**The Impact of Pupil Premium 2017/18**

**Reception (7 children)**

**GLD**

* PP 85.7% Non PP 76.65 PP above Non PP by 9%
* GLD 9% above **all pupils**,
* Reading – 85.7% expected or above above non PP by 6%
* Writing – 85.7% expected or above above non PP by 8%
* Maths – 85.7% expected or above above non PP by 3%

**Year 1** (9 chn)

Year 1 Phonics Check

* 100% passed. Above non disadvantaged by 6%, above LA by 21%
* 22% increase from last year

89% of disadvantaged pupils made expected or better progress in writing.

33% made rapid progress in writing

90% of disadvantaged pupils made expected or better progress in maths.

20% made rapid progress in maths

80% of disadvantaged pupils made expected or better progress in reading

17% made rapid progress in reading

**End of KS1**

**Year 2 (12 children)**

**Attainment**

**Reading**

Expected 70% up by 36.7% on last year and in line with Barnet and above National of 62.5%

below school other by 18% - but gap significantly diminished on last year

Greater Depth 20% up by 10 % on last year National 14%

below school other by 21% - but gap diminished by 13% on last year

**Writing**

Expected 60% up by 27% on last year and just below Barnet and above National of 55.4%

below school other by 24% - gap is slightly diminished on last year

Greater Depth 10% up by 1 % on last year National 8%

below school other by 7% - but gap diminished on last year by 6% and is only 1% different from LA disadvantaged

**Maths**

Expected 80% up by 53% on last year - above Barnet and above National of 63%

below school other by 4% - gap is diminished on last year enormously by almost 50%

Greater Depth 10% up by 1 % on last year National 12%

below school other by 9% - but gap diminished on last year by 18%

**Progress**

63% of disadvantaged children made expected progress in writing from EYFS to end of KS1

11% made better than expected progress

63% of disadvantaged children made expected progress in reading from EYFS to end of KS1

0% made better than expected progress

100% of disadvantaged children made expected progress in maths from EYFS to end of KS1

10% made better than expected progress

**Year 3 (16 children)**

85% of disadvantaged pupils made expected or better progress in writing.

15% made rapid progress in writing

85% of disadvantaged pupils made expected or better progress in maths.

15% made rapid progress in maths

31% of disadvantaged pupils made expected or better progress in reading.

6% made rapid progress in reading

**Year 4 (13 children)**

92% of disadvantaged pupils made expected or better progress in writing.

25% made rapid progress in writing

88% of disadvantaged pupils made expected or better progress in maths.

24% made rapid progress in maths

75% of disadvantaged pupils made expected or better progress in reading.

19% made rapid progress in reading

**Year 5 (24 children)**

91% of disadvantaged pupils made expected or better progress in writing.

17% made rapid progress in writing

87% of disadvantaged pupils made expected or better progress in maths.

13% made rapid progress in maths

83% of disadvantaged pupils made expected or better progress in reading.

42% made rapid progress in reading

**End of KS2**

**Year 6 (19 children)**

**Attainment**

**Reading**

Expected 53% up by 10% from last year. Below National at 64.3%

GDS 11% up by 8% from last year Below National at 18%

Both EXP+ and GDS diminished the difference with school other from last year

EXP+ below school other by 25%, diminishing the gap by 10% from last year

GDS below school other by 23%, diminishing the gap by 15% from last year

**Writing**

Expected 26% down by 11% on last year National PP 68%

GDS 0% National is 11%

EXP+ gap to school other widened by 22% from last year

GDS gap to school other widened by 10% from last year

**Maths**

Expected 53% up by 6% on last year National PP 64%

GDS 6% down 2% from last year National is 14%

EXP+ diminished the gap with school other by 21% from last year

GDS diminished the gap by 2% from last year

**Progress**

**Disadvantaged children made** 0.9 progress from KS1 to End of KS2 in Reading

National was -0.6

Disadvantaged children made -4.6 progress from KS1 to End of KS2 in Writing

National was -0.4

Disadvantaged children made -1.6 progress from KS1 to End of KS2 in Maths

National was -0.5

Staff Input £100,00

Learning Mentor - Impact

The learning mentor spent time with PP children on social and emotional problems. The impact was that behaviour incidents decreased, parents became engaged with the school and children were more emotionally stable and able to learn.

Staff Input – Impact

The Deputy Head and the Families co-ordinator worked in class allowing teachers to come out of class and work with PP children from their class in a very specific and targeted way – picking up on misconceptions and also pre teaching. Children worked in 1s, pairs and small groups. This was a trial in a couple of year groups and showed impact in the books. Teachers felt this was very useful.

£21,600

Saturday Tuition – Impact

The Saturday tuition data was analysed. Whilst the children were making progress, it could be seen however that they were not making any greater progress than other children having in school support. The decision was made to stop the tuition from September 2018 in favour of doing more of the in school staff support as outlined above.

£8,900

Enabling Enterprise – Impact

This project raised aspiration for PP children and non PP alike. The challenge days gave opportunity for working as part of a team and applying learning skills. Children were also offered the opportunity to extend learning skills. Visits to a place of work and having to present in a board room allowed them to be exposed to a wider variety of careers and increased confidence. The staff attending saw great confidence. The children were praised by staff for their attitude and approach and involvement.

£5878

Resources – Impact

We trialled new systems – spellodrome, reading eggs etc which enabled parents to help support their children at home. However close analysis of this showed that despite encouraging parents and promoting it in school, this was not a well used resource. We decided not to continue with this.

£4000

Discount on trips – Impact

Pupil premium parents were offered the opportunity to pay half on the school trips. Parents did take this offer up.

£4000

Books – Impact

This enabled us to add to our KS2 reading challenge and increase the reading offer available to all of our children across KS2. It meant that PP children who had reported not many books at home, had a wide range to choose from

£3210

Beanstalk Readers – Impact

This was an intervention for PP children to read with an adult twice a week every week. However on analysis of the data we did not feel that this was making a significant impact on the progress in reading and in fact children were missing other important lessons to come out and do the reading. We decided to end the Beanstalk reading.

£1400

Navigator trips and resources – Impact

Children were given opportunity to go to theb theatre following a series of lessons on a text e.g Matilda the musical Y5&6 and a pantomime – Y1,2,3,4. The trips were funded by PP money and they really brought the learning to life. It was an experience that many of the children reported that they had never had before.

£1700

Recorder Tuition Y3 – Impact

This paid for recorders, music, music bags and lessons. This was not a very successful project as support from home was not always consistent. Children forgot recorders and music and forgot to turn up for lessons. A couple of PP children did perform in the instrumental concert however after 2 years of offering this we decided to stop this initiative.

£1600

Pupil Tracker – Impact

We can monitor the progress of PP children more closely with the tracking system and get data about individual pupils, groups and cohorts to see the progress they are making.

£500

School Uniform – Impact

This was an initiative to attract parents to sign up for PP money so that we could provide the extra support for the children. We saw a small take up on this despite advertising it well. We decided to stop this.

£4500

HEWS (Health, Emotional and wellbeing service)

We had noticed a sharp increase in the emotional and behavioural needs of some of our children. We were already paying for this service but decided to increase the service by doubling it so that more of our PP children could be seen by a health care professional . The impact has been that both children and parents have felt better supported and children are in a better place to learn and to make progress.

£450

EYFS Talk Boost Intervention pack – Impact

We had noticed a decline in the number of pupils coming into reception at the expected level for communication and listening so we went on training and bought resources to support this. This has had a huge impact. The progress of children in speaking & listening in Reception really improved because of this focused intervention.