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| **Actions taken to improve outcomes for disadvantaged pupils using the Pupil Premium Grant** |
| **Early Years Foundation Stage (EYFS)**  Disadvantaged pupils in nursery who are eligible for the Early Years Pupil Premium (EYPP) are assessed by the EYFS lead and receive targeted interventions in line with their developmental age which are planned with the dedicated EYPP practitioner. These interventions are then delivered within the nursery setting and assessment data is analysed termly against the set targets and progress is measured over time to ensure quality of provision and monitoring of the teaching and learning is implemented by the EYFS lead.  In Reception a tracking board shows targets for each pupil alongside their photograph and the PPG pupils are identified discretely on the board so staff can analyse the progress of these pupils alongside their peers. A dedicated teaching assistant for social and emotional aspects of learning has ensured additional support for these pupils and a HLTA has worked alongside the two teachers to provide small cohorts for phonics and teacher directed activities. This cohort of children has 13.7 % SEND and this has been an additional challenge.  **Key Stage One**  Provision maps and targeted interventions have been provided by three dedicated teaching assistants and one SEND teaching assistant who have worked alongside the teachers to provide high quality phonics sessions and interventions under the direction of the Key Stage lead.  This cohort included five SEND boys who were also eligible for PPG and needed additional support which was provided by the class teacher, teaching assistant and learning mentor,  **Key Stage Two**  Provision maps and targeted interventions have been provided by four dedicated teaching assistants and one SEND teaching assistant who have worked alongside the teachers to provide high quality interventions under the direction of the Key Stage lead and class teachers. The two classes with high SEND and high PPG pupils received additional support from two Higher Level Teaching Assistants .  We have generally seen improvements in the narrowing of the gap between disadvantaged pupils and ‘others’ nationally since last year and in some cases disadvantaged pupils have achieved above ‘others’ nationally.  Rigorous and robust tracking and in depth analysis of ‘ Barriers to learning’ has ensured that all pupils at risk of underachieving have been identified and received interventions and / or additional pastoral intervention as individuals and often as families by the learning mentor.  Impact Evaluation sheets ensure that teachers can track progress against an intervention and adapt the intervention if progress is not evident. The impact evaluation sheets are completed by those embers of staff delivering the interventions.  As a result of these interventions the impact can be seen in the information below |
| **Measuring the impact of Pupil Premium Grant (PPG) spending 2017 -18** |
| **Early Years Foundation Stage**  School Disadvantaged vs National 'Other' (Not Disadvantaged)  52% of pupils in the 2017 -18 cohort were disadvantaged this was 15 pupils (12 boys and 3 girls).  60% of disadvantaged pupils in the school achieved the Good Level of Development (GLD). Nationally (2017) 73% of non -disadvantaged pupils achieved the GLD. Therefore, based on last year’s national figures there is an achievement gap of 13%.  National disadvantaged is 54%. Disadvantaged pupils’ performance in the school is better than disadvantaged pupils nationally, but still below 'Other' pupils nationally.  **Phonics screening Test**  School Disadvantaged vs National 'Other' (Not Disadvantaged)  29% of pupils are disadvantaged - 10 pupils (7 boys and 3 girls).  70% of disadvantaged pupils achieved the standard compared to 84% (2017 figure) of 'Other' pupils nationally. Therefore, there is an achievement gap of 14%. National disadvantaged is 69% (2017). Disadvantaged pupils’ performance is similar to disadvantaged pupils nationally, but still below 'Other' pupils nationally.  **Keys stage 1**  38% of pupils are Disadvantaged - 11 pupils (6 boys and 5 girls).  **Reading** School Disadvantaged vs National 'Other' (Not disadvantaged)  64% of disadvantaged pupils achieved the expected standard compared to 79% (2017) of 'Other' pupils Nationally. Therefore, there is an achievement gap of 15%. National disadvantaged is 60%. Disadvantaged pupils performance is better than disadvantaged pupils nationally, but still below 'Other' pupils Nationally.  **Writing** School Disadvantaged vs National 'Other' (Not disadvantaged)  73% of disadvantaged pupils achieved the expected standard compared to 72% (2017) of 'Other' pupils Nationally. Therefore, there is an achievement gap of 1%. National disadvantaged is 50%. The performance of disadvantaged pupils in school is better than  'Other' pupils Nationally.  **Maths** School Disadvantaged vs National 'Other' (Not disadvantaged)  73% of disadvantaged pupils achieved the expected standard compared to 79% (2017) of 'Other' pupils Nationally. Therefore, there is an achievement gap of 6%. National disadvantaged is 58%. Disadvantaged pupils performance is better than disadvantaged pupils nationally, but still below 'Other' pupils Nationally.  **Key Stage 2**  The national figures for expected standards are 2018 values, all other national figures are for 2017 as national figures are not yet released.  52% of pupils are disadvantaged - 15 pupils (10 boys and 5 girls).  **RWM** combined (EXP) School Disadvantaged vs National 'Other' (Not disadvantaged)  67% of disadvantaged pupils achieved the expected standard compared to 67% of 'Other' pupils Nationally. Therefore, there is no achievement gap National disadvantaged is 48%. The performance of disadvantaged pupils in school is similar to 'Other' pupils Nationally.  **Reading** School Disadvantaged vs National 'Other' (Not disadvantaged)  87% of disadvantaged pupils achieved the expected standard compared to 77% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 10%. National disadvantaged is 60%. The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally..  **Writing** School Disadvantaged vs National 'Other' (Not disadvantaged)  73% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 8%. National disadvantaged is 66%. Disadvantaged pupils performance is similar or better than disadvantaged pupils nationally, but still below 'Other' pupils nationally.  **Maths** School Disadvantaged vs National 'Other' (Not disadvantaged)  80% of disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils nationally. Therefore, there is no achievement gap.  National disadvantaged is 63%. The performance of disadvantaged pupils in school is similar to 'Other' pupils nationally.  **Spelling, Punctuation and Grammar** School Disadvantaged vs National 'Other' (Not disadvantaged)  80% of disadvantaged pupils achieved the expected standard compared to 82% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 2%. National disadvantaged is 66%. The performance of disadvantaged pupils in school is better than disadvantaged pupils nationally but still below 'Other' pupils Nationally. |

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|  | 2016-17 gap disadvantaged against national ‘Other’ | 2017 -18 gap disadvantaged against national ‘Other’ | Additional information |
| EYFS (GKD) | 14% | 13% | SEN pupils 11.8% increase |
| Phonics screening | 8% | 14% | SEN pupils 5.1% increase |
| KS1 Reading | 6% | 15% | SEN pupils 7.2% increase |
| KS1 Writing | 11% | Above national other 1 % |
| KS1 Maths | 4% | 6% |
| KS2 RWM combined | 19% | 0% | SEN pupils 3.1 % increase |
| KS2 Reading | 19% | Above national other 10% |
| KS2 Writing | 20% | 8% |
| KS2 SPAG | 19% | 2% |
| KS2 Maths | 5% | 0% |