



Impact of Pupil Premium Strategy 2017/2018 Funding

| Financial year | Amount of pupil premium funding |
|----------------|---------------------------------|
| 2013/2014 | £166775.00 |
| 2014/2015 | £219900.00 |
| 2015/2016 | £219120.00 |
| 2016/2017 | £219,420.00 |
| 2017/2018 | £197,280 |

The impact of Pupil Premium Grant spending on vulnerable pupils at TPA is good. The teaching and provision for pupils eligible for the PPG at TPA is good. Disadvantaged pupils make more progress compared to non PPG pupils by the end of KS2.

| KS1 to KS2 progress summary (school/national) | 2014 | 2015 | 2016 (overall progress KS1 - 2) | 2017 | 2018 |
|---|------------|------------|------------------------------------|-------------|-------------|
| Reading | 99.5/99.7 | 99.1/99.7 | 10.03 | -4.48/ 0.33 | -1.61/ 0.31 |
| Writing | 101.5/99.8 | 101.4/99.8 | 2.68 | 0.48/ 0.17 | 2.25/0.24 |
| Maths | 101.4/99.7 | 101.4/99.7 | 5.07 | -2.14/ 0.28 | 0.21/0.31 |
| (attainment gap in % between PPG and non PPG at TPA) | | | | | |
| Attainment – L4+ in Reading | 26% | 18% | 4% | 4% | +2% |
| Attainment – L4+ in Writing | 31% | +11% | 1% | 21% | |
| Attainment – L4+ in mathematics | 22% | 3% | 8% | 22% | +4% |

The impact of the strategy is evident in the significant increase in attainment of PPG children in 2017/2018 from the previous year.

| KS2 % PPG (school)/ % national | 2014 | 2015 | 2016 Against standardised score of 100+ | 2017 | 2018 |
|-----------------------------------|---------|---------|---|---------|---------|
| Reading 4+ | 64%/82% | 77%/83% | 84%/71% | 35%/77% | 63%/80% |
| Writing 4+ | 64%/76% | 93%/79% | 80%/79% | 55%/81% | |
| Maths 4+ | 68%/78% | 83%/80% | 80%/75% | 45%/80% | 70%/81% |
| Reading 5 (greater depth) | 5%/35% | 27%/34% | 36%/ 23% | 5%/29% | 11%/33% |
| Writing 5 | 14%/20% | 20%/22% | 8%/18% | 15%/21% | |
| Maths 5 | 27%/28% | 37%/28% | 32%/ 20% | 5%/27% | 19%/28% |

Support provided by funding for PPG pupils means that by the end of year 1 disadvantaged children starting from a low baseline are making good phonics progress.

| Phonics Attainment | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---------|---------|----------|---------|---------|
| Year 1 % pass Disadvantaged (school/national) | 68%/63% | 86%/66% | 71%/70% | 80%/81% | 67%/83% |
| End of year 2 % pass Disadvantaged (school/national) | | 82%/84% | 86%/ 86% | 92%/92% | |

Below is the progress make through letters and sounds of the year 1 PPG pupils. 12/16 75% of pupils made good progress from their starting point.

| Letters and sounds stage | P2 | P3/4 | P5 |
|--------------------------|----|------|----|
| P2 | 4 | | 4 |
| P3/4 | | | 8 |
| P5 | | | 1 |
| Number of children | 4 | | 15 |

Attainment for PPG pupils by the end of KS1 is good particularly in reading and writing. Progress from EYFS to the end of KS1 is good particularly in writing.

| KS1 Attainment | 2014 (average point score) | 2015 (average point score) | 2016 | 2017 | 2018 |
|--|-------------------------------|-------------------------------|--------------------|--------------------|------|
| Reading disadvantaged sch/ disadvantaged national other sch/ other national | 14.6/15.0 15.7/17.0 | 13.2/15.2 15.7/17.1 | 73%/78% 79%/78% | 67%/79% 86%/79% | 81%/ |
| Writing disadvantaged sch/ disadvantaged national other sch/ other national | 13.9/13.7 14.6/15.6 | 12.5/14.0 14.6/15.8 | 64%/70% 79%/70% | 47%/72% 86%/72% | 75%/ |
| Maths disadvantaged sch/ disadvantaged national other sch/ other national | 15.1/15.0 15.6/16.7 | 13.3/15.1 15.5/16.9 | 68%/77% 76%/77% | 80%/79% 81%/79% | 75%/ |

