

Pupil Premium Impact Assessment – 2017/18

NOR	189
Number and percentage of pupils eligible for PP funding	64 children 36.36%
Academy Deprivation Index	0.35
Nominated member of EAB	Elaine Lenc
EAB PP Review dates	Autumn, spring and summer standards meetings
Total Budget allocation	£95,040

Outcomes (2017/18)

	All	PP	Others
EYFS (GLD)	72%	100%	58%
Year 1 Phonics	60%	50%	65%
Key Stage 1 Reading - EXP	64%	50%	69%
Key Stage 1 Reading - GD	9%	13%	15%
Key Stage 1 Writing - EXP	59%	50%	62%
Key Stage 1 Writing - GD	14%	13%	15%
Key Stage 1 Maths – EXP	68%	63%	69%
Key Stage 1 Maths - GD	18%	25%	15%
Key stage 2 Reading - EXP	71%	60%	86%
Key stage 2 Reading - HS	29%	10%	57%
Key stage 2 Writing - EXP	71%	60%	86%
Key stage 2 Writing - HS	18%	10%	29%
Key stage 2 Maths - EXP	76%	70%	86%
Key stage 2 Maths - HS	18%	10%	14%
Key Stage 2 RWM - EXP	71%	60%	86%
Key Stage 2 RWM - HS	18%	10%	14%

Record of DSG Spending by item / project 2017-18

Item / Project	Cost	Objective	Outcome																														
Year 6 lead teacher	£11,000	<ul style="list-style-type: none"> To improve the effectiveness of teaching within year six and the attainment and progress of the children within this group. 	<ul style="list-style-type: none"> Improved outcomes in Y6 for disadvantaged pupils at the Expected Standard when compared to 16/17 outcomes <table border="1" data-bbox="1487 603 2040 791"> <thead> <tr> <th></th> <th>16/17</th> <th>17/18</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>60%</td> </tr> <tr> <td>Maths</td> <td>63%</td> <td>70%</td> </tr> <tr> <td>RWM</td> <td>13%</td> <td>60%</td> </tr> </tbody> </table> Improved outcomes in Y6 for disadvantaged pupils at the Higher Standard when compared to 16/17 outcomes <table border="1" data-bbox="1487 970 2040 1158"> <thead> <tr> <th></th> <th>16/17</th> <th>17/18</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>10%</td> </tr> <tr> <td>Maths</td> <td>0%</td> <td>10%</td> </tr> <tr> <td>RWM</td> <td>0%</td> <td>10%</td> </tr> </tbody> </table> 		16/17	17/18	Reading	25%	60%	Writing	63%	60%	Maths	63%	70%	RWM	13%	60%		16/17	17/18	Reading	0%	10%	Writing	0%	10%	Maths	0%	10%	RWM	0%	10%
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Improve reading resources around school and also in line with new reading teaching strategy.	£10,000	<ul style="list-style-type: none"> To improve the impact of reading teaching across the academy and to close the gap between this group and others. 	<ul style="list-style-type: none"> Increased % of pupils achieving Expected Standard and Higher Standard in Reading in KS2, with an improvement in progress from KS1 <table border="1" data-bbox="1469 1345 2056 1455"> <thead> <tr> <th></th> <th>16/17</th> <th>17/18</th> </tr> </thead> <tbody> <tr> <td>Reading - EX</td> <td>25%</td> <td>60%</td> </tr> <tr> <td>Reading - HS</td> <td>0%</td> <td>10%</td> </tr> </tbody> </table> 		16/17	17/18	Reading - EX	25%	60%	Reading - HS	0%	10%																					
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			Progress	-3.2	+0.9
			<ul style="list-style-type: none"> Outcomes in KS1 maintained from previous year. 100% disadvantaged pupils in EYFS achieved Expected in Reading, compared with 50% in 2017. 		
Extend the hours of lunchtime supervisors to enable additional support during phonics and with individual reading to develop fluency.	£3,000	<ul style="list-style-type: none"> To close the gaps within phonics and improve the fluency of readers particularly in KS1. 	<ul style="list-style-type: none"> Outcomes at end of KS1 in Reading maintained from previous year. Whilst Phonics outcomes were lower in 2018 than in 2017, the gap between disadvantaged pupils and others diminished by 17%. 		
Training for 2 new lunchtime supervisor staff on RWI phonics.	£500	<ul style="list-style-type: none"> To ensure more staff are trained to deliver high quality phonics teaching and to improve attainment for this group. 			
Additional member of staff to work on an in reach and outreach provision based around the THRIVE programme to impact specifically on these areas of social and emotional need. Including training for staff currently within the academy.	£30,000	<ul style="list-style-type: none"> Further improvement in progress and attainment for these children and improvements in their social and emotional welfare. An improved capacity within the academy to continue delivering this through staff training. 	<ul style="list-style-type: none"> No fixed-term exclusions since February 2018 6 pupils provided with personalised support twice a week. 		
Employment of a shared Speech and language therapist to work in the academy 0.5 days per week.	£5,000	<ul style="list-style-type: none"> To ensure that the speech and language needs of these children are met and that this impacts on their progress and attainment. 		<ul style="list-style-type: none"> 18 children discharged during 2017/18 as areas of need addressed and no further intervention required. 	

