

Pupil Premium Impact Assessment – Primary Phase

Academic Year 2017_18

NOR	380
Number and percentage of pupils eligible for PP funding	139 Pupils 37%
Academy Deprivation Index	0.28
Nominated member of EAB	Lisa Foster
EAB PP Review dates	17 th October 17, spring and summer
Total Budget allocation	£186,120

Outcomes of Previous Academic year 2016/17

	All Pupils EXS (National Average)	All Pupils GDS (National Average)	Disadvantaged EXS	Disadvantaged GDS
EYs (GLD)	67% (71%)		43%	
Phonics	71% (81%)		59%	
Key Stage 1 Reading	74% (76%)	25% 25%	63%	11%
Key Stage 1 Writing	77% (68%)	15% 16%	63%	5%
Key Stage 1 Maths	75% (75%)	21% 21%	58	5%
Key stage 2 Reading	43% (71%)	10% 25%	36%	12%
Key stage 2 Writing	67% (76%)	14% 18%	60%	0%
Key stage 2 Maths	60% (75%)	7% 23%	60%	4%
GPS	57% (77%)	10% 31%	52%	4%

What does the data suggest for priorities for the next academic year? (*this requires you to identify whether any underachievement was cohort specific or a wider issue to be addressed in the following year)

- Increase the % of Disadvantaged pupils achieving GLD in order to diminish the difference between disadvantaged and National
- Increase the % of Disadvantaged pupils achieving Phonics in Year 1 in order to diminish the difference between disadvantaged and National
- Increase the % of Disadvantaged pupils achieving EXS in Reading, writing and Maths at KS1 in order to diminish the difference between disadvantaged and National
- Increase the % of Disadvantaged pupils achieving GD in Reading, writing at KS1 in order to diminish the difference between disadvantaged and National
- Increase the % of Disadvantaged pupils achieving EXS in Reading, writing, Maths and GPS at KS2 in order to diminish the difference between disadvantaged and National
- Increase the % of Disadvantaged pupils achieving GD in Reading, writing, Maths and GPS at KS2 in order to diminish the difference between disadvantaged and National
- Decrease % absence of Disadvantaged pupils
- Decrease PA % of Disadvantaged pupils

Current Pupils

	% Eligible	% LAP who are pupil premium	% MAP	% HAP
Early Years	10/42 24%	9/10 90%	1/10 10%	%
Specific intervention need Objective number 1,2,3,4,5		1. Fine motor control 2. Nurture - Confidence/resilience 3. Phonics – P2 4. Maths skills 5. Speech/ Communication/Language	2. nurture – self-confidence/esteem	
Y1	15/57 26%	9/15 60%	6/15 40%	0/11 0%
Specific intervention need Objective number 1,2,3,4,5,6,7		1. Fine motor skills 2. Nurture – selfesteem/confidence/social 3. Phonics – P2 4. Maths 5. Speech 6. Reading 7. Attendance (late)	2. Nurture – selfesteem/confidence /behaviour/social 5.Speech 6. Reading	
Y2	19/58 33%	10/19 53%	9/19 47%	0%

Specific intervention need Objective number 1,2,3,4,5,6,8		1. 2. Fine motor control 3. 4. Nurture – confidence 5. Phonics – RWI – P2/3 8. Maths skills Speech - EAL Writing	1. Fine Motor skills 2. Nurture - Confidence /behaviour, anger 3. Phonics – RWI – P2/3 4. Maths 5. Speech 6. Reading	
Y3	24/57 42%	11/24 46%	11/24 46%	2/24 8%
Specific intervention need Objective number 1,2,3,4,6,7,		1. Fine motor skills 2. nurture – emotional/social/selfconfidence/ self – esteem 3. Phonics – P3 6. Reading 8. writing	2. nurture - Social skills/emotional/behaviour/personal 3. Phonics – P4 4. Maths - challenge 6. Reading (including GD) 8. Writing (including GD)	2. Nurture 4. Maths - GD 6. Reading - GD 8. Writing - GD
Y4	16/45 36%	7/16 44%	9/16 56%	0%

