



Pupil Premium Expenditure and Impact 2016 – 17

For the financial year 16/17, our Pupil Premium grant was £169,461

Item/project	Details	Impact																																																														
<p>Raise attainment of pupils underachieving in Literacy with a particular focus on: speaking and listening in EYFS; Phonics and reading in KS1; Writing and Spelling, Punctuation and Grammar in KS2</p>	<p>Pupil Premium TA supporting teaching and learning in class</p> <p>Pupil Premium TA led 1:1 and 2:1 interventions.</p> <p>Introduction of Read, Write Inc phonics programme in KS1 and Reception. Targeted additional phonics teaching for chn higher up school.</p> <p>Introduction of No Nonsense Spelling scheme across KS2 with focus groups to supplement whole class sessions.</p> <p>Phase leader support in planning and delivering lessons</p> <p>Booster 1:1 Reading sessions with TAs (Y6, in the run-up to SATs)</p> <p>Before school targeted support for reading (KS2) and phonics (KS1)</p> <p>Pre-teaching lessons in Y1-6 in Monday's assembly</p> <p>Trialling Whole Class reading sessions for KS2.</p>	<p>Data showing the percentage of PP children attaining the Prime Learning Goals:</p> <table border="1" style="width: 100%; text-align: center; margin-bottom: 10px;"> <thead> <tr> <th colspan="2">Listening and attention</th> </tr> <tr> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>70%</td> </tr> <tr> <th colspan="2">Speaking</th> </tr> <tr> <td>93%</td> <td>70%</td> </tr> </tbody> </table> <p>Data showing the percentage of PP passing the phonics test:</p> <table border="1" style="width: 100%; text-align: center; margin-bottom: 10px;"> <thead> <tr> <th colspan="2">Y1 phonics test</th> </tr> <tr> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>67%</td> <td>79%</td> </tr> <tr> <th colspan="2">By end of Y2 phonics test</th> </tr> <tr> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>Comparison data showing the percentage of PP children working at or above year group expectations within each cohort (ie current Y2 this year and their Y1 data last year):</p> <table border="1" style="width: 100%; text-align: center; margin-bottom: 10px;"> <thead> <tr> <th colspan="3">Reading</th> </tr> <tr> <th>Year group</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Y2 cohort</td> <td>45%</td> <td>63%</td> </tr> <tr> <td>Y3 cohort</td> <td>58%</td> <td>75%</td> </tr> <tr> <td>Y4 cohort</td> <td>34%</td> <td>43%</td> </tr> <tr> <td>Y5 cohort</td> <td>58%</td> <td>63%</td> </tr> <tr> <td>Y6 cohort</td> <td>32%</td> <td>55%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Writing</th> </tr> <tr> <th>Year group</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Y2 cohort</td> <td>45%</td> <td>63%</td> </tr> <tr> <td>Y3 cohort</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Y4 cohort</td> <td>24%</td> <td>38%</td> </tr> <tr> <td>Y5 cohort</td> <td>38%</td> <td>50%</td> </tr> <tr> <td>Y6 cohort</td> <td>8%</td> <td>45%</td> </tr> </tbody> </table>	Listening and attention		2016	2017	100%	70%	Speaking		93%	70%	Y1 phonics test		2016	2017	67%	79%	By end of Y2 phonics test		100%	100%	Reading			Year group	2016	2017	Y2 cohort	45%	63%	Y3 cohort	58%	75%	Y4 cohort	34%	43%	Y5 cohort	58%	63%	Y6 cohort	32%	55%	Writing			Year group	2016	2017	Y2 cohort	45%	63%	Y3 cohort	50%	33%	Y4 cohort	24%	38%	Y5 cohort	38%	50%	Y6 cohort	8%	45%
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<p>Raise attainment of pupils underachieving in Maths</p>	<p>Pupil Premium TA supporting teaching and learning in class (KS1 and 2)</p> <p>Pupil Premium TA 1:2 booster</p> <p>Tutor led small group tuition for Years 5 & 6</p> <p>Year 6 lower stream split 2 ways.</p> <p>Pre-teaching lessons in Y1-6 in Monday's assembly</p>	<p>Comparison data showing the percentage of PP children working at or above year group expectations within each cohort:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Maths</th> </tr> <tr> <th>Year group</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Y2 cohort</td> <td>45%</td> <td>63%</td> </tr> <tr> <td>Y3 cohort</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Y4 cohort</td> <td>39%</td> <td>34%</td> </tr> <tr> <td>Y5 cohort</td> <td>38%</td> <td>54%</td> </tr> <tr> <td>Y6 cohort</td> <td>36%</td> <td>59%</td> </tr> </tbody> </table>	Maths			Year group	2016	2017	Y2 cohort	45%	63%	Y3 cohort	50%	50%	Y4 cohort	39%	34%	Y5 cohort	38%	54%	Y6 cohort	36%	59%																																									
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<p>Raise attainment of pupil premium children working at or above national expectations</p>	<p>Prioritise Pupil Premium children during Pupil Progress Review meetings and when target setting in order to establish high expectations of progress and attainment</p> <p>Pupil Premium TAs supporting teaching and learning in class, identifying higher attainers to support (KS1 and 2)</p> <p>Use of Lesson Study (teacher-led research projects) across the school with a focus on a range of Pupil Premium children</p> <p>Tutor led small group tuition for Year 6</p> <p>Before school targeted sessions (eg. Maths champions in Y4)</p>	<p>Comparison data showing the percentage of PP children working at GD:</p> <table border="1" data-bbox="1026 443 1452 768"> <thead> <tr> <th colspan="3">End of KS1</th> </tr> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>18%</td> </tr> <tr> <td>Maths</td> <td>10%</td> <td>27%</td> </tr> <tr> <th colspan="3">End of KS2</th> </tr> <tr> <td>Reading</td> <td>18%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>9%</td> <td>0%</td> </tr> </tbody> </table>	End of KS1				2016	2017	Reading	10%	27%	Writing	10%	18%	Maths	10%	27%	End of KS2			Reading	18%	8%	Writing	0%	0%	Maths	9%	0%
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<p>Increase engagement of pupils and their parents/carers in the life of the school</p>	<p>Subsidised trips and workshops to ensure pupils are engaging with learning outside of the classroom</p> <p>Subsidised music lessons with specialist teachers for pupils in Y5 & 6 (continuation of 'Wider Opps' from Y4); 10 subsidised 'Rock Steady' music tuition places.</p> <p>Subsidised attendance at breakfast club/ Free breakfast club places for Y6. Homework packs to ensure children have resources to complete homework tasks</p> <p>Parent workshops such as Easy to Read (EYFS); Arts & Crafts Afternoon; PAC Maths (Years 1- 4)</p>	<p>Every child has had the opportunity to access all school trips and residential visits. 1 did not attend Sayers Croft for non-financial reasons.</p> <p>Group tuition was made available to all children in Y5 & 6 with PP children receiving it free. 5 PP children chose to continue the instrument they had begun in Y4. 4/5 continued with this throughout the year. All 10 Rock Steady places were allocated.</p> <p>Free breakfast club places were available to all Y6 PP children plus those identified as benefiting from a breakfast/safe & calm environment before school. 11 children received this provision. This had a positive impact on punctuality and attendance. Teachers reported that the 3 children who were regularly missing breakfast at home were calmer and more focused in class.</p> <p>Homework packs were given to all PP EYFS children and available upon request to every other PP child (65 were taken). Teachers fed back that this supported the completion and quality of homework tasks and made suggestions for additions to next year's packs.</p> <p>Workshops were popular with a high turnout, especially at the Arts and Crafts afternoon (85 parents/carers). PP coffee mornings were less successful, struggling to attract more than 5 parents/carers. Next year, we will try canvassing parent/carer feedback as part of more successful events.</p>																											



