

St Francis CE Primary School

Impact Statement for Pupil Premium Expenditure 2018-19



Funds Available for 2018/19: £49,440

Total Spend 2018/19: £49,859.88

Our Key Objectives Are:

- To improve outcomes in Literacy and Maths for FSM (Free School Meals) and PLAC/CIOC (Previously Looked After Children/Children in Our Care) pupils.
- To provide support for the social and emotional needs of FSM and PLAC/CIOC pupils which will facilitate improved academic outcomes.
- To improve curriculum engagement and academic achievement for FSM and PLAC/CIOC pupils.

Main Barriers to Future Educational Achievement:

Some pupils are entering school with lower levels of speech, language and other special educational needs which is impacting on attainment.

Social/emotional needs, including trauma and attachment, for some pupils have created barriers which make accessing learning difficult, particularly on a formal basis.

Low household incomes limit the opportunities open to some children eligible for Pupil Premium funding.

Desired Outcome (taken from the intended spend document):

1) Pupils make at least the expected progress from:

- their EYFS starting point to the end of KS1 in reading, writing and maths.
- their end of KS1 starting point to the end of KS2 in reading, writing and maths

(Sutton document "...the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families." "Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.")

Narrative and Data to Evaluate:

Through new leadership, school has implemented many strategies so we can strive to ensure that our children make at least expected progress. Through a review of literature through the EFF website, it is clear that the main difference to be made to children's outcomes is through high quality teaching for all. Our staff have further developed a strong attitude that all children can succeed given the right input. As a result of this, a new 'Teaching, Learning, Assessment and Monitoring' Policy was developed.

A new tracking system has been purchased and has been used effectively to view data in terms of the present, future targets and past attainment. This has allowed us to see whether children are on track or off track for expected progress.

Pupil Progress Meetings have been implemented to have rich conversations between senior leaders and class teachers. Our data focus and pupil progress meetings have given a sharper eye to our teaching staff and more ownership and accountability of their class data. Appraisal systems have been linked to individual class data, highlighting pupil premium children.

The narrative above strongly links to our school improvement plan.

The types of intervention and the way we use our teaching assistants has been evaluated and a significant overhaul has taken place. Support staff have been made aware of funding streams and systems we have to do in order to account for pupil premium money. Support Staff are very aware that their function is to improve outcomes for children. Teaching Assistants have been mainly used to completed targeted support and through new provision planning, it is usual that focus children are identified and the child's target is available to them.

We believe it is important to have a broad range of interventions and this can be seen below. We utilise interventions when there is need from a pupil.

Through the reading of EEF, we have looked at very small groups of children and 1:1 teaching at times. This has been more evident within our Reception class and targeted readers scheme throughout school.

Start Date: 03/09/2018 End Date: 30/07/2019 Groups: Has Pupil Premium

Overview Name	Intervention Name	Students	Achieved		Exceeded		Not Achieved		Partially Achieved		No Outcome	
			No.	%	No.	%	No.	%	No.	%	No.	%
Lunchtime - Social and Emotional Support	Reception - Autumn 2 - Box of feelings [26/11/2018 - 14/12/2018]	4	4	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Lunchtime - Social and Emotional Support	Year 6 - Autumn 1 and 2 - Emotional support. F.I. [24/09/2018 - 30/11/2018]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Mathematics Intervention Across School - 2018/19	Reception - Spring 2 - Counting [18/03/2019 - 17/05/2019]	3	2	66.67	0	0.00	0	0.00	1	33.33	0	0.00
Mathematics Intervention Across School - 2018/19	Reception - Summer 2 - Maths. [17/06/2019 - 12/07/2019]	2	2	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Mathematics Intervention Across School - 2018/19	Year 4 - Autumn 1 - Times Tables Support [24/09/2018 - 15/10/2018]	2	0	0.00	0	0.00	1	50.00	0	0.00	1	50.00
Mathematics Intervention Across School - 2018/19	Year 5 - Maths - Mrs Maginn [24/09/2018 - 19/10/2018]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Mathematics Intervention Across School - 2018/19	Year 5 - Spring 1 - Big Maths [14/01/2019 - 15/02/2019]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Mathematics Intervention Across School - 2018/19	Year 5 - Spring 1 - Multiplication / Division [14/01/2019 - 15/02/2019]	3	0	0.00	0	0.00	0	0.00	3	100.00	0	0.00
Mathematics Intervention Across School - 2018/19	Year 6 - Autumn 1 - GDS Reasoning - Mrs Maginn [24/09/2018 - 19/10/2018]	3	0	0.00	0	0.00	1	33.33	2	66.67	0	0.00
Mathematics Intervention Across School - 2018/19	Year 6 - Spring 1 - Maths. [14/01/2019 - 15/02/2019]	4	3	75.00	0	0.00	0	0.00	1	25.00	0	0.00
Memory, Speech, Language and Communication.	Reception - Summer 1 - Guided talk group. [18/03/2019 - 17/05/2019]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00