<p>Specific intervention need Objective number</p> <p>1,2,4,6,8,</p>		<p>1. Fine motor control – handwriting 2. Nurture – self-confidence/selfesteem/anxiety/control frustration-anger 4. Maths 6. Reading 8. writing</p>	<p>1. Handwriting - fine motor 2. Nurture – social/emotional/life skills/anxiety 4. Maths (including GD) 6. Reading (including GD)</p>	
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<p>Y5</p>	<p>24/61 39%</p>	<p>2/24 8%</p>	<p>17/24 71%</p>	<p>5/24 21 %</p>
<p>Specific intervention need Objective number</p> <p>2,4,5,6,7,8,9,</p>		<p>2. Nurture - Reassurance / Social – friendships/ confidence 4. Maths 6. Reading 8. writing 9. vulnerable families</p>	<p>2.Nurture – Confidence/maturity/emotional/ /social /behaviour /anxiety /resilience 4. Maths – intervention 5. Speech – speaking skills 6. Reading – support in class 7. Attendance 8. writing – support in class 9. Vulnerable families – carer /child protection /stability /no support</p>	<p>2. nurture – self-confidence /social- friendships/anxiety/ 4.Maths understanding 6. Reading - Pace 8. Writing – Pace</p>
<p>Y6</p>	<p>31/60 52%</p>	<p>9/31 29%</p>	<p>13/31 42%</p>	<p>9/31 29%</p>

Specific intervention need Objective number 2,4,6,7,8,9,10,11		2. Nurture – behaviour /attitude /emotional 4. Maths – SEN /intervention/third space /differentiated homework /after school clubs 6. Reading – Intervention/SEN /differentiated homework / 1 to 1 reading /breakfast clubs/speed reading/close reading 7.attendance 8. writing – intervention/differentiated homework 11. Director of Learning (DOL) support	2.nurture – anger/behaviour/emotional 4. Maths – intervention - third space maths /pm intervention /boosters 6. Reading – pm interventions 7. attendance 8. writing - pm interventions 9. vulnerable families 10. curriculum - Music talent – music lessons 11. Director of Learning (DOL) support	2. Nurture – social 4. Maths – GD 6. Reading – GD 7.attendance 8. writing - GD 10. curriculum – passion for history 11. Director of Learning (DOL) support
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Additional Planned Use of Funding (Whole Academy)

- **Funding for full time (over the whole academy) attendance Officer £12,000**
- **Funding for full time (over the whole academy) safeguarding officer £15,000**
- **Subsidised Breakfast Club and afterschool clubs £5700**
- **Professional Development (costed with the plan)**
 - **Teacher CPD – assessment in a lesson**
 - **TA training – use of questioning in a lesson, how to deliver effective interventions and feedback to children in a lesson**
- **Subsidised school visits in every year group £2000**
- **Free PE kits £500**
- **School uniform £1000**
- **Attendance prizes £490**
- **Behaviour rewards £2,400**
- **SENCO investigating, monitoring barriers to learning £5400**
- **HLTA to support Year 6 Interventions £12,343**

Action plan

Objective Years: EYFS/1/2/3/4	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 1 Fine motor skills	Provide small group interventions EYFS - Fun fit activities through finger gym – daily CIA activities Y1 – to develop pincer grip – pens/pencils/grips Handwriting activities Y2 - Speed up Programme Y3/4 – small group handwriting support ALL groups Handwriting supports eg. Specific pencils to support grip, various grips for pencil	TA support £8,360 Resourcing £100	EYFS – 3 Y1 - 3 Y2 - 12 Y3 - 1 Y4 - 3	AP/Maths Lead Monitoring progress – through development matters Monitor – pencil grip progress Work scrutiny at least half termly of identified children	Children will be able to hold a pencil with the correct grip Form recognisable letters Handwriting will be neat, consistent in size and follow the school's handwriting policy
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				

