



PUPIL PREMIUM – 2017-2018

Currently, **50%** of our children on roll are eligible for the Pupil Premium grant contribution. However, as of the January 2017 census, the **number** of pupils eligible for Pupil Premium was **58** so it is likely that a higher overall percentage will be reflected in the January 2018 census. In July, it was **63%**. The total Pupil Premium Grant for 2017-18 is **£77,440**.

Area for Development, Barrier & Proposed impact	Strategy (including rationale)	Cost	Evaluation	Impact
<p>Too few pupils are reaching and exceeding the expected level in reading, writing and maths by the end of Year 6.</p> <p>Pupils are achieving at a level slightly below the national average in the Early Years and KS1 but this is not translating into 'national average or above'</p>	<p>Based on models seen in other schools, focused small group interventions can not only increase progress but give pupils the confidence to apply skills in their class-based work. Focus on Y2-Y5 pupils in Phonics, SPAG, extended writing, mental and written maths methods.</p>	<p>Employment of NQT to release more-experienced class teacher to teach interventions in mornings. £13,480.</p> <p>Match-fund full-time teaching support staff in Y5/6, Y3/4 and Y1/2 class. £49,305.</p>		<p><u>Proposed impact</u></p> <p>Attainment will increase at EY, KS1 & KS2 with pupils meeting national average. The difference between PP children and National Others will be positive. Pupils' fluency in numeracy will be increased (and borne out in end-of-year tests). Their</p>

<p>proportion of pupils achieving Age-Related Expectation.</p> <p>The difference between proportions of disadvantaged and other pupils is diminished between end of KS1 and end of KS2.</p> <p>Proportion of pupils reaching and exceeding the expected level will be in excess of the national average (KS2).</p>	<p>Mathletics increases pupils' fluency and retention of basic number facts and increases confidence in applying them. Pupils can login at home – parents more engaged in children's learning.</p> <p>We believe that giving children copious new experiences and challenges (through visits and visitors) leads to increased vocabulary, fluency and overall achievement.</p> <p>We are proud to offer our Breakfast Club free to all children. By securing this provision for a further year, we aim to increase attendance overall to the national expectation and to sustain the obvious benefit to Pupil Premium children.</p>	<p>Subscription rate of £7 per pupil to Mathletics. £560</p> <p>Subsidise residential visits to Robinwood (Y5/6) and Gibside (Y3/4). £2000</p> <p>Subsidise class day trips. £2000</p> <p>Subsidise whole-school visit to <i>Robinson Crusoe</i> at Gala Theatre, Durham. £800</p> <p>Retain FREE Breakfast Club provision. £3000</p>		<p>application of maths and writing skills will be improved making them more flexible: this will be demonstrated in exercise books and end-of-year tests.</p>
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<p>Mobility is high in school. It was 67% in the KS2 cohort last year alone. We want to improve the way we transition pupils into our school mid-year.</p> <p>Many pupils who arrive in our school mid-year have low expectations for behaviour and poor self-esteem. Many pupils are affected by prior social and/or learning experiences.</p> <p>Pupils arriving mid-year will make the same progress as other pupils, honouring the same high standards for behaviour, presentation and application to work. Pupils with additional needs will be set achievable goals which they will meet. Working relationship with parents of pupils additional needs will be improved.</p>	<p>Based on research in other schools and training from the LA, we will introduce a form of nurture provision and a transition programme (including support and baseline testing).</p> <p>We will continue to reward the best attendance through raffles and regular rewards.</p>	<p>Rewards for 100% attendance. £300</p> <p>Nurture provision, resourcing and development of group space. £2000</p> <p>Additional 1:1 counselling and mentor support for vulnerable pupils. £500</p> <p><i>Other items as above.</i></p>		<p><u>Proposed impact</u></p> <p>Pupils who start mid-year will make expected progress or better (appropriate to the individual) in line with all other pupils. Reduced incidence of fixed-term exclusion.</p>
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Impact Statement – September 2018

Attainment

- Proportion of pupils making GLD in Reception increased from 67% (2017) to 78% (2018). This is in line with the national average (2017).
- Proportion of pupils making ARE in Y2 increased from 60% Reading, 60% Writing, 60% Maths (2017) to 76%, 65%, 71% respectively (2018). This is broadly in line with the national average (2017).
- Proportion of pupils making ARE in Y6 increased from 58% Reading, 67% Writing, 58% Maths (2017) to 67%, 67%, 75% respectively (2018). This is broadly in line with the national average in Maths (2018) but below in Reading and Writing (2018).
- Number of pupils making ELD in Reception increased from 0 pupils (2017) to 1 pupil (2018) although 2 pupils exceeded in Reading and 3 pupils exceeded in Number.
- Number of pupils exceeding ARE in Y2 increased from 1 in Reading, 1 in Writing, 1 in Maths (2017) to 2 pupils in each subject (2018).
- Number of pupils exceeding ARE in Y6 remained level at 2 in Reading and 2 in Maths but dropped from 2 pupils to 1 pupil in Writing (2018).
- Proportion of disadvantaged pupils making GLD in Reception was 83%, up from 50% in 2017.
- Proportion of disadvantaged pupils making ARE in Y2 increased from 50% in Reading, Writing and Maths (2017) to 90%, 80% and 70% respectively (2018). Comparison with National Others (2017) is favourable at +12% in Reading and +9% in Writing but -8% (i.e. 1 pupil below) in Maths.
- Proportion of disadvantaged pupils making ARE in Y6 increased from 57% Reading, 43% Writing, 29% Maths (2017) to 60%, 60%, 70% respectively (2018). Combined ARE for disadvantaged pupils has increased slightly from 33% (2017) to 40% (2018) compared with National Others (2017) of 64%.
- Based on teacher assessments and/or statutory tests, proportion of pupils making ARE in each subject in year groups benefiting from additional support subsidised through PPF:

MATHS	End 2016-17		End 2017-18	
	All	Disadvantaged	All	Disadvantaged
Reception ELG (Cohort 2024)	11%		78%	
Year 2 (Cohort 2022)	38%	4 pupils (/10)	71%	7 pupils (/10)
Year 6 (Cohort 2018)	58%	5 pupils (/10)	75%	7 pupils (/10)

READING	End 2016-17		End 2017-18	
	All	Disadvantaged	All	Disadvantaged
Reception ELG (Cohort 2024)	11%		78%	
Year 2 (Cohort 2022)	56%	6 pupils (/10)	76%	9 pupils (/10)
Year 6 (Cohort 2018)	19%	4 pupils (/10)	65%	6 pupils (/10)

WRITING	End 2016-17		End 2017-18	
	All	Disadvantaged	All	Disadvantaged
Reception ELG (Cohort 2024)	11%		78%	
Year 2 (Cohort 2022)	38%	2 pupils (/10)	71%	8 pupils (/10)
Year 6 (Cohort 2018)	25%	3 pupils (/10)	67%	6 pupils (/10)

- Book scrutiny and moderation activities also indicate increased stamina, improved range of vocabulary and awareness of audience, and application of SPaG features (although these can sometimes take up too much of the teaching time).

- Focusing on pupils who started new in our school before February half-term (and remained with us until the end of the academic year), progress can be summarised as follows:

- Five pupils (of which four are disadvantaged)

	Reading	Writing	Maths
Expected or more	4 (4)	5 (4)	3 (3)
Exceeding	2 (2)	2 (2)	1 (1)

- The number of exclusions in 2017/18 was 3 sessions (half-days). Both pupils were disadvantaged. This is a considerable reduction from 34 sessions in 2016/17 shared by 3 disadvantaged pupils.