Physical Development	Summer 2 - Reception - Gross motor skills / fine motor [12/06/2019 - 05/07/2019]	3	3	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Reception - Autumn 2 - Phase 2 Blending [10/12/2018 - 18/01/2019]	2	1	50.00	0	0.00	1	50.00	0	0.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Reception - Autumn 2 - Phoneme / Grapheme Recognition [09/11/2018 - 30/11/2018]	1	0	0.00	0	0.00	0	0.00	1	100.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Reception - Spring - Phase 2 tricky words. [04/02/2019 - 15/03/2019]	2	2	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Reception - Summer 1 - Spell phase 3 tricky words. [30/04/2019 - 24/05/2019]	3	2	66.67	0	0.00	0	0.00	1	33.33	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Reception - Summer 1 - Spelling phase 2 tricky words. [29/04/2019 - 17/05/2019]	2	2	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Reception - Summer 1 - Supported Writing. [29/04/2019 - 12/07/2019]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Reception - Summer 1 - To blend sounds to read words [29/04/2019 - 07/06/2019]	1	0	0.00	0	0.00	0	0.00	1	100.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Reception - Summer 1 - To count 20 objects reliably. [18/03/2019 - 24/05/2019]	3	0	0.00	0	0.00	0	0.00	0	0.00	3	100.00
Reading/Phonics Interventions Across School - 2018/19	Reception - Summer 1 - Writing numbers to 10. [18/03/2019 - 17/05/2019]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Reception - Summer 2 - Booster english [17/06/2019 - 08/07/2019]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Reception - Summer 2 - Phase 3 sounds and words. [10/06/2019 - 12/07/2019]	1	0	0.00	0	0.00	0	0.00	1	100.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Year 1 - Autumn 2 - Read Write Inc/Letters/Sounds [12/11/2018 - 26/11/2018]	3	1	33.33	0	0.00	0	0.00	2	66.67	0	0.00

Reading/Phonics Interventions Across School - 2018/19	Year 1 - Spring 1 - Letters and Sounds - Ph 3 - Read / spell. [14/01/2019 - 15/02/2019]	2	0	0.00	0	0.00	0	0.00	2	100.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Year 1 - Spring 1 - Letters and Sounds - Ph 3. [14/01/2019 - 15/02/2019]	2	0	0.00	0	0.00	0	0.00	2	100.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Year 1 - Spring 2 - Letres and sounds. [11/03/2019 - 05/04/2019]	2	0	0.00	0	0.00	0	0.00	2	100.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Year 1 - Spring 2 - Letters and Sounds. [11/03/2019 - 05/04/2019]	2	1	50.00	0	0.00	0	0.00	1	50.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Year 1 - Summer - Access Literacy. [22/04/2019 - 05/07/2019]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Year 1 - Summer 1 - Speed sound set 2. [06/05/2019 - 24/05/2019]	3	3	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Year 3 - Autumn 1 - Catch up phonics for reading and spelling [24/09/2018 - 19/10/2018]	1	0	0.00	0	0.00	0	0.00	1	100.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Year 3 - Autumn 2 - RWInc Purple [30/10/2018 - 29/11/2018]	1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Year 3 - Summer - RWInc [22/04/2019 - 05/07/2019]	2	2	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Year 4 - Autumn 1 - In class support [24/09/2018 - 19/10/2018]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Year 4 - Autumn 2 - Guided Reading. [30/10/2018 - 28/11/2018]	1	0	0.00	0	0.00	0	0.00	0	0.00	1	100.00
Reading/Phonics Interventions Across School - 2018/19	Year 4 - Summer - Access Literacy. [22/04/2019 - 05/07/2019]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading/Phonics Interventions Across School - 2018/19	Year 5 - Spring 1 - Spellings. [14/01/2019 - 15/02/2019]	2	1	50.00	0	0.00	0	0.00	1	50.00	0	0.00

