanding of texts, leading to improved learning across the curriculum. Targeted focus on Pupil Premium children – daily readers. Introduce reading incentive scheme (bookmark reward scheme). Close monitoring of home reading records. Whole staff Inset on promoting reading 'Hooked on Books' led by Jane Considine. Focus on Pupil Premium pupils during Book Talk (Guided Reading). Reading Explorers Electronic Library (reading recovery programme). Introduce new reading scheme in KS 2. Whole school focus on widening vocabulary – Jane Considine strategies: high utility words</p>	<p>Reading has continued to be a priority for us this year. We have monitored home reading very closely in pupils' planners and have introduced a reading incentive scheme in KS 2 (bookmarks, stickers and badges). Teachers report that the % of pupils regularly reading at home (at least 3 times per week) has increased by on average of 50%. We have enjoyed 2 visits by authors this year and continued to forge close links with Urmston bookshop. A new reading scheme has been introduced in KS 2 and all staff received high quality training on reading 'Hooked on Books' led by Jane Considine. Impact – data at the end of Key Stage 2, shows that 7/12 PP pupils achieved the Expected Standard (58%) compared to 84% of not PP pupils (gap of 26%). Although this indicates that the attainment gap has increased since Year 5 (gap of 22%), we must be cautious when analysing this data. Three of the pupils who did not achieve the Expected Standard attained a scaled score of 99 and were actually assessed to be working at the Expected Standard by their teachers. Internal tracking data (Target Tracker) for this cohort shows that 91% of PP pupils were working at the Expected Standard, compared to 91% of not PP pupils. This data clearly indicates that the attainment gap no longer exists in Reading at the end of Key Stage 2. (see Appendix 1) Next year, we aim to introduce a reading incentive scheme in KS 1 and will continue to promote reading across the school. We have purchased a reading resource to focus on comprehension skills (Rising Stars: Cracking Comprehension) across the school. This will involve teachers explicitly teaching and modelling specific reading skills and will be used in conjunction with our other reading scheme 'Reading Explorers'. Further training on Jane Considine's Inset on Book Talk and Demonstration Reading will be delivered in the Autumn term.</p>

B. To improve language and communication skills on entry and widen children's vocabulary and language across the school. (KB check with EYFS)

Introduction of Word Walls in each classroom.
Train teachers to become more knowledgeable and confident in explicit vocabulary teaching – strategies recommended in Alex Quigley's 'Closing the Vocabulary Gap.'
Introduction of strategies to widen and develop language and vocabulary recommended by Jane Considine Inset – e.g. focus on high utility words during Book Talk, word mats, sentence stacking to highlight ambitious vocabulary.
'Shades of meaning' displays – arranging synonyms for words into low to high intensity words e.g. glimpse, look, glare.
Focus on language and vocabulary during comprehension lessons – purchase of Cracking Comprehension resources.

Wellcom programme in EYFS – targeted intervention.

Teachers focus on creating a 'word rich environment.' Word Walls introduced in all classes and 'ambitious word of the week.' Focus on vocabulary following Jane Considine Inset 'The Write Stuff' and 'Hooked on Books'. Teachers have also begun to introduce the concept of 'word scales' to show shades of meaning –e.g. what is the difference between gaze and glare? As part of Book Talk, teachers introduce a high utility word to use during each session. This has helped to plug gaps in vocabulary by insisting pupils use the language of comprehension –e.g. 'use the word *reveals* in your answer'. Cohesive words support the explanation of ideas. This is very much in its infancy and continues to be a key area for development. Further training on Book Talk will take place in September to support new members of staff.

Vocabulary is also highlighted and explicitly taught as part of 'Reading Explorers' reading scheme.

We have worked hard to ensure that all teachers read to their class at least once per day for 20 minutes. This is to ensure that all pupils have access to a wide variety of texts and language. Demonstration Reading (10 minutes) also enables the teacher to focus on vocabulary on a daily basis. This continues to be work in progress and impact will be measured by improved results in comprehension assessments and by inclusion of key vocabulary in independent writing tasks. Teachers report that when they focus on vocabulary for writing, e.g. ambitious word of the week, they see more children using a wider range of vocabulary in their independent writing.