Employment of a TA to develop the S+L interventions daily under the direction of the therapist	£9,500	<ul style="list-style-type: none"> To ensure that the speech and language needs of these children are met and that this affects their progress and attainment. 	<ul style="list-style-type: none"> 13 children remained on caseload with individual needs being addressed through their individual programmes of work. 												
Additional resources to support SDI maths and levels of challenge for HAPs in this group.	£8,000	<ul style="list-style-type: none"> To close the gap in maths and extend the numbers within this group attaining at greater depth – particularly in KS1. 	<ul style="list-style-type: none"> Increase in % disadvantaged pupils achieving Expected Standard and Greater Depth in Maths at end of KS1 compared to previous years outcomes, with a significant improvement for HAPs <table border="1" data-bbox="1451 703 2074 815"> <thead> <tr> <th></th> <th>2016/17</th> <th>2017/18</th> </tr> </thead> <tbody> <tr> <td>Maths – EX</td> <td>57%</td> <td>63%</td> </tr> <tr> <td>Maths - GD</td> <td>0%</td> <td>25%</td> </tr> </tbody> </table>		2016/17	2017/18	Maths – EX	57%	63%	Maths - GD	0%	25%			
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Training for new staff in ensuring these resources are well used and are having impact (including through team teaching within the academy and across the trust).	£1,000	<ul style="list-style-type: none"> To close the gap in maths and extend the numbers within this group attaining at greater depth – particularly in KS1. 	<ul style="list-style-type: none"> Increase in % disadvantaged pupils achieving Expected and Higher Standards in Maths at end of KS2 and improvement in progress from KS1, diminishing the gap with other pupils. <table border="1" data-bbox="1451 1034 2074 1182"> <thead> <tr> <th></th> <th>2016/17</th> <th>2017/18</th> </tr> </thead> <tbody> <tr> <td>Maths – EX</td> <td>63%</td> <td>70%</td> </tr> <tr> <td>Maths - HD</td> <td>0%</td> <td>10%</td> </tr> <tr> <td>Progress</td> <td>-0.2</td> <td>+1.6</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 100% disadvantaged pupils achieved ELG in Number and Shape, Space and Measure at end of EYFS, compared with 50% in 2016/17. 		2016/17	2017/18	Maths – EX	63%	70%	Maths - HD	0%	10%	Progress	-0.2	+1.6
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Continued employment of lead TA to oversee early birds and in academy PP interventions.	£6,500	<ul style="list-style-type: none"> Improvement of progress and attainment for children eligible for pupil premium who 	<ul style="list-style-type: none"> Improved outcomes for disadvantaged pupils at end of EYFS, KS1 (excluding Writing), and KS2 at 												

		have fallen behind their peers through the promotion and training of TAs to work as intervention leads.	Expected Standard and Exceeding/Greater Depth/Higher Standard
Continued employment of TA staff to deliver early birds and in academy PP interventions.	£7,500	<ul style="list-style-type: none"> Continued improvement of progress and attainment for these groups. 	