Reading/Phonics Interventions Across School - 2018/19	Year 6 - Spring 1 - Reading (GDS). [14/01/2019 - 15/02/2019]	3	2	66.67	0	0.00	0	0.00	1	33.33	0	0.00
SEND Provision - 2018/19	Mixed KS2 Group - 1st Class at Numbers [24/09/2018 - 19/10/2018]	4	3	75.00	0	0.00	1	25.00	0	0.00	0	0.00
SEND Provision - 2018/19	Reception - Autumn 2 - Visual Perception Skills (LDA) [28/11/2018 - 12/12/2018]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Reception - Spring 1 - Phase 2 blending. [14/01/2019 - 15/03/2019]	1	0	0.00	0	0.00	1	100.00	0	0.00	0	0.00
SEND Provision - 2018/19	Reception-Autumn 2- Julia Dyer GMS [19/11/2018 - 12/12/2018]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 1 - Autumn 2 - RfS - Writing - One Word, One Finger Space [30/10/2018 - 20/12/2018]	3	1	33.33	0	0.00	2	66.67	0	0.00	0	0.00
SEND Provision - 2018/19	Year 1 - RfS - Words as Units of Sound [24/09/2018 - 19/10/2018]	3	3	100.00	0	0.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 1 - Spring - Handwriting. [14/01/2019 - 15/02/2019]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 1 & 3 - Spring 1 - Language Group. [14/01/2019 - 15/02/2019]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 2 - Autumn 2 - Access Literacy - End of Unit 5. [30/10/2018 - 20/12/2018]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 3 - Autumn 2 - 1st Class at Numbers [29/10/2018 - 20/12/2018]	4	2	50.00	0	0.00	0	0.00	2	50.00	0	0.00
SEND Provision - 2018/19	Year 3 - Autumn 2 - Nurture - ELSA Time - Graduated Response [30/10/2018 - 20/12/2018]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 3 - Nurture - ELSA Time - Graduated Response [24/09/2018 - 19/10/2018]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00

SEND Provision - 2018/19	Year 3 - Spring - Nurture - ELSA Time - Graduated Response [07/01/2019 - 05/04/2019]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 3 - Spring 1 - Read, Write Inc. [14/01/2019 - 08/03/2019]	4	3	75.00	0	0.00	1	25.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 3 - Summer 2 - Nurture - ELSA Time - Graduated Response [22/04/2019 - 05/07/2019]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 3 / 4 - Summer - Maths [22/04/2019 - 05/07/2019]	1	0	0.00	0	0.00	0	0.00	1	100.00	0	0.00
SEND Provision - 2018/19	Year 4 - Autumn 1 - Reading [24/09/2018 - 19/10/2018]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 4 - Autumn 2 - Guided Reading [30/10/2018 - 20/12/2018]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 4 - Spring 1 - Access Literacy - Unit 23. [14/01/2019 - 22/03/2019]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 5 - Spring 1 - SLCN [14/01/2019 - 15/02/2019]	2	2	100.00	0	0.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 5 - Spring 2 - SLCN. [25/02/2019 - 22/03/2019]	2	2	100.00	0	0.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 6 - Spring 1 & 2 - Touch Typing. [29/01/2019 - 29/03/2019]	1	0	0.00	1	100.00	0	0.00	0	0.00	0	0.00
SEND Provision - 2018/19	Year 6 - Summer - Touch Typing. [22/04/2019 - 05/07/2019]	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Writing Interventions Across School - 2018/19	Year 5 - Autumn 1 - Mrs Maginn [24/09/2018 - 19/10/2018]	1	0	0.00	0	0.00	1	100.00	0	0.00	0	0.00
Writing Interventions Across School - 2018/19	Year 6 - Autumn 1 - Parenthesis and Clauses - Mrs Maginn [24/09/2018 - 19/10/2018]	2	1	50.00	1	50.00	0	0.00	0	0.00	0	0.00
	Number of Pupils	114	71		2		9		26		5	

Other interventions:

Year 1 – 6 Targeted Reading – 1:1 Reading X3 a week.

Our interventions have been evaluated and for the large majority, children have benefitted from the interventions listed. Further pupil data can be seen later in the report.