'If pupils' reading diets are not sufficiently varied, they will suffer from language deprivations. Flimsy offerings are no substitute for carefully crafted, word-rich feasts, which inspire children to gorge on sentences and chomp through chapters.' Jane Considine.

To improve language and communication skills on entry, EYFS have introduced an intervention programme called 'Wellcom'. This tool is used to assess children's communication skills. Last year EYFS practitioner was trained in the early summer term. She then baselined all the Reception children and created an intervention plan - originally there were 40 children who needed intervention - by the end of Reception, 31 children had reached the expected level and the 9 children who hadn't were all on a speech therapy plan. As a result of the impact of this last year, we are now using Wellcom as part of our baseline assessments and all children in EYFS will be 'Welcomed' this term. We will then use this to provide early interventions for the children who need it which will (hopefully) raise

		<p>the language and vocab skills across EYFS. As always, Pupil Premium children have benefitted from having access to Wellcom.</p> <p>In addition, EYFS have many other strategies/activities in place to encourage children to develop their confidence when talking such as 'Book of the Week', chatter bags, RED TED, story scribing, home/guided reading, Communication and Language Decathlon - series of activities to promote speech and language are sent home each week and evidence returned to school - if all completed children receive a certificate and 'medal'. Pupil Premium pupils are targeted by teaching staff.</p>
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ii. Targeted support

Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes
<p>A1.To raise attainment of PP children in Key Stage 2 (Year Six) data – targeted intervention in Maths and English.</p>	<p>Deputy Head teacher to provide targeted additional support to PP pupils in Year 6 in small groups for English and Mathematics – each group to receive 3 hours additional support per week.</p> <p>Deputy Head to support Pupil Premium pupils in class – 4 sessions per week.</p> <p>HLTAs (x2) to also support PP pupils in small groups in English and Mathematics.</p> <p>Providing small group work for pupils entitled to PP funding with an experienced teacher, focussing on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.</p> <p>Meet with parents of individual pupils to ensure that they support children with homework and that they are on board with additional support.</p> <p>PP children receive targeted intervention in Reading, Writing and Maths led by Deputy Head teacher.</p> <p>Deputy Head teacher to 'check in' daily with PP pupils to monitor attendance, well-being, homework and reading.</p> <p>Purchase additional intervention resources (CPG booster materials).</p>	<p>Target achieved (see Appendix 2 for analysis of individual attainment and progress).</p> <p>Significant increase in % of pupils achieving Expected Standard or better in Reading, Writing and Mathematics when compared to previous year's data in Year 5. Analysis of progress also shows that nearly all PP pupils have made expected progress of 6 steps or more... There are examples of some PP pupils making better than expected progress from prior attainment in Year 2. See individual case studies for further information.</p> <p>It is evident that the additional intervention from HLTAs and Deputy Head have made significant impact on attainment of PP pupils.</p>
<p>A2.To raise attainment of PP children in Key Stage 1 (Year 2)</p>	<p>Deputy Head to support PP pupils in class for 2 sessions per week (January</p>	<p>See Appendix 3 for analysis of attainment and progress.</p> <p>In Reading, 67% of PP pupils achieved the Expected Standard, compared to 82%</p>

