

# Outcomes

## What was the impact of Pupil Premium last year?

### The Desired Outcomes for 2016-17

In 2016-17, we had four desired outcomes:

- A. All children who are eligible for the Pupil Premium have a reading age at or higher than their chronological age.
- B. Achievement of FSM and non FSM gap is lessened. Raise attainment in combined reading writing and maths.
- C. Children who are eligible for the Pupil Premium are enriched by attending clubs, trips, residential visits and school events.
- D. Children who are eligible for the Pupil Premium, who have been affected by out-of-school issues or difficulties at home continue to achieve as well as their peers.

### How Successfully Were Our Desired Outcomes Met?

#### A. All children who are eligible for the Pupil Premium have a reading age at or higher than their chronological age.

In 2015-16, many pupil premium children across the school had a reading age that was lower than their chronological age. For some of these children, their reading age was significantly below their chronological age. In 2016-17, we spent £17,495 on tackling this, through whole school CPD, targeted 1:1 reading sessions for children eligible for the pupil premium and new books and resources for those children to access.

The outcomes for each year group were as follows:

Year 1	
Number of children eligible for the pupil premium	7
Number achieving a reading age at or higher than their chronological age	5

Only two children in Y1 failed to achieve a reading age at or above their chronological age. Both of these children were previous low attaining children with a variety of learning needs, not necessarily related to reading. Of the two, one child's reading age was only four months behind, which may well be caught up with further reading support in Y2.

Year 2	
Number of children eligible for the pupil premium	7
Number achieving a reading age at or higher than their chronological age	5

Only two children in Y2 failed to achieve a reading age at or above their chronological age. Of these children, one closed the gap from being 11 months behind in the spring term to just 3 months behind in the summer term. This is good progress which we hope will

continue. The other child had significant out of school factors affecting progress in all subjects and his reading score was entirely expected.

<b>Year 3</b>	
Number of children eligible for the pupil premium	5
Number achieving a reading age at or higher than their chronological age	4

All pupil premium children in Y3, except one, achieved a reading age higher than their chronological age. The one child who did not achieve this is reading at an age four months behind her chronological age, which is a small enough gap that it can be caught up with further support.

<b>Year 4</b>	
Number of children eligible for the pupil premium	9
Number achieving a reading age at or higher than their chronological age	6

The three children who did not achieve a reading age at or above their chronological age also have Special Educational Needs. One of the children also speaks English as an additional language. For both of the other children, there were other factors affecting their progress at the time, which would explain their reading age results.

<b>Year 5</b>	
Number of children eligible for the pupil premium	11
Number achieving a reading age at or higher than their chronological age	11

All of the children in Y5 achieved a reading age at or above their chronological age, with some reading at a level significantly higher than their chronological age. They also made some good gains in their comprehension as a result.

<b>Year 6</b>	
Number of children eligible for the pupil premium	11
Number achieving a reading age at or higher than their chronological age	9

All children in Y6 achieved a reading age at or above their chronological age, except two. However, both of these children narrowed the gap from being well over a year behind to being just 4-5 months behind. Additionally, both of these children made significant gains with their comprehension, with one child making 16 months progress in just 4 months, and the other making 34 months progress. Clearly, the interventions were very successful for these children.

**B. Achievement of FSM and non FSM gap is lessened. Raise attainment in combined reading writing and maths.**

Results for each Year group

These results relate to the children in each year group who are eligible for the Pupil Premium. The number of children in each class varies and the range is between 5-11 pupils in each class. As a result, the gaps between some of these figures are quite large. Some of these groups of children are so small, that they may not be considered statistically significant. Also, some of these children have Special Educational Needs or started from lower starting points, reducing their likelihood of reaching ARE regardless of their eligibility for the Pupil Premium. In many cases, being eligible for the pupil premium is not the only factor that may affect their progress.

Year 1	Reading	Writing	Maths	No. of PP Children
% of Pupil Premium children reaching ARE:	71%	71%	86%	7

Year 2	Reading	Writing	Maths	No. of PP Children
% of Pupil Premium children reaching ARE:	71%	71%	71%	7

Year 3	Reading	Writing	Maths	No. of PP Children
% of Pupil Premium children reaching ARE:	100%	100%	100%	5

Year 4	Reading	Writing	Maths	No. of PP Children
% of Pupil Premium children reaching ARE:	78%	44%	56%	9

Year 5	Reading	Writing	Maths	No. of PP Children
% of Pupil Premium children reaching ARE:	100%	64%	82%	11

Year 6	Reading	Writing	Maths	No. of PP Children
% of Pupil Premium children reaching ARE:	64%	64%	91%	11

**C. Children who are eligible for the Pupil Premium are enriched by attending clubs, trips, residential visits and school events.**

Across the school, we spent money subsidising school trips and other extra-curricular opportunities, to ensure that all children, regardless of their socio-economic background, would be able to access a rich and varied curriculum. For some children, whose financial situation was especially difficult, we subsidised these events even further.

Events that we subsidised in 2016-17 included:

- A whole-school trip to the pantomime
- A heavily-subsidised Y6 residential trip
- Various single-class visits
- Opportunities to learn musical instruments

Throughout the year, we ensured that no children eligible for the pupil premium missed any activity, visit or opportunity due to their inability to pay.

**D. Children who are eligible for the Pupil Premium, who have been affected by out-of-school issues or difficulties at home continue to achieve as well as their peers.**

In order to ensure this, we made high quality pastoral support available for any children who needed it. This included specific, designated slots of time with highly-skilled TAs employed for pastoral support. We also purchased access to 'Think Children', a local charity service aimed at supporting vulnerable children. Through 'Think Children', we have provided some of our most vulnerable children with 1:1 sessions. In total 17 of the 50 children who were eligible for the pupil premium made some use of the pastoral services we provided. This was 34% of the pupil premium children, which more than justified the costs. For some of these children, this pastoral support was essential in helping them achieve the academic results mentioned earlier in this report.