Costing of Interventions

Start Date: 03/09/2018 End Date: 30/07/2019 Groups: Has Pupil Premium

Overview Name	No. of Interventions	Students	Net Cost for Group	Total Cost
Lunchtime - Social and Emotional Support	2 / 7	5	224.41	628.34
	Intervention Name	Students	Net Cost for Group	Total Cost
	Reception - Autumn 2 - Box of feelings [26/11/2018 - 14/12/2018]	4	320.67	320.67
	Year 6 - Autumn 1 and 2 - Emotional support. F.I. [24/09/2018 - 30/11/2018]	1	47.86	47.86
Mathematics Intervention Across School - 2018/19	8 / 12	19	444.33	1613.62
	Intervention Name	Students	Net Cost for Group	Total Cost
	Reception - Spring 2 - Counting [18/03/2019 - 17/05/2019]	3	29.15	106.89
	Reception - Summer 2 - Maths. [17/06/2019 - 12/07/2019]	2	23.75	106.89
	Year 4 - Autumn 1 - Times Tables Support [24/09/2018 - 15/10/2018]	2	5.71	20.00
	Year 5 - Maths - Mrs Maginn [24/09/2018 - 19/10/2018]	1	29.06	116.23
	Year 5 - Spring 1 - Big Maths [14/01/2019 - 15/02/2019]	1	20.51	41.02
	Year 5 - Spring 1 - Multiplication / Division [14/01/2019 - 15/02/2019]	3	314.51	314.51
	Year 6 - Autumn 1 - GDS Reasoning - Mrs Maginn [24/09/2018 - 19/10/2018]	3	18.23	54.70
	Year 6 - Spring 1 - Maths. [14/01/2019 - 15/02/2019]	4	157.26	314.51
Memory, Speech,	1 / 3	1	13.10	222.68

Language and Communication.				
	Intervention Name	Students	Net Cost for Group	Total Cost
	Reception - Summer 1 - Guided talk group. [18/03/2019 - 17/05/2019]	1	11.13	89.07
Physical Development	1 / 2	3	4.65	35.62
	Intervention Name	Students	Net Cost for Group	Total Cost
	Summer 2 - Reception - Gross motor skills / fine motor [12/06/2019 - 05/07/2019]	3	4.45	17.81
Reading/Phonics Interventions Across School - 2018/19	26 / 42	45	984.05	4526.62
	Intervention Name	Students	Net Cost for Group	Total Cost
	Reception - Autumn 2 - Phase 2 Blending [10/12/2018 - 18/01/2019]	2	2.97	17.81
	Reception - Autumn 2 - Phoneme / Grapheme Recognition [09/11/2018 - 30/11/2018]	1	1.91	26.72
	Reception - Spring - Phase 2 tricky words. [04/02/2019 - 15/03/2019]	2	3.56	26.72
	Reception - Summer 1 - Spell phase 3 tricky words. [30/04/2019 - 24/05/2019]	3	15.59	62.35
	Reception - Summer 1 - Spelling phase 2 tricky words. [29/04/2019 - 17/05/2019]	2	5.57	44.54
	Reception - Summer 1 - Supported Writing. [29/04/2019 - 12/07/2019]	1	31.18	62.35
	Reception - Summer 1 - To blend sounds to read words [29/04/2019 - 07/06/2019]	1	20.04	80.17
	Reception - Summer 1 - To count 20 objects reliably. [18/03/2019 - 24/05/2019]	3	53.45	142.52
	Reception - Summer 1 - Writing numbers to 10. [18/03/2019 - 17/05/2019]	1	1.98	17.81
	Reception - Summer 2 - Booster english [17/06/2019 - 08/07/2019]	1	6.68	53.44
	Reception - Summer 2 - Phase 3 sounds and words. [10/06/2019 - 12/07/2019]	1	48.99	97.98
	Year 1 - Autumn 2 - Read Write Inc/Letters/Sounds [12/11/2018 - 26/11/2018]	3	34.36	80.17
	Year 1 - Spring 1 - Letters and Sounds - Ph 3 - Read / spell. [14/01/2019 - 15/02/2019]	2	34.19	68.37
	Year 1 - Spring 1 - Letters and Sounds - Ph 3. [14/01/2019 - 15/02/2019]	2	24.61	61.53
	Year 1 - Spring 2 - Letres and sounds. [11/03/2019 - 05/04/2019]	2	19.14	47.86
	Year 1 - Spring 2 - Letters and Sounds. [11/03/2019 - 05/04/2019]	2	45.58	68.37