<p>data – targeted intervention in Maths and English</p>	<p>to May) and to provide 1-hour additional intervention in small groups. 2 T.A.s to provide targeted intervention and support in class to PP pupils (CV and BQ)</p>	<p>not PP pupils (gap of 15%). When compared to this cohort's previous data in Year 1, % of PP pupils working at the Expected Standard was 67%, compared to 84% not PP (gap of 17%). This shows that some progress has been made to narrow the attainment gap. Attainment of PP pupils in Writing was 33% and Mathematics 33%. Clearly, these results do not show that attainment has raised and we need to ensure that this cohort is the focus for targeted intervention in Year 3 and beyond. Individual case studies for this cohort show that there is a high level of need including SENAS, social and emotional needs and behaviour issues. SLT has already addressed the need for additional support for this cohort by allocating full-time T.A. (Mr Burke). This cohort will continue to be monitored and tracked closely to measure the impact of additional targeted intervention and support.</p>
<p>A3.To ensure those children who are PP and SENAS make expected progress where achieving National Standard is unobtainable.</p>	<p>Quality First Teaching – ensure PP pupils are focus in planning, teaching, marking, feedback and monitoring. Targeted intervention/support given by T.A.s. including: intervention groups, 1 to 1 Precision Teaching and support during lessons To implement the termly use of assessments for those PP children on the SEN register as an accurate measure of progress – termly NFER assessments. Use pre-learn/pre-teach/over learning strategies and same day, 'in the moment' catch up sessions. Rigorous tracking of SENAS pupils' progress on Target Tracker (termly) by SENDCo. Focus of termly Pupil Progress meetings.</p>	<p>Data at the end of KS 2 shows that SENAS pupils all made at least expected progress, with some pupils making outstanding progress (see Appendix 2). This is a huge success story and clearly shows the impact of consistent, regular, targeted intervention (this was provided in Year 5 and increased further in Year 6). See individual case studies for further information. Analysis of Data in Year 2 shows that progress for SENAS pupils is less than expected (see Appendix 4). However, the 2 pupils identified as SENAS have areas of real need and are currently being put forward for further assessment.</p>
<p>iii. Other approaches</p>		
<p>Desired Outcomes</p>	<p>Chosen Action / Approach</p>	<p>Measured Impact of Outcomes</p>
<p>C.To increase parental engagement.</p>	<p>Head teacher and Deputy to meet with parents of all PP pupils in Year 6 to ask for their support with their child's schoolwork. Clear targets to be set for improvement which will be shared with the parents.</p>	<p>Parents of Year 6 PP pupils who met with Head and Deputy more engaged. Evidence seen by increased communication in pupils' planners and by improved communication with KB re. homework. This has had direct impact on pupil attainment. Targeted meeting with parents of current Y6 PP pupils will continue this year as a result.</p>

Parents will be expected to look at their child's homework, sign it and respond to teacher's feedback.
Parents will read regularly with their child and Deputy Head teacher will monitor this.
Increased contact with previously disengaged families.
Mrs Sanderson (Pastoral Lead/Family Liaison) to offer additional support to target families).
Support vulnerable children with family routines: a good breakfast, uniform, access to residential visit, the curriculum and pastoral support.
All teaching staff to focus on home-school communication with PP parents, e.g. careful monitoring of pupils' Planners.
Ensure parents attend Parents' Evening and follow up non-attenders.
Play and Stay sessions in EYFS.

All teaching staff monitor pupils' planners on a weekly basis to ensure that they are signed and that regular reading is taking place. Staff feedback indicates that more parents are using planners to communicate with teacher and to record reading. Attendance at Parents' Evenings is closely monitored and non-attendees are always followed up by teaching staff.

Seesaw is also used as a tool to increase parental engagement (63% of parents connected to their child's learning portfolio through Seesaw in 2018-2019).

Website and Facebook page (over 1,000 followers) are also used to engage parents.

Within Early Years, Stay and Play sessions are always successful and well supported. They are used to model activities for children to then use at home or to show case what we have learnt. Parents of PP pupils are targeted and encouraged to attend, with follow-ups taking place if they do not attend.

We have a reading meeting too that is well attended. We would like to change this into a workshop this year, so that practitioners can model activities to adults - this is because of feedback from parents who felt they were given lots of information at the reading meeting, but did not know what to do with it when they got home. Parent questionnaires - termly - feedback from this is used to plan stay and plays or workshops if needed, e.g. we ran a bug club workshop and a seesaw drop in for parents who needed some guidance. Impact - more children accessed bug club (with focus on Pupil Premium).

Home learning journey - parents write in when there is something out of school their child has achieved - riding a bike, swimming etc.

Seesaw - Parents can comment on photos

WOW moments - parents write in speech bubble, displayed in corridor - changed regularly - parents feel their contribution is valued.

Hopes and dreams - parents asked to write a short sentence about what their hopes and dreams are for their child - displayed in class for all to see and share.