Review Term 3	<p>Record any new actions in a different colour</p>
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Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: ALL					
Objective 2 Nurture	<p>Provide nurture according to identified children's needs Eg. Bereavement Self esteem – confidence Anger management Emotional Social</p> <p>Online Boxall Profile for identified children</p> <p>Plan nurture to support children's needs</p> <p>Resources</p>	<p>1 x TA – every afternoon a week to support in nurture room Children in groups 30 mins or 1 hour x 1/2 sessions a week according to needs 10 hours per week £150 x 38 weeks plus additional planning and preparation £8,041</p> <p>CPD for nurture TA £500</p> <p>£1000</p>	<p>Y1 – 3 Y2 – 2 Y3 – 5 Y4 - 6 Y5 - 2 Y6 - 4</p>	<p>SENCO/Nurture Lead</p> <p>Review at least half termly</p> <p>Half termly Boxall Profile completed</p>	<p>All children will make Progress on the Boxall Profile</p> <p>Children accessing learning in class and achieving ARE</p>

Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Objective Years: EYFS/1/2/3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 3 Phonics	Create groups according to phase Additional phonics boosters in pm sessions Additional TA support to facilitate accelerated progress	20 mins a group at least twice a week X 38 weeks = £7400 Resources £1000	EYFS-7 Y1 - 10 Y2 - 13 Y3 - 7	Maths Lead Monitor progress half termly on phonic tracking grids	Children will make accelerated progress Target 92% children pass phonics at end KS1

Review Term 1	Record any new actions in a different colour
Review Term 2	Record any new actions in a different colour
Review Term 3	Record any new actions in a different colour

Objective Years: EYFS/1/2/4/5/6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
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<p>Objective 4 Maths</p>	<p>TA support in class</p> <p>Create focus groups by gap analysis – further SDI support for all year groups Additional SDI pm boosters to fill gaps in their learning and work towards ARE or GD. EYFS to plan through CIA</p> <p>Y6 – arithmetic/reasoning intervention Y6 - Afterschool Boosters Y6 - Revision Books Y6 pupils receive weekly 1:1 maths tuition online, bespoke to each child, monitored by class teacher IT programme – Mathsletics NFER TESTs</p>	<p>SDI TA support £11,400</p> <p>Maths Interventions £7,400</p> <p>Revision guides £180 Y6 – third space (1:1 tuition) = £2327 TA support Boosters - £3420 Mathsletics subscription £650 £350</p>	<p>EYFS – 1 Y1 – 6 Y2 - 5 Y3 - 8 Y4 - 2 Y5 - 7 Y6 - 24 Y6 – 6 (third space)</p>	<p>KS1/KS2 Maths Lead Maths co-ordinators to monitor progress half termly</p> <p>Y2/Y6 - Monitor attainment – through weekly RAG meetings. monitor progress through bench mark. Moderation with other schools. At least half termly book scrutiny.</p>	<p>Children will make accelerated progress through rigorous gap analysis and tracking</p>
<p>Review Term 1</p>	<p>Record any new actions in a different colour</p>				
<p>Review Term 2</p>	<p>Record any new actions in a different colour</p>				
<p>Review Term 3</p>	<p>Record any new actions in a different colour</p>				

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: EYFS/1/2/5					
Objective 5 Speech	Communication and Language – via Talk for writing or CIA activities SALT support programme delivered by TA (guidance from SLT (speech and Language therapist)) <ul style="list-style-type: none"> • Speech sounds • Vocabulary • Comprehension CPD for staff Communication for all Let's Interact too	Daily 5 min interventions £1520 Support in class £760 £100 £240	EYFS – 6 Y1 – 5 Y2 – 1 Y5 – 1	SENCO – monitoring as part of SENCO role EYFS lead – track against development matters	Children will make progress against their SALT development, in some cases progress will accelerate EYFS – children will make progress against development matters, in some cases accelerate progress
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				