The progress that PPG pupils make from EYFS to the end of KS1 is good.

| | |
|---------------------|------|
| EYFS – KS1 Progress | 2018 |
|---------------------|------|

| | Greater than expected progress | Expected progress | Less than expected progress |
|---------|--------------------------------|-------------------|-----------------------------|
| Reading | 5/16 | 11/16 | |
| Writing | 4/16 | 11/16 | 1/16 |
| Maths | 5/16 | 10/16 | 1/16 |

The impact of PPG spending in EYFS is good as the number of PPG pupils achieving GLD is on an upward trend. In particular, after targeting, 92% off PPG pupils achieved speaking ELG.

| EYFS % achieving Good Level of Development | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---------|---------|------|------|------|
| % FSM sch/ % FSM national | 68%/45% | 64%/52% | 84%/ | 63%/ | 75%/ |
| % non FSM sch/ % non FSM national | 54%/64% | 73%/69% | 82%/ | 67%/ | 83%/ |

This table shows the progress over time made by disadvantaged pupils through the year. It evidences the impact of reading initiatives across year groups 1-5. It highlights the need to consider how to develop writing and maths strategies to ensure greater impact is made over the year 2018/19.

| <u>PPG Attainment data</u> | Reading | Writing | Maths |
|--------------------------------|---------|---------|-------|
| 1 | | | |
| % PPG ontrack end 16/17 | 58% | 47% | 42% |
| % PPG ontrack end 17/18 | 58% | 47% | 42% |
| 3 | | | |
| % PPG ontrack end 16/17 | 27.7% | 53.8% | 54% |
| % PPG ontrack end 17/18 | 60% | 40% | 40% |
| 4 | | | |
| % PPG ontrack end 16/17 | 35.9% | 54% | 58% |
| % PPG ontrack end 17/18 | 67% | 58% | 54% |
| 5 (26) | | | |
| % PPG ontrack end 16/17 | 26.1% | 48% | 59% |
| % PPG ontrack end 17/18 | 47% | 30% | 43% |

| 1. Review of expenditure | | | | |
|--|---|---|--|------|
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Improved oral language skills in reception | Wellcomm screening for baseline will highlight the trends for the cohort. Any common errors can then be planned into daily teaching. Use of Colourful semantics in whole school teaching | Impact was good 92% of PPG passed ELG for speaking The baseline in the year group was 25% | Next year: Need to look at a wider range of language strategies to integrate into wave 1 teaching – possible ideas – colourful semantics, spirals, Makaton, linking concepts to topic maps – support of SALT TA | |
| Improved range of vocabulary and strategies to work out the meaning of unknown vocabulary Improved outcomes in reading comprehension. | Publish a refined approach to the teaching of reading to ensure there is a consistent approach across the school and all teachers focus on the skills required in the national curriculum. Train staff in how to successfully teach reading, recording, modelling and sharing good practice Review the reading policy Whole school use of AR reading | Impact was good Lessons observations and guided reading books show an improvement in teachers teaching of vocabulary and comprehension techniques This is evidenced by the large increase in attainment of the same cohort within a year. See table page 5 as well as improved % at end of KS1 and KS2 | Whilst years 1 – 5 showed good progress in reading year 6 did not. need to give more test skills to all year groups more preparation throughout ks2 for the end of KS2 test paper some of this can be addressed via the pixl program which has now been rolled out to years 3 4 and 5 | |
| Support for those pupils who are at risk of underachieving in English and Maths particularly in year 4 and 5 | Use of Pixl DTT to be fully embedded across KS2 by July 2018 QLA to inform intervention programme as well as planning and teaching | The impact here was not as good in year 4 and 5 where PIXL training and use was not as consistent or available. In year 2 and 6 the impact was good. | Next year: We need to develop writing and maths strategy across years 1-5 to replicate the success in these areas within year 2 and 6 The planned learning mentors will take therapy groups particularly across 4 - 6 | |