Drop in sessions held weekly for that week's 'Target Children' (The children we have focused on for observations etc.) parents look at learning journeys, look at next steps and contribute to these.

Nursery - parents accompany children into setting, hang coat up, have a little play and stay until settled

Chatter bags - parents and child asked to discuss something - note written in chatter book which is then discussed in class - may bring photo to other prop

RED TED - favourite story from home sent in to school and shared

start and end of day - chance to talk to practitioners

		<p>staggered intake - parents come in initially, spend time in environment, practitioners get to know children and parents - 'getting to know you' pack completed before children start, likes dislikes etc. Welcome meeting.</p> <p>Family Liaison lead (LS) has worked hard this year to increase contact with previously disengaged families. Information about her role in supporting families has been shared with parents and LS has reached out to support target parents – e.g. offered support to parent of 2 PP pupils in Year 6 - offered advice about issues at home that were affecting children. Met with pupils concerned to reassure and support. Encouraged pupils to attend Y6 residential (had previously not wanted to go) and used PP funding to finance trip. This targeted support led to improved attendance of pupils and improved attainment, as pupils were more settled and secure.</p> <p>Offered targeted support to pupil and family of bereaved PP pupil. PP used to provide pupil with school uniform and to ensure that pupil was having breakfast in the morning. Worked with family to establish routines and to support carer with behaviour of pupil at home. Impact of this support is that pupil has been attending school regularly and is arriving on time. Routines are now in place and pupil is now able to access learning in the classroom. Behaviour is closely monitored. Teacher has observed that pupil is now more settled and ready to learn, following a very difficult year.</p> <p>It is very hard to quantify impact from providing book bags and uniform to individual PP pupils, apart from pupil voice where new families have voiced the seamless transition that this enables and feeling part of the school community immediately.</p> <p>We would like to introduce a Breakfast Club next year for target pupils as research shows that the children who regularly attend Breakfast Club have improved their attendance at school and feel more confident about their school day.</p>
<p>d. To improve attendance/punctuality of those target PP pupils (target pupils with attendance below 96%).</p>	<p>SLT and Pastoral/Family Liaison Lead to continue to support families where children's attendance is having an impact on progress and attainment (see individual case studies). Daily monitoring by Pastoral/Family Liaison Lead. Daily 'check in' of Year 6 PP pupils by Deputy Head teacher.</p>	<p>Attendance of any PP pupil that falls below our target of 96% is closely tracked and monitored. The majority of our PP pupils have 96% attendance or above, however there are individual pupils in every year who are flagged up as a concern. All teaching staff are aware of who these pupils are. If these pupils do not turn up for school, the office staff always follow this up with a phone call home and our Family Liaison lead also works directly with these families if attendance is</p>