	Year 1 - Summer - Access Literacy. [22/04/2019 - 05/07/2019]	1	139.55	418.65
	Year 1 - Summer 1 - Speed sound set 2. [06/05/2019 - 24/05/2019]	3	17.10	34.19
	Year 3 - Autumn 1 - Catch up phonics for reading and spelling [24/09/2018 - 19/10/2018]	1	34.19	68.37
	Year 3 - Autumn 2 - RWInc Purple [30/10/2018 - 29/11/2018]	1	34.19	68.37
	Year 3 - Summer - RWInc [22/04/2019 - 05/07/2019]	2	498.81	748.22
	Year 4 - Autumn 1 - In class support [24/09/2018 - 19/10/2018]	1	45.58	136.74
	Year 4 - Autumn 2 - Guided Reading. [30/10/2018 - 28/11/2018]	1	45.58	136.74
	Year 4 - Summer - Access Literacy. [22/04/2019 - 05/07/2019]	1	498.81	498.81
	Year 5 - Spring 1 - Spellings. [14/01/2019 - 15/02/2019]	2	22.79	68.37
	Year 6 - Spring 1 - Reading (GDS). [14/01/2019 - 15/02/2019]	3	51.28	68.37
SEND Provision - 2018/19	23 / 48	38	2389.93	8301.85
	Intervention Name	Students	Net Cost for Group	Total Cost
	Mixed KS2 Group - 1st Class at Numbers [24/09/2018 - 19/10/2018]	4	160.33	240.50
	Reception - Autumn 2 - Visual Perception Skills (LDA) [28/11/2018 - 12/12/2018]	1	8.91	44.54
	Reception - Spring 1 - Phase 2 blending. [14/01/2019 - 15/03/2019]	1	0.00	0.00
	Reception-Autumn 2- Julia Dyer GMS [19/11/2018 - 12/12/2018]	1	14.85	89.07
	Year 1 - Autumn 2 - RfS - Writing - One Word, One Finger Space [30/10/2018 - 20/12/2018]	3	35.63	71.26
	Year 1 - RfS - Words as Units of Sound [24/09/2018 - 19/10/2018]	3	26.72	53.44
	Year 1 - Spring - Handwriting. [14/01/2019 - 15/02/2019]	1	20.04	80.17
	Year 1 & 3 - Spring 1 - Lanuguage Group. [14/01/2019 - 15/02/2019]	1	160.34	320.67
	Year 2 - Autumn 2 - Access Literacy - End of Unit 5. [30/10/2018 - 20/12/2018]	1	35.63	106.89
	Year 3 - Autumn 2 - 1st Class at Numbers [29/10/2018 - 20/12/2018]	4	254.50	445.37
	Year 3 - Autumn 2 - Nurture - ELSA Time - Graduated Response [30/10/2018 - 20/12/2018]	1	285.04	285.04
	Year 3 - Nurture - ELSA Time - Graduated Response [24/09/2018 - 19/10/2018]	1	213.78	213.78
	Year 3 - Spring - Nurture - ELSA Time - Graduated Response [07/01/2019 - 05/04/2019]	1	409.74	409.74
	Year 3 - Spring 1 - Read, Write Inc. [14/01/2019 - 08/03/2019]	4	456.06	570.07

	Year 3 - Summer 2 - Nurture - ELSA Time - Graduated Response [22/04/2019 - 05/07/2019]	1	409.74	409.74
	Year 3 / 4 - Summer - Maths [22/04/2019 - 05/07/2019]	1	44.54	89.07
	Year 4 - Autumn 1 - Reading [24/09/2018 - 19/10/2018]	1	59.38	178.15
	Year 4 - Autumn 2 - Guided Reading [30/10/2018 - 20/12/2018]	1	103.92	311.76
	Year 4 - Spring 1 - Access Literacy - Unit 23. [14/01/2019 - 22/03/2019]	1	561.17	561.17
	Year 5 - Spring 1 - SLCN [14/01/2019 - 15/02/2019]	2	71.26	71.26
	Year 5 - Spring 2 - SLCN. [25/02/2019 - 22/03/2019]	2	71.26	71.26
	Year 6 - Spring 1 & 2 - Touch Typing. [29/01/2019 - 29/03/2019]	1	213.78	213.78
	Year 6 - Summer - Touch Typing. [22/04/2019 - 05/07/2019]	1	213.78	213.78
Writing Interventions Across School - 2018/19	2 / 3	3	82.04	273.48
	Intervention Name	Students	Net Cost for Group	Total Cost
	Year 5 - Autumn 1 - Mrs Maginn [24/09/2018 - 19/10/2018]	1	13.67	68.37
	Year 6 - Autumn 1 - Parenthesis and Clauses - Mrs Maginn [24/09/2018 - 19/10/2018]	2	82.05	164.09
		Totals	4142.51	15602.21