Review Term 3	Record any new actions in a different colour
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Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: 1/2/3/4/5/6					
Objective 6 Reading Director of Learning	Reading Interventions to fill in gaps in their learning towards ARE and GD WGR – TA support for identified children through marking and feedback during first quality teaching New texts to support whole class reading KS1 – guided reading RWI intervention in pm PM benchmarking Speed reading – 3 mins a day Reading age tests CPD for staff from Learning Director to support Whole Class Reading (WCR) DOL – reading interventions Y6 – breakfast club reading (costed within whole school) Reading after school Y8 mentors to support reading – TA to supervise New Book shelves Home/School Reading Bug Club	TA support £11, 400 Weekly interventions £7,400 CPD – TAs £420 Reading Boosters £4,275 £1344 (new books) £390 cpd £1710 (book shelves) £500	All pupils	Maths Lead/AP through English co-ordinator role Monitor progress through Y2/Y6 - Monitor attainment – through weekly RAG meetings. monitor progress through bench mark. Moderation with other schools. At least half termly book scrutiny.	All identified children will make progress towards ARE and GD and even achieve ARE or GD from their starting points

	NFER TESTS	Rewards - £300			
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: ALL					
Objective 7 Attendance	Employ full time Attendance officer, to support Primary and Secondary Daily attendance tracking to support vulnerable families, improve attendance and reduce PAs Collect children from home if necessary. Home visits Phone calls for absence Follow stringent procedures and rewards to improve attendance (costed above within whole school)	£12,000	ALL PP children	Attendance Lead/ HOA Weekly progress meeting	Children's attendance will improve, thus improving attainment and progress outcomes

Review Term 1	Record any new actions in a different colour
Review Term 2	Record any new actions in a different colour
Review Term 3	Record any new actions in a different colour

Objective		How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: 2/3/4/5/6	Record any new actions in a different colour				
Objective 8 Writing	Small group additional support, Talk for writing, during quality first teaching. Additional support from T/TA in response to marking and feedback. Y6 – editing intervention group Y6 – writing boosters Y6 – after school boosters	TA support £11,400 TA interventions £7,400 Y6 Boosters/afterschool	All PP children Maths Interventions £7,400	AP/Maths Lead Y2/Y6 - Monitor attainment – through weekly RAG meetings. monitor progress through bench mark. Moderation with other schools. At least half termly book scrutiny.	Children will make good progress towards ARE and GD, in some cases progress will be accelerated

		£3420			
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				

Objective Years: 5/6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 9 Vulnerable Families	Employment of full-time safeguarding Officer Multi-agency meetings Signposting to support Liasion with staff Pupil tracking Training for staff Support for families Access to weekly counselling services for children Behaviour management courses for parents	£15,000	ALL PP children	Safeguarding Officer/HOA	Children will be supported through safeguarding procedures/networking Parents able to manage child's behaviour at home
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				

Review Term 3	Record any new actions in a different colour				
Objective 12 Years: 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 10 Curriculum	Support costs of music talent to provide music lessons Librarian Book challenge – new books Support love of history – through Library time to pursue own interests, trips related to curriculum – support costs to go on trips	£800 £2850 £500 (books)	2 All PP chn 1 child	AP	Child participates in regular music lessons with peripatetic music teacher, progress within music lessons Progress in reading/topic
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				

Review Term 3	<p>Record any new actions in a different colour</p>
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Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: 6					
Objective 11 Director of Learning	<p>Targeted small group additional support, through gap analysis and personalised planning</p> <p>TA training for interventions</p>	1 day per week x 38 weeks = £10500	29 pupils	<p>AP/HOA</p> <p>Weekly monitoring of attainment of identified children through RAG/challenge meetings</p> <p>Weekly progress meetings of identified children through benchmarking</p> <p>Book scrutiny at least half termly</p> <p>Analysis of intervention progress</p>	<p>Children will make accelerated progress</p> <p>Improve quality of teaching and learning</p>
Review Term 1	<p>Record any new actions in a different colour</p>				

Review Term 2	Record any new actions in a different colour
Review Term 3	Record any new actions in a different colour