		Subsidies for all of the above were provided.
Support pupils in overcoming emotional barriers to learning	<p>Funding for Tavistock Outreach Project (therapy, also known as TOPS)</p> <p>Skills for Life mentoring project</p> <p>Extra support for vulnerable pupils</p> <p>Peer tutoring (Reading Champions)</p>	<p>In Pupil Progress Review meetings, children who would benefit from emotional support were identified and appropriate intervention planned:</p> <p>All TOPS recipients bar 1 were PP. Three of them were in Y6 and the therapists supported their transition through work in sessions, input to transition meetings and giving feedback directly to secondary schools. An additional child will not receive TOPs next year due to good progress having been made during the sessions.</p> <p>80% of those who received <i>Skills for Life</i> mentoring (35 in total) were PP. 13/13 made a smooth transition to secondary school; 2 will not be receiving it next year, 1 because it is no longer deemed necessary and 1 because professional therapeutic support has been identified as more appropriate. They will receive TOPs. The remaining 13 children were discussed at the end of year Pupil Progress Review meetings and the support was considered to be a) positively impacting and b) still needed. They will continue to receive mentoring next year.</p> <p>9/14 children on behaviour plans were PP eligible. The support provided meant that 6 of those came off behaviour plans with no further incidents. 2 of the remaining three received internal exclusions but then came off and made a smooth transition to secondary school. 1 built to an external exclusion and will be receiving TOPs next year.</p> <p>4/9 bullying relationships involved PP eligible children, either as perpetrators or victims. All 4 were monitored and resolved.</p> <p>Learning meetings in class teams allowed vulnerable children to be identified and strategies to support them to be focused upon. Both teachers and support staff fed back that this was particularly useful in facilitating 2 way communication, both in terms of emotional and academic support for those children.</p>