Targeted Reading Support: 4,488

Ass. Head (1/2 day a fortnight – Coordination Time): 2,728

Supply Costs (Enabling PPMs): 3,500

In class Maths Support (Year 1-6): 15,860.16

Year 1 Phonics Support: 1,321.68

ELSA Training: 1,400

Pupil Premium Headlines - PP Impact Statement

PP Children
Not PP Children

		2018-2019											
		Summer											
		% pupils well below expected	% pupils well below expected	% pupils just below expected	% pupils just below expected	% pupils at expected	% pupils at expected	% pupils above expected	% pupils above expected	% pupils at/above expected	% pupils at/above expected	Average progress from 2017-2018 Sum to 2018-2019 Sum	Average progress from 2017-2018 Sum to 2018-2019 Sum
Reading	RCL1 (4)	0%	0%	25%	19%	25%	52%	50%	29%	75%	81%		
	Y1CL 2 (4)	25%	12%	25%	8%	50%	52%	0%	28%	50%	80%	-0.3	0
	Y2CL 3 (5)	0%	13%	20%	30%	80%	43%	0%	13%	80%	57%	+0.2	-0.2
	Y3CL 4 (7)	14%	4%	71%	22%	0%	48%	14%	26%	14%	74%	-0.2	+0.1
	Y4CL 5 (3)	33%	13%	33%	8%	0%	38%	33%	42%	33%	79%	-0.3	+0.1
	Y5CL 6 (5)	0%	4%	20%	4%	60%	56%	20%	36%	80%	92%	+1.0	+0.0
	Y6CL 7 (9)	0%	0%	0%	19%	67%	33%	33%	48%	100%	81%	+0.3	+0.4
Writing	RCL1 (4)	0%	0%	25%	24%	25%	48%	50%	29%	75%	76%		
	Y1CL 2 (4)	50%	12%	50%	8%	0%	60%	0%	20%	0%	80%	-0.8	-0.1
	Y2CL 3 (5)	0%	13%	20%	35%	80%	52%	0%	0%	80%	52%	+0.2	-0.3

	Y3CL 4 (7)	29%	4%	43%	22%	14%	57%	14%	17%	29%	74%	-0.2	+0.0
	Y4CL 5 (3)	33%	17%	33%	17%	0%	46%	33%	21%	33%	67%	0.0	+0.0
	Y5CL 6 (5)	0%	4%	60%	20%	20%	56%	20%	20%	40%	76%	+0.6	+0.3
	Y6CL 7 (9)	0%	0%	0%	33%	100%	57%	0%	10%	100%	67%	+0.3	-0.1
Maths	RCL1 (4)	0%	0%	0%	24%	75%	62%	25%	14%	100%	76%		
	Y1CL 2 (4)	25%	12%	25%	8%	50%	44%	0%	36%	50%	80%	-0.8	0.0
	Y2CL 3 (5)	0%	13%	40%	13%	20%	61%	40%	13%	60%	74%	-0.2	-0.1
	Y3CL 4 (7)	29%	4%	29%	4%	29%	70%	14%	22%	43%	91%	-0.2	+0.2
	Y4CL 5 (3)	0%	8%	67%	17%	0%	38%	33%	38%	33%	75%	+0.7	+0.3
	Y5CL 6 (5)	0%	0%	40%	8%	60%	72%	0%	20%	60%	92%	+1.2	+0.2
	Y6CL 7 (9)	0%	0%	0%	10%	78%	62%	22%	29%	100%	90%	+1.1	+0.9

Full name	P P	ToB	SE N	Gende r	Yr Grp. Joine d	This Year's Sum Reading	Reading progress from Last Year's Sum SAT to most recent	Reading progress from YR Sum to most recent	Reading progress from Y2 Sum SAT to most recent	This Year's Sum Writing	Writing progress from Last Year's Sum SAT to most recent	Writing progress from YR Sum to most recent	Writing progress from Y2 Sum SAT to most recent	This Year's Sum Maths	Maths progress from Last Year's Sum SAT to most recent	Maths progress from YR Sum to most recent	Maths progress from Y2 Sum SAT to most recent
EYFS																	
Pupil-001	Y	Sum	N	F	YR	Emerging (1)				Emerging (1)				Expected (2)			
Pupil-002	Y	Spr	N	F	YR	Expected (2)				Expected (2)				Exceeding (3)			
Pupil-003	Y	Aut	N	F	YR	Exceeding (3)				Exceeding (3)				Expected (2)			
Pupil-004	Y	Aut	N	M	YR	Exceeding (3)				Exceeding (3)				Expected (2)			
Summary						2.3				2.3				2.3			
Year 1																	
Pupil-001	Y	Sum	K	F	YR	BLW	-1	-1		BLW	-1	-1		BLW	-2	-2	
Pupil-002	Y	Sum	K	F	YR	EXP	0	0		WTS	0	0		EXP	0	0	
Pupil-003	Y	Aut	N	M	YR	EXP	0	0		WTS	-1	-1		EXP	0	0	
Pupil-004	Y	Aut	N	M	YR	WTS	0	0		BLW	-1	-1		WTS	-1	-1	
Summary						EXP	-0.3	-0.3		WTS	-0.8	-0.8		EXP	-0.8	-0.8	
Year 2																	
Pupil-001	Y	Aut	N	F	YR	EXP	0	0	0	EXP	0	0	0	EXP	0	0	0
Pupil-002	Y	Sum	N	F	Y1	EXP	1		0	EXP	1		0	WTS	0		0
Pupil-003	Y	Spr	N	M	YR	WTS	0	0	0	WTS	0	0	0	WTS	-1	0	0
Pupil-004	Y	Aut	N	M	YR	EXP	0	0	0	EXP	0	0	0	GDS	0	1	0
Pupil-005	Y	Aut	N	M	YR	EXP	0	0	0	EXP	0	0	0	GDS	0	1	0
Summary						EXP	0.2	0	0	EXP	0.2	0	0	EXP	-0.2	0.5	0
Year 3																	

