



*Achieving our best together*

**Pupil Premium Impact Statement 2017-2018 End of Key Stage 2 Attainment 2018**

Overall scaled score for end of KS2 pupil premium pupils

	School average of scaled scores for all subjects	Pupil Premium Pupils
Reading	105	111.6
GPVS	104.3	107.4
Maths	106.1	108.5
<b>Subjects</b>	<b>2017</b>	<b>2018</b>
	<b>Pupil Premium ARE+ (national figures in brackets)</b>	<b>Pupil Premium ARE+ (national figures in brackets)</b>
	<b>(1 pupil)</b>	<b>(4 pupils)</b>
Reading	100% (77%)	100%
Writing	100% (81%)	100%
Maths	100% (80%)	75%

**Enrichment and Participation- Total expenditure- £2,325**

<u>What</u>	<u>Impact</u>
Music provision	100% of pupil premium children received access to enrichment activities in accordance to their individual needs and interests
Materials and resources to support personal and social achievement	
Individuals interests	
Additional sports coaching for targeted pupils	
	100% attended residential
	75% of pupil premium children attended clubs or additional enrichment activities
	Pupil Premium children in Years 5 and 6 received additional coaching in leadership skills
	100% of pupil premium children attended their year groups residential. Subsidy for other activities such as SATs breakfast

***School Value- Successful Learners***

**Academic Achievement- Total expenditure -£19,000**

<u>What</u>	<u>Impact</u>
Bug Club, My Maths and SPAG.Com on line learning platforms to extend learning time of vulnerable pupils	With the support of Bug Club the gap has closed for pupils on reading and in Year 6 GPS. All pupils who use the programmes progress accelerated.
Additional resources to meet individual needs of pupils on Rapid Acceleration Plans (RAP) ie spell checkers. Adapted dictionaries, personalised maths concrete resources, talk cards	100% of Year 5 and year 6 pupils have access to additional GPS ( grammar, punctuation and spelling) and My maths
Diagnostic interviews and assessment for Yr5 and Yr6 with Maths Leader	100% of Year 1 achieved Phonics screening benchmark
Phonic intervention programmes for Year 1 pupils with Headteacher daily for one term. Daily intervention on application of phonics by classroom LSAs throughout the year	All pupil premium children at the end of Key Stage 1 achieved ARE in reading, writing and maths
CPD training for all staff on how to utilise concrete resources to support vulnerable pupils conceptual understanding	80% of pupil premium children at the end of Key Stage 2 achieved ARE in reading, writing and maths
HLTA and support teacher interventions	100% of pupil premium children achieved ARE+ in reading, GPS and writing. All pupil premium children had a scaled score of 99+
LSAs time in class to support Quality first Teaching and enhance AFL of vulnerable pupils	
LSA and support teacher interventions	
Headteacher and Inclusion Leader diagnostic work on spelling, reading and maths screens	
Half termly review meetings with Inclusion Leader and Headteacher to identify gaps and agree strategies	KS2 High score banding increased (see table below)



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**Pastoral Support- Total expenditure-£5100**

<u>What</u>	<u>Impact</u>
Elsa, key worker and additional pastoral support including training costs, additional resources, supervision of ELSA and Key Worker by Inclusion Leader, ELSA supervision by Educational Psychology Service	60% of pupil premium children received additional pastoral support. Evidence shows an improvement with attendance and for the pupils being able to access their learning. 100% of pupils targeted for ELSA met targets agreed.
CPOMs used by SLT and teachers to track pupils individual personal and social development, track improvements in attendance against actions taken both in class and through interventions/support programmes	Regular meetings with the HT and/or Inclusion Leader saw an improvement with attendance and attitudes/resilience to learning.
Educational Psychology Service delivered training to support staff on building resilience in vulnerable pupils	Attendance improved for pupils targeted
Additional home learning time	40% premium children received additional 1-1 support from inclusion leader weekly to support home learning activities and provide opportunities to talk to Inclusion Leader