<p>Whole school attendance of 96% is achieved for all groups.</p>	<p>Swift referral to E.W.O. of persistent absenteeism. Increased parental contact with vulnerable families (see above).</p>	<p>a recurring problem. Individual case studies show an increase in % attendance for these pupils. (see Appendix 5)</p>
<p>E. To support PP children with social and emotional barriers to learning to ensure that they feel happy, safe and ready to learn.</p> <p>To ensure pupils have access to targeted support for mental health and wellbeing.</p>	<p>Pastoral Lead/Family Liaison Lead to ensure: Increased contact with parents of targeted PP pupils. Close monitoring of attendance and punctuality. Use of: Circle Time Social Stories Play Therapy Nurture Group Listening Room</p> <p>Review of class and lunchtime behaviour policies – SLT Whole staff training for Midday Supervisors and teaching staff – lunchtime and classroom behaviour. Approaches to managing feelings through Social Stories - SENCo to support staff in understanding of social Stories. Lunchtime supervision of Listening Room by Pastoral Lead. Re-focus on Circle Time – refresh staff training. Mindfulness sessions in class 'Anxiety Gremlin' project during Fabulous Friday sessions. Focus on core values. Worry boxes. Referrals to Pastoral Lead – regular 1 to 1 sessions/ daily check in etc.</p>	<p>Target PP pupils have regularly attended Nurture group on Fridays. This has led to increased confidence and the development of strategies for pupils to cope better in the classroom/at lunchtimes e.g. behaviour strategies. Improvements in children's confidence and behaviour seen by teaching staff.</p> <p>Nurture group also used to provide opportunity for quieter, more withdrawn pupils to talk to LS about their feelings/emotions etc. in a safe space. Impact is that these pupils are now beginning to open up more easily and talk to LS.</p> <p>LS has also provided targeted support to PP pupils who need it throughout the week –e.g. regularly 'checking in' with one PP pupil who struggles to cope in the classroom at times due to attachment. Developing this relationship has had a direct impact on child's behaviour when they 'shut down' and refuse to cooperate or follow instructions. Strategies have been put in place to enable pupil to cope better and fewer incidents of challenging behaviour have been recorded on CPOMS.</p> <p>LS regularly targets PP pupils to 'check in' with them – e.g. in the mornings, around school. These small changes have had a direct impact on helping pupils who have previously struggled to become calmer and happier in school.</p> <p>Anxiety Gremlin has been introduced into classes, worry boxes and glitter jars. Yoga provided for every child in Key Stage 1 and 2 to help children keep calm and self-regulate. Positive impact noted by all teaching staff.</p> <p>A lot of work has been done this year to review school behaviour systems. Deputy Head has introduced golden rules into every classroom and a reward/sanction system. Teaching staff focus on the positive and seek to reward good behaviour and positive choices. Work has also been done to improve pupils' experiences at lunchtime. Training has been given to all Midday Supervisors and a clear system of rules, rewards and sanctions introduced. Greater emphasis on the positive and the introduction of Friendship stops in Key Stage 2 has led to happier, more successful playtimes. Although still in the early stages, Midday Supervisors are more positive and state that they now feel more valued. Reward systems that have been introduced have helped lunchtimes to become more positive and there have been fewer negative incidents reported to Deputy Head.</p>

		<p>Staff have all received training on using Circle Time in the classroom. Feedback from training was very positive and staff have started to include Circle Time every week. The impact of this will be measured over time, but we are already seeing positive results from the introduction of Circle Time.</p>
<p>f. To support enrichment activities for PP children.</p> <p>To ensure all PP pupils have opportunities to attend enrichment activities to further aspirations and widen their horizons which will impact positively on life experiences that can be used in learning.</p> <p>To increase involvement in extra-curricular activities on offer in school.</p> <p>To ensure all PP pupils have equal access to a broad and balanced curriculum.</p> <p>To widen the 'cultural capital' of our PP pupils by exploring the rich artistic, cultural, spiritual and social heritage of the UK.</p>	<p>Music tuition; Spanish lessons; Contribution to Year 6 Residential; Funding school trips for some PP pupils that will provide a stimulus for learning; Access to after school clubs; Use of technology to enhance learning (LP)</p> <p>Additional opportunities for children including: visitors, workshops, music tuition etc.</p> <p>To ensure full inclusion for PP children in enrichment activities. Focus especially on those PP pupils who are working at A.R.E. or above. Discussion with parents about support available. Office staff to ensure payments are made from PP fund.</p>	<p>All pupils (including PP pupils) have benefited from having Music lessons led by Trafford Music service and Spanish lessons as part of our commitment to a broad and balanced curriculum on Fridays. Pupil voice shows that children really enjoy these sessions.</p> <p>Detailed provision maps have been drawn up to analyse provision for all of our PP pupils. We aim to ensure that ALL of our PP pupils have access to an extra-curricular club or enrichment experience. We specifically target any pupils who do not participate in any enrichment activities and encourage them to do so. A particular focus is those pupils who do not need any interventions as they are working at or above the Expected Standard. One aim for the current Year 6 is to provide targeted intervention to 2 PP pupils who are working above expectation in order to challenge and extend their learning.</p> <p>In order to widen our pupils' 'cultural capital', we intend to introduce the concept of '10 things to do/see/experience etc. before you leave Year 6.' Pupils will be given a passport and experiences will be ticked off. Participation of PP pupils will be closely monitored.</p>

