



## Impact statement of Pupil Premium Funding on attainment of pupil premium children 2017-18

Total budget £36,800 -decrease from 2016-17 £45,840

The reduction in funding has meant that there have been fewer interventions available due to reduced staffing available

Interventions budget allocated from Pupil Premium fund	Brief summary of intervention/ action to include Year group and pupils involved	Specific outcomes How will this intervention / action improve achievement Success criteria	How will it be monitored and by whom How will success be evidenced?	<b><u>IMPACT</u></b>
Teacher 0.6 to lead interventions for disadvantaged school reading interventions reading Recovery, RISE and Numbers Count £ 20,000 Teacher also to monitor and analyse impact of pp interventions – report to govs.	<b>Specific targeted individuals in Year groups 1 and 2</b>	Aim for : reduced /No gap in attainment in reading and maths between pp and peers by Year 2 end	HT , Literacy leader, maths manager, Govs pupil progress and individual tracking	<b>100% disadvantaged children in Yr 1 who completed Reading recovery achieved ARE end of Yr 2</b> <b>100% disadvantaged children having Numbers Count in YR 1 attained ARE end of Year 2</b> <b>Reading</b> <b>Yr 2 NO difference between disadvantaged and non in reading</b> <b>Disadvantaged children attaining higher ARE+ than non by 2%</b> <b>Maths</b> <b>Yr 2 4% difference between disadvantaged and non</b> <b>Disadvantaged 85% ARE+ non disadvantaged 89% ARE+</b>
Teacher 0.6 to lead interventions for pp school reading interventions Reading Recovery, and receive appropriate training and accreditation £500	<b>Essential training to ensure teaching of children meets high standard</b>	Quality one to one , regular reading/ maths intervention to ensure key 'building blocks' of reading , mathematics are fluent an confidently applied independently	Lesson observations by HT , Reading recovery leader, Numbers Count assessor Certificates of accreditation completed	High quality training has led to high quality teaching leading to high attainment as above. Children confident readers using phonics and reading for meaning approach.
Reading intervention extra reading books	<b>Increase number of</b>	RISE adequately		Sufficient quality resources provided for disadvantaged

to meet increase in number of children benefitting from RISE £300	<b>books available at each level a so all children benefitting from RISE have access to 'reading for meaning books</b>	resourced with books that support teaching methods and encourage reading at home.		children on the RISE and Reading recovery scheme.
2 LSAs trained and supported for RISE BR@P one to one reading 3 pms a week £5,000	<b>Year 1 children following pupil progress outcomes</b>  <b>Year 2 individual following pupil progress outcomes</b>	Support accelerated attainment in reading for vulnerable groups. Teach strategies beyond phonics reading for meaning- support those chn for whom phonics is not so accessible	HT, Literacy leader, pp leader, Govs pupil progress and individual tracking. lesson observations	BR@P provided for all Yr 2 and YR1 disadvantaged children throughout the year who were ELG1 or low ELG2 100% disadvantaged children who were not SEND achieved ARE end of Yr 2 Yr 2 had new disadvantaged pupils in Spring term who had not had the opportunity of RISE. 2 of these were assessed as needing BR@P they made rapid gains and 100% attained ARE <b>100% disadvantaged who failed phonics screening 2016-17 passed end Yr 2</b>
LSA daily work one to one during the week with Yr 2 pupil premium phonics for retest and YR 1 disadvantaged children needing extra support to prepare for the screening £1,000				<ul style="list-style-type: none"> <li>• 100% disadvantaged passes phonics retake Yr 2</li> <li>• 69% disadvantaged passed Yr 1 phonics screening</li> </ul>
Numbers Count (ECC) specialist resources and validation £500	Year 1 one to one pms 4x week 12 weeks. ECC validation and training	100% pp Children make accelerated progress and meet level 2 by end of KS Gap between pp attainment in maths and other non pp in school reduced to 0	Evidenced in Numbers Count tracking. End of year levels. Monitored by maths leader, SENCO and HT at pupil progress. Book scrutiny – 'dovetailing' of intervention with class teaching.	<ul style="list-style-type: none"> <li>• 50% pupil premium who benefitted from Numbers Count achieved ARE end of Yr 1</li> <li>• 100% pupil premium children who had this intervention in Yr 1 went on to achieve ARE at end of year 2.</li> </ul>
Read Write Inc training 1 new teachers June 2017 £300	To ensure provision of quality phonics to small groups by all staff to all year groups	Majority of children reach GLD in reading by end of year	Lit leader, Ht on -going ½ termly monitoring teaching	All children having well trained phonics teaching; <ul style="list-style-type: none"> <li>• Phonics screening Yr 1 2017-18 85%</li> <li>• disadvantaged chn 69% passed phonics screening lower than last year due to SEND overlap and reduced</li> </ul>

		Yr 1 Phonics test attainment increase		<p>staff to support.</p> <ul style="list-style-type: none"> <li>100% Disadvantaged children Yr 2 2017- passed retest phonics screening</li> </ul>
ELSA see below available every day Covered in school provision not out of pp funding only	All year groups As required and appropriate	Vulnerable children supported and able to engage in learning	SENCO monitoring report to Gov Safeguarding	<ul style="list-style-type: none"> <li>10% disadvantaged children who required ELSA were provided with this provision in school.</li> </ul>
Nurture Group 2 LSAs £10,000 4 x pms a week Hours 15	All year groups at least 50% disadvantaged (estimated)	Vulnerable children supported to build inter personal relationships and address behaviour need issues independently and able to engage in learning	SENCO monitoring Gov for SEN	<p>Assessments show the impact of nurture provision on attainment-</p> <p>50% Yr 2 disadvantaged children who attended nurture and were in school for 3 years who had GLD achieved GD in 2 subjects and ARE in 1 subject.</p> <p>50% Yr 2 disadvantaged with SEND achieved WT in reading</p> <p>The attainment can be also linked to interventions as detailed above- but disposition to learn, behaviour in classroom all positively affected in anecdotal evidence and evidence by the Boxall assessments.</p>