Pupil-001	Y	Spr	N	F	Y2	WTS	0	-1	0	WTS	0	-1	0	WTS	0	-1	0
Pupil-002	Y	Aut	N	M	YR	WTS	-1	0	-1	WTS	0	0	0	EXP	0	0	0
Pupil-003	Y	Aut	N	M	YR	WTS	-1	-1	-1	EXP	0	0	0	EXP	0	-1	0
Pupil-004	Y	Spr	N	M	YR	GDS	1	0	1	GDS	0	0	0	GDS	0	0	0
Pupil-005	Y	Su m	K	M	YR	WTS	0	-1	0	BLW	-1	-1	-1	BLW	-1	-1	-1
Pupil-006	Y	Su m	K	F	Y2	WTS		-1		WTS		0		WTS		0	
Pupil-007	Y	Aut	K	F	Y3	BLW	0	-1	0	BLW	0	-1	0	BLW	0	-1	0
Summary						WTS	-0.2	-0.7	-0.2	WTS	-0.2	-0.4	-0.2	WTS	-0.2	-0.6	-0.2

Year 4

Pupil-001	Y	Su m	K	M	YR	BLW	0	-1	0	BLW	0	-1	-1	WTS	1	0	-1
Pupil-002	Y	Aut	N	F	Y3	GDS	0	0	0	GDS	0	1	0	GDS	1	1	0
Pupil-003	Y	Aut	N	F	YR	WTS	-1	-1	-1	WTS	0	-1	0	WTS	0	-1	0
Summary						WTS	-0.333	-0.7	-0.3	WTS	0	-0.3	-0.3	WTS	0.666 7	0	-0.3

Year 5

Pupil-001	Y	Aut	N	F	YR	EXP	2	0	1	WTS	1	0	0	EXP	2	1	1
Pupil-002	Y	Su m	N	F	YR	WTS	1	0	0	WTS	1	0	0	WTS	1	0	0
Pupil-003	Y	Aut	N	F	Y4	EXP	0			EXP	0			EXP	2		
Pupil-004	Y	Spr	N	F	YR	GDS	0	0	0	GDS	0	0	1	EXP	0	0	0
Pupil-005	Y	Su m	K	F	Y4	EXP	2			WTS	1			WTS	1		
Summary						EXP	1	0	0.3	WTS	0.6	0	0.3	EXP	1.2	0.3	0.3

Year 6

Pupil-001	Y	Su m	K	M	Y1	EXP	0	1	0	EXP	1	1	0	EXP	1	1	0
Pupil-002	Y	Aut	N	M	YR	EXP	0	1	0	EXP	1	1	0	EXP	1	0	0
Pupil-003	Y	Spr	N	F	YR	GDS	1	0	0	EXP	0	0	-1	EXP	1	0	0
Pupil-004	Y	Aut	N	F	YR	EXP	0	-1	-1	EXP	0	0	-1	EXP	1	0	0
Pupil-005	Y	Aut	N	F	Y5	GDS	1			EXP	0			GDS	2		
Pupil-006	Y	Su m	N	F	Y1	EXP	0	0	0	EXP	0	0	0	EXP	1	0	0

Pupil-007	Y	Aut	N	M	YR	EXP	0	0	0	EXP	0	0	0	GDS	1	1	0
Pupil-008	Y	Spr	N	F	YR	EXP	0	0	0	EXP	0	0	0	EXP	1	0	0
Pupil-009	Y	Su m	N	F	Y1	GDS	1	2	1	EXP	1	1	0	EXP	1	0	0
Summary						EXP	0.333 3	0.4	0	EXP	0.333 3	0.4	-0.3	EXP	1.111 1	0.3	0

EYFS Pupils:

PP children have done very well and it can be seen that the social and emotional and extra support in phonics has ensured good attainment.