Appendix 1

Whole School View Pupil Premium v Not Pupil Premium Year on Year Comparison

Year 6 Cohort 2018-2019 (11 pupils are Pupil Premium)

% of pupils working at the Expected Standard or above (Target Tracker Data)

Subject	Year 3 Pupil Premium	Year 3 Not Pupil Premium	Year 3 Gap	Year 4 Pupil Premium	Year 4 Not Pupil Premium	Year 4 Gap	Year 5 Pupil Premium	Year 5 Not Pupil Premium	Year 5 Gap	Year 6 Pupil Premium	Year 6 Not Pupil Premium	Year 6 Gap
Reading	9%	75%	66%	36%	79%	43% ↑	64%	88%	22% ↑	91%	91%	- ↑
Writing	9%	74%	65%	36%	75%	39% ↑	36%	83%	47% ↓	82%	91%	9% ↑
Maths	9%	74%	65%	36%	81%	45% ↑	55%	86%	31% ↑	91%	95%	4% ↑

Key Stage 2 SATS Year 6 Pupil Premium Analysis 2019

Subject	% of Pupil Premium Pupils at Expected Standard or above. D.P.S.	% of not Pupil Premium Pupils at Expected Standard or above. D.P.S.	Attainment Gap	% of not Pupil Premium Pupils at Expected Standard or above. National Data 2018
Reading	58% (7/12 pupils)	84% (47/56 pupils)	26%	80%
Writing	75% (9/12 pupils)	93% (52/56 pupils)	18%	83%
Mathematics	92% (11/12 pupils)	96% (54/56 pupils)	4%	81%
GPS	83% (10/12 pupils)	95% (50/53 pupils)	12%	82%
R,W,M Combined	50% (6/12 pupils)	84% (47/56 pupils)	34%	70%

Higher Standard

Subject	% of Pupil Premium Pupils at Higher Standard . D.P.S.	% of not Pupil Premium Pupils at Higher Standard. D.P.S.	Attainment Gap	% of not Pupil Premium Pupils at Higher Standard. National Data 2018
Reading	0%	32% (18/56 pupils)	32%	33%
Writing	8% (1 pupil)	30% (17/56 pupils)	22%	24%
Mathematics	8% (1 pupil)	38% (21/56 pupils)	30%	28%
GPS	42% (8 pupils)	63% (35/56 pupils)	21%	39%
R,W,M Combined	0%	13% (7/56 pupils)	13%	12%

We need to focus on increasing the % of Pupil Premium pupils achieving Greater Depth within the Expected Standard. However, we must remember that 6/12 pupils (50%) in Year 6 cohort are SENAS.

Current Year 6 2019-2020 (10 pupils are Pupil Premium)

% of pupils working at the Expected Standard or above

Subject	Y1 P.P.	Y1 Not P.P.	Y1 Gap	Y2 P.P.	Y2 Not P.P.	Y2 Gap	Y3 P.P.	Y3 Not P.P.	Y3 Gap	Y4 P.P.	Y4 Not P.P.	Y4 Gap	Y5 P.P.	Y5 Not P.P.	Y5 Gap	Y6 P.P.	Y6 Not P.P.	Y6 Gap
Reading	50%	88%	38%	50%	88%	38%	50%	88%	38%	80%	87%	7%	70%	87%	17%			
						↔			↔			↑			↓			
Writing	30%	80%	50%	40%	88%	48%	70%	87%	17%	80%	83%	3%	40%	82%	42%			
						↑			↑			↑			↓			
Maths	50%	92%	42%	40%	92%	52%	60%	85%	25%	70%	90%	20%	70%	92%	22%			
						↓			↑			↑			↓			

Current Year 5 (10 pupils are Pupil Premium)

% of pupils working at the Expected Standard or above

Subject	Y1 P.P.	Y1 Not P.P.	Y1 Gap	Y2 P.P.	Y2 Not P.P.	Y2 Gap	Y3 P.P.	Y3 Not P.P.	Y3 Gap	Y4 P.P.	Y4 Not P.P.	Y4 Gap	Y5 P.P.	Y5 Not P.P.	Y5 Gap	Y6 P.P.	Y6 Not P.P.	Y6 Gap
Reading	50%	83%	33%	90%	92%	2%	70%	93%	23%	60%	88%	28%						
						↑			↓			↓						
Writing	50%	85%	35%	80%	90%	10%	70%	90%	20%	60%	87%	27%						
						↑			↓			↓						
Maths	50%	87%	37%	80%	88%	8%	70%	92%	22%	80%	92%	12%						
						↑			↓			↑						