| | | | | |
|--|--|---|--|--|
| <p>To ensure the high attainment of more able disadvantaged pupils</p> | <p>Develop a clear understanding of greater depth in all subjects</p> <p>Model, share and record strategies for ensuring that all pupils gain depth of knowledge, skills and understanding in reading, writing and maths</p> <p>Develop common practice in planning for and recoding greater depth success</p> <p>SLT and class teachers to identify pupils with the potential to reach a higher standard in their learning across the curriculum</p> <p>Planning of GD questioning during planning sessions</p> <p>Use of problem solving activities and reasoning problems in Maths to differentiate learning.</p> <p>Use of CGP GD books</p> <p>Pixl – working above expected standards resources to be implemented as starter activities.</p> <p>Identify PP children in EYFS who have the potential to reach a greater depth and plan additional provision to support them to make progress</p> | <p>Impact was poor except in year 2 writing</p> <p>However</p> <p>All staff are more aware of the PPG pupils with the potential to reach a higher standard within the class and year group.</p> <p>These children are now being tracked more rigorously</p> <p>Some interventions were aimed at developing greater depth were trialled last year in year 6 and year 2. Evidence of good impact was seen in year 2 writing</p> | <p>In order for there to be impact – training needs to be planed into staff meetings.</p> <p>Now there are more secure literacy and numeracy teams this can be linked through the SDP into their action plans</p> <p>Now Pixl has been rolled out to year 3 4 and 5 therapy groups aimed at greater depth can be trialled next academic year</p> | |
|--|--|---|--|--|

| | | | | |
|--------------------------------------|---|---|--|--|
| Improved social and emotional skills | Whole school training – linked in project | <p>Medium impact</p> <p>Most staff attended the whole school inset</p> <p>Staff knowledge has increased and they are more aware of hidden needs. Mindfulness and wellbeing approaches are being used in all classes.</p> <p>Pupil questionnaires showed improvement in confidence around the school and being able to express their feelings.</p> <p>2 members of staff went on to train as ELSAs following the training.</p> | <p>We need a 3 year plan to develop social and emotional skills and wellbeing</p> <p>This next year all staff given opportunities to go on the linked in project courses Wellbeing and mindfulness team to be developed –wave 1 opportunities to develop quiet areas and calm boxes across the school Training to become a trauma informed school and fostering of links with parents to support those families who have had the most adverse experiences Training for a therapy dog - to target reluctant older boy readers</p> | |
|--------------------------------------|---|---|--|--|

ii. Targeted support

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|--|--|---|---|-------------|
| Improved oral language skills in reception Improved range of vocabulary and expressive language | Wellcomm screening and language interventions through reception Ufton Court – communication group – 4 day trips | <p>Impact good</p> <p>92% of PPG passed ELG for speaking – baseline in the year group was 25%</p> <p>Children using more topic language in everyday learning</p> <p>Increased % of expected and above in year 2 and 6 writing</p> | <p>As we know this works well we need to plan ahead for adult and set time so happens consistently to have most impact</p> <p>Ufton trips as a whole need to be reviewed – progress against value for money not as good as maybe other strategies</p> | |