Year 1 Pupils:

Reading: The children who have not achieved EXP and showing as making negative progress exited EYFS at 30-50 months. This is an area to ensure work is put in place to catch the children up. Phonics: The extra support for phonics has shown excellent impact. Out of 4 PP children, 3 achieved a pass which is a direct result of quality intervention on top of quality first teaching. Writing: The PP children need significant support with writing. Maths: The children who have not achieved EXP and showing as making negative progress exited EYFS at 30-50 months. This is an area to ensure work is put in place to catch the children up.

Year 2 Pupils:

Reading: PP children have out performed non PP, however, there is 1 child who will be closely tracked. Their progress is pleasing. Writing: PP children have out performed non PP children, however, there is 1 child who will be closely tracked. Maths: A higher number of PP children attained above expected, however, there are 2 children who require tracking closely and interventions identified for next year.

Year 3 Pupils:

There have been an increase in PP numbers in Year 3 and late Year 2. A high number of PP children also have identified SEN needs.

Reading: There is a significant gap between PP and non PP. Writing: There is a significant gap between PP and non PP. Maths: The results for maths are better, however, there are a number of PP children below EXP. This is a target year group for next year.

Nurture work with a child in this class has significantly reduced their behaviours and has now got the child to a place where they are ready to learn. A further child has benefitted from significant language input, however, due to their diagnosis, progress is slow. A further PP child has started on a regime which is allowing much better concentration.

Year 4 Pupils:

Reading: The result here is split and overall grades do not show the progress that has been made. An intervention (Access Literacy / Target Reading) has been used for one PP child which has seen their reading go from Year 1 books to Year 3 books within the academic year. Writing: It is pleasing to see that

interventions have ensured expected progress but it is now about how we make accelerated progress. Maths: High quality teaching has significantly benefited our PP children. A child's maths improvement has been remarkable and we are now targeting the child for EXP.

Year 5 Pupils:

Reading: PP children have made better than expected progress. 1 child will be tracked closely. Writing: This is an area for improvement in terms of attainment and accelerated progress. Writing intervention needs to be a focus for next year. Maths: Good progress made but 2 children below EXP – need targeting. It is pleasing to see that maths intervention has helped to boost progress.

Year 6 Pupils: Reading: Attainment and progress is a positive picture. Reading GDS intervention groups have proved very successful. Writing: Attainment is pleasing and progress on the whole is too, although 2 children did not achieve expected progress. Writing intervention has had good impact. Maths: Attainment and progress is a positive picture. Maths GDS groups have proved successful.

PP attainment and progress in EYFS, Yr 2, Yr 5 and Yr 6 on the whole is a positive picture, however, PP attainment and progress within Yr 1, Yr 3 and Yr 4 requires attention and further targeted support.

Interventions that have worked are:

Same day interventions

RWInc

Access Literacy

Small group and targeted support – focus identified

ELSA support – Nurture time

Language Groups

Physical Development – for specific children

Ready for Sounds – for specific children

Desired Outcome (taken from the intended spend document):

2) Identified children are well supported, making progress socially and emotionally, making at least the expected progress from their individual starting points.

(Sutton document “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”)

Narrative and Data to Evaluate:

Due to a rising number of children displaying social and emotional difficulties, a fresh approach to behaviour management was required, especially for children displaying trauma related behaviours. A task group was set up which consisted of a range of staff – all staff groups represented. The book ‘When Adults Change Everything Changes – Seismic Shifts in School Behaviour’ by Paul Dix and the ‘Creating a Culture – How school leaders can optimise behaviour’ report by Tom Bennett were used to support our work and basis for change. The task group created a proposal document which was agreed by staff and governors and was formed into a policy. School have attempted to irradiate shame based systems and a great emphasis has been placed on all staff dealing with behaviour in the moment and how to approach children with a trauma lense. Our behaviour policy is available on our website.

We also bought an online system called ‘CPOMS’ which is supporting our recording of behaviour incidents and therefore, quick support or connection with families can be made. This is allowing greater monitoring.

As part of this work, we also started to look at learning behaviours and as a result of some of the actions and policy is a great culture of active learning and engagement in the classrooms.

Data above demonstrates that individual children who have benefitted from nurture time, social and emotional groups and ELSA time have made better progress than the figures suggest, as some children are now in a position ready to learn. These children cannot be listed as it would identify who these children are.

Pupil Well-being Officer role: £4470

Desired Outcome (taken from the intended spend document):

3)

Improved confidence and self-esteem and confidence in FSM/PLAC/CIOC pupils. (Sutton document “Participating in sports and physical activity is likely to have wider health and social benefits.” “Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science”.)

Extra Tuition / Trips / Misc.: 489.83

Total Spend 2018/19: £49,859.88