Appendix 2

Evidence of Progress for Year 6 Pupil Premium Pupils 2018-2019

Reading (On Target Tracker, expected progress is 6 steps)

Name	Prior Attainment Y2 (SATs level)	Attainment No progress data as TT new	Attainment & Steps progress Year 4	Attainment & Steps progress Year 5	Attainment & Steps progress Year 6	K.S. 2 SATs Scaled Score
Pupil 1	n/a	3b	4w 8 steps	5b+ 5 steps	6s 9 steps	101
Pupil 2	2b	3w	4w 6 steps	5w+ 7 steps	6w+ 6 steps	99
Pupil 3	2b	3s	4s 6 steps	5s 6 steps	6w+ 5 steps	97
Pupil 4	1b	2w+	3w 5 steps	4w 6 steps	5w 6 steps	95
Pupil 5	1a	3b	4b 6 steps	5b 6 steps	6s 10 steps	100
Pupil 6	2b	3b	4w+ 9 steps	5w+ 6 steps	6s 7 steps	100
Pupil 7	1a	2s	3w+ 5 steps	5w+ 12 steps	6w 5 steps	95
Pupil 8	2b	3b	4w 8 steps	5w+ 7 steps	6s 7 steps	100
Pupil 9	n/a	previous school	4s (new - no data)	6s 6 steps	6s 6 steps	106
Pupil 10	1a	2w+	4b 9 steps	4s+ 5 steps	6s 11 steps	100
Pupil 11	1a	2w+	3w 5 steps	4w 6 steps	6s 14 steps	100
Pupil 12	2b	3b+	4w+ 8 steps	5w+ 6 steps	6s 7 steps	99

Writing (On Target Tracker, expected progress is 6 steps)

Name	Prior Attainment Y2	Attainment No progress data as TT new	Attainment & Steps progress Year 4	Attainment & Steps progress Year 5	Attainment & Steps progress Year 6	K.S. 2 SATs Expected Standard?
Pupil 1	n/a	2s	4w 10 steps	5b+ 5 steps	6s 9 steps	Expected
Pupil 2	2c	3w	4w 6 steps	5b+ 5 steps	6s 9 steps	Expected
Pupil 3	2c	3w+	4w+ 6 steps	5s 7 steps	6s 6 steps	Expected
Pupil 4	1c	2w+	2w+ 0 steps	3w 5 steps	4w 6 steps	Working Towards
Pupil 5	1a	2s+	4b 7 steps	5b+ 7 steps	6s 9 steps	Expected
Pupil 6	2c	3b+	4w+ 8 steps	5w+ 6 steps	6s 7 steps	Expected
Pupil 7	2c	2s	3w 4 steps	5b+ 11 steps	6w 7 steps	Working Towards
Pupil 8	2b	3b	4b+ 7 steps	5b+ 6 steps	6s 9 steps	Expected
Pupil 9	n/a	Previous school	4w+ (new)	5s 7 steps	6s+ 7 steps	Greater Depth
Pupil 10	1a	2s	4b 8 steps	5b 6 steps	6s 10 steps	Expected
Pupil 11	1a	2s	3b 2 steps	4b 6 steps	5s 10 steps	Working Towards
Pupil 12	2c	3w	4w+ 7 steps	5w+ 6 steps	6s 7 steps	Expected

Mathematics (On Target Tracker, expected progress is 6 steps)