| | | | | |
|---|--|---|---|--|
| <p>Raised attainment of pupils at risk of underachieving in English and Maths Support for those pupils who are at risk of underachieving in English and Maths</p> | <p>ABC readers – in year 3,4 and 6</p> <p>Small group project work to improve writing in year 3</p> <p>LSA's to take smaller focus groups based on QLA gaps (1:6 5 times weekly 30 min sessions)</p> <p>Reading/Maths booster groups run by Yr 5 teachers</p> <p>Pre-school intervention booster groups (1:8 2 times weekly 45min sessions)</p> <p>1:1 reading sessions to improve reading speeds and understanding/comprehension (3 times weekly)</p> <p>Precision teaching in EYFS</p> | <p>Impact good</p> <p>At the end of KS2 the prior middle attaining group had made the most progress in reading, writing and maths.</p> <p>6/9 pupils meeting target in reading after ABC reading intervention – illness of volunteer reduced impact in year 4</p> <p>Project focused on talk for writing and exploring high level text at their level. Impact led to accelerated progress within group time but this did not get generalised into independent work.</p> <p>Precision teaching - 5 children targeted – of these small progress was made towards phonics and number recognition – impact was limited by not being able to provide the intervention daily.</p> <p>Small focused groups targeting children at risk of not attaining expected standards in writing and maths at end of year have shown good progress- especially at the end of KS2 where the middle prior attainers are shown to be making the most progress. 2.32 in writing, 1.44 in maths</p> | <p>Next year</p> <p>As small focused groups working well – use learning mentors to do this through the school. We need to consider how to ensure lower prior attainers are making more progress by the end of KS2</p> <p>We need to look at what it is that is working well in year 6 and 2 writing and replicate across the other year groups</p> <p>We need to look at what is working well in reading in other year groups and replicate in year 6</p> <p>Precision teaching when done daily has evidenced good impact – need to ring fence adult time if we choose this strategy next year.</p> | |
| <p>Improved social and emotional skills</p> | <p>Art/play therapy sessions ELSA group support Mindfulness and relax kids (year 6) Gap gardening Ufton court year 5 – resilience and problem solving – 4 day trips</p> | <p>Impact good for in school projects</p> <p>Individual intervention progress reports show progress from starting points. (play therapy, ELSA and Relax kids)</p> | <p>Next year</p> <p>Ufton not working in the same way need to review this in terms of progress again spend. LEO gardening has good impact – need to look at how to involve teachers more</p> | |

| | | | | |
|---|---|---|---|-------------|
| Disadvantaged SEND pupils make accelerated progress from their starting point | Use of interventions and advice recommended by external agencies: Phonic intervention groups Reading Eggs Nessy Reading/ spelling EP advice | There are still too many SEND children making limited progress. In reading and maths this is around 40% apart from in year 2 and 6. In writing this is around 30% apart from year 3 where it is much higher. | We need to look at supporting the jump into year 3 writing and looking at how Pixl therapies can be used for the B2 children more effectively | |
| To ensure the high attainment of more able disadvantaged pupils | Higher level Yr 6 Maths groups for GD taken by HLTA (1:12 twice weekly for 45mins) Higher level Yr 6 Reading groups led by HoS (1:8 twice weekly for 30 mins) | There was an increase in the numbers of greater depth in reading and maths from the previous year. This is still not as high as we would like and not in line with national figures - | We will continue this approach, however using teachers to take these groups and learning mentors to work with the B1s | |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Increased attendance and punctuality rates for pupils eligible for PPG | Review of attendance and punctuality policy PP attendance to be discussed every term and at pupil progress meetings Access to after school and before school clubs given to families having difficulty attending on time Reward activities for 100% attendees Regular EWO support | Improved attendance for targeted reception children % absence for PPG pupil group has increased as a whole however targeted families have improved as evidenced via the early intervention and legal process documents. During the year 2017/18: 82 letters to raise attendance concerns were sent, 26 meetings were held with parents in school, 7 home visits were made. Within the legal framework: 19 information letters sent, 11 attendance panel meetings were held and 15 fixed penalty notice letters sent | Next year We need to consider different strategies as the pupil premium group remain the group with highest absence, most lates, more likely to be excluded, most medical appointments made in school time and group most likely not to give reason for absence - do we need to include this group as well as vulnerable group on first day response call from ELSA? | |
| To ensure that disadvantaged pupils have equal access to our local curriculum | All disadvantaged pupils have access to resources for homework projects, to attend swimming lesson and trips linked to curriculum projects | All children attended swimming lessons and had kit provided if needed. Subsidies were applied to school trips to give enrichment activities | We need to look at specific barriers the children face in more detail to ensure the PPG money is firstly closing the gap in learning and ensuring that any underachieving PPG pupils are attaining GD | |

1. Additional detail

Thoughts for next year

Middle prior attainers are making the most progress - why

Most progress made by MA writers

Lower prior attainers are making the least progress by the end of KS2 (these are not necessarily the SEND children) – how are things going for these low attaining pupils this year – what do we need to do differently for the B1/ B2 children – use of learning mentors – aaron

Progress in reading is below average but PPG better than all – what in reading still needs to change – what next

Progress in writing average – what is it in year 6 writing that helps them make more progress than other year groups in writing

In other year groups – evidence of reading good impact

Now need to develop writing and maths strategy – across years 1-5

Need better impact in learning for SEND ppg – raise the % of expected progress