Name	Prior Attainment Y2	Attainment No progress data as TT new	Attainment & Steps progress Year 4	Attainment & Steps progress Year 5	Attainment & Steps progress Year 6	K.S. 2 SATs Scaled Score
Pupil 1	n/a	2s+	4w 9 steps	5w 6 steps	6s 8 steps	102
Pupil 2	2c	2s+	4b 7 steps	4s+ 5 steps	6s 11 steps	102
Pupil 3	2a	3s+	4s+ 6 steps	5s+ 6 steps	6s+ 6 steps	110
Pupil 4	2c	3w	4b 4 steps	5s 10 steps	6s 6 steps	102
Pupil 5	2c	2s+	4b 7 steps	5b+ 7 steps	6s 9 steps	104
Pupil 6	2c	3b	4w+ 9 steps	5w+ 6 steps	6s 7 steps	104
Pupil 7	2c	2s+	4w 9 steps	5s 8 steps	6s 6 steps	105
Pupil 8	2b	2s+	4w 9 steps	5w+ 7 steps	6s 7 steps	103
Pupil 9	n/a	Previous school	4s (new)	5s 6 steps	6s 6 steps	109
Pupil 10	1a	3b	4b 6 steps	5b+ 7 steps	6s 9 steps	106
Pupil 11	1a	2w	3b+ 5 steps	3s+ 4 steps	5w 9 steps	91
Pupil 12	2c	3w	4w+ 7 steps	5s 7 steps	6s 6 steps	107

Appendix 4

Pupil Premium Evidence of Impact Report Year 6 2023-2024

Attainment and Progress Over Time (Current Year 3)

Reading

Name	Attainment & Steps progress Year 1	Attainment & Steps progress Year 2	Prior Attainment KS 1 SATs Scaled Score	Attainment & Steps progress Year 3	Attainment & Steps progress Year 4	Attainment & Steps progress Year 5	Attainment & Steps progress Year 6	KS 2 SATs Scaled Score
Pupil 1 SENAS	1b	1b 0 steps	85					
Pupil 2	1s	2s+ 7 steps	110					
Pupil 3 SENAS	1b	1w+ 3 steps	85					
Pupil 4	1s	2s+ 7 steps	103					
Pupil 5 LAC	1s	2s 6 steps	104					
Pupil 6	1s	2w+ 5 steps	100					

Writing

Name	Attainment & Steps progress Year 1	Attainment & Steps progress Year 2	Prior Attainment KS 1 SATs Scaled Score	Attainment & Steps progress Year 3	Attainment & Steps progress Year 4	Attainment & Steps progress Year 5	Attainment & Steps progress Year 6	KS 2 SATs Scaled Score
Pupil 1 SENAS	1b	Pre-KS 1 40-60 -1 step						
Pupil 2	1w+	2w+ 6 steps						
Pupil 3 SENAS	1b+	1w+ 2 steps						
Pupil 4	1s	2s 6 steps						
Pupil 5 LAC	1s	2b+ 3 steps						
Pupil 6	1w	1s+ 3 steps						

Mathematics

Name	Attainment & Steps progress Year 1	Attainment & Steps progress Year 2	Prior Attainment KS 1 SATs Scaled Score	Attainment & Steps progress Year 3	Attainment & Steps progress Year 4	Attainment & Steps progress Year 5	Attainment & Steps progress Year 6	KS 2 SATs Scaled Score
Pupil 1 SENAS	1w	1w+ 1 step	86					
Pupil 2	1s	2s 6 steps	107					
Pupil 3 SENAS	1b	1w 2 steps	No score					
Pupil 4	1s	2s 6 steps	107					
Pupil 5 LAC	1s	2b+ 3 steps	92					
Pupil 6	1w	2b+ 5 steps	92					

Total Spend on Pupil Premium

Total Spend P.P. Grant	Total Additional Spend on Pupil Premium
£ 69, 936 (plus £3,103 carried forward)	£37, 350

Pupil Premium Attendance 2018-2019

Year	Total Number of Pupils	Total % Attendance Pupil Premium Pupils	Total % Attendance Not Pupil Premium Pupils
6	12	95%	97.5%
5	10	91.6%	98%
4	10	91.8%	98.1%
3	4	99.1%	97.5%
2	7	94.8%	97.7%
1	3	98.5%	97.4%
Reception	6?	96.7%	97.4%

*Need to look at attendance %s for individual pupils.