

## Evidencing the impact of Pupil Premium 2017/18 Skipssea

	2016/17	2017/18
Total number of pupils on roll	57	51
Total number of pupils eligible for Pupil Premium funding	FSM <b>£33, 000</b> LAC 1 PUPIL £900	22 FSM ( <b>£29, 040</b> ) <b>2 SERVICE (£600)</b> LAC 1 PUPIL
Amount of Pupil Premium funding received per pupil	£1300 for FSM £300 for Service £900 for LAC	22X£1320 for FSM 2X£300 for Service £1220 for LAC ( <b>£570 (for small group sessions, 1:1 etc+£650 for resources and small group sessions)</b> )
<b>Total amount received</b>	<b>£33,900</b>	<b>£30,860</b>

<u>Attainment of pupils</u>	2016/17	2017/2018
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<b>eligible for Pupil Premium funding at KS1</b>	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	<b>School 2 pupils</b>	Other pupils nationally	<b>School 2 pupils</b>	Other pupils nationally	<b>School pupils</b>	Other pupils nationally	<b>School pupils</b>	Other pupils nationally
Phonics in Y1	0%	83%	N/A	/	100%		N/A	
KS1 Reading	50%	50.6%	0%	28.3%	0%		0%	
KS1 Writing	0%	54.3%	0%	17.7%	0%		0%	
KS1 GPS	N/A	/	N/A	/	N/A		N/A	
KS1 Mathematics	50%	55.6%	0%	22.9%	0%		0%	

<b>Additional relevant KS1 performance information for pupils eligible for Pupil Premium funding</b> e.g. examples of pupils in making or exceeding expected progress;	<b>Summer 2018 data progress of Pupil premium child from end of EYFS to end of KS1</b>							
	<b>YEAR GROUP</b>	<b>NUMBER OF PUPILS</b>	<b>READING Expected progress</b>	<b>READING Expected+ progress</b>	<b>WRITING Expected progress</b>	<b>WRITING Expected+ progress</b>	<b>MATHS Expected progress</b>	<b>MATHS Expected+ progress</b>
	2	3	0%	0%	0%	0%	0%	0%
	<b>Summer 2017 data progress of Pupil premium child from end of EYFS to end of KS1</b>							
<b>YEAR GROUP</b>	<b>NUMBER OF PUPILS</b>	<b>READING Expected progress</b>	<b>READING Expected+ progress</b>	<b>WRITING Expected progress</b>	<b>WRITING Expected+ progress</b>	<b>MATHS Expected progress</b>	<b>MATHS Expected+ progress</b>	
2	2	50%	0%	0%	0%	50%	0%	

progress linked to attainment on entry

### Summer 2017 data

Estab. No.	Establishment	Cohort **	READING		WRITING		MATHS		SCIENCE		RWM*	RWMS*
			<EXS	≥EXS	<EXS	≥EXS	<EXS	≥EXS	<EXS	≥EXS	≥EXS	≥EXS
2766	Skipsea Primary School	6	33.3%	66.7%	50.0%	50.0%	33.3%	66.7%	33.3%	66.7%	50.0%	50.0%
	Female											
	Disadvantaged	2	50.0%	50.0%	100.0%	0.0%	50.0%	50.0%	50.0%	50.0%	0.0%	0.0%
	Not Disadvantaged	3	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	100.0%	100.0%
	Male											
	Not Disadvantaged	1	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%

Subject	Cohort	A	D / U	BLW	PKF	WTS / HNM	EXS	GDS	<EXS	≥EXS	GDS
<b>Reading</b>	6	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	33.3%	66.7%	0.0%
Disadvantaged	2	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%
Not Disadvantaged	4	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%	0.0%	25.0%	75.0%	0.0%
<b>Writing</b>	6	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%
Disadvantaged	2	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Not Disadvantaged	4	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%	0.0%	25.0%	75.0%	0.0%
<b>Maths</b>	6	0.0%	0.0%	0.0%	33.3%	0.0%	66.7%	0.0%	33.3%	66.7%	0.0%
Disadvantaged	2	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	50.0%	50.0%	0.0%
Not Disadvantaged	4	0.0%	0.0%	0.0%	25.0%	0.0%	75.0%	0.0%	25.0%	75.0%	0.0%
<b>Science</b>	6	0.0%	0.0%	-	-	33.3%	66.7%	-	33.3%	66.7%	-
Disadvantaged	2	0.0%	0.0%	-	-	50.0%	50.0%	-	50.0%	50.0%	-
Not Disadvantaged	4	0.0%	0.0%	-	-	25.0%	75.0%	-	25.0%	75.0%	-
<b>RWM*</b>	6	-	-	-	-	-	-	0.0%	33.3%	50.0%	0.0%
Disadvantaged	2	-	-	-	-	-	-	0.0%	50.0%	0.0%	0.0%
<b>Subject</b>	<b>Cohort</b>	<b>A</b>	<b>D / U</b>	<b>BLW</b>	<b>PKF</b>	<b>WTS / HNM</b>	<b>EXS</b>	<b>GDS</b>	<b>&lt;EXS</b>	<b>≥EXS</b>	<b>GDS</b>
Not Disadvantaged	4	-	-	-	-	-	-	0.0%	25.0%	75.0%	0.0%
<b>RWMS*</b>	6	-	-	-	-	-	-	-	33.3%	50.0%	-
Disadvantaged	2	-	-	-	-	-	-	-	50.0%	0.0%	-
Not Disadvantaged	4	-	-	-	-	-	-	-	25.0%	75.0%	-

<b>Attainment of pupils eligible for Pupil Premium funding at KS2</b>	2016/17				2017/2018			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	<b>School 5 pupils</b>	Other pupils nationally	<b>School 5 pupils</b>	Other pupils nationally	<b>School 7 pupils</b>	Other pupils nationally	<b>School 7 pupils</b>	Other pupils nationally
KS2 Reading	60%	76.8%	20%	29.1%	71%		14%	
KS2 Writing	80%	65.3%	25%	9.7%	71%		14%	
KS2 GPS	20%	81.5%	20%	35%	57%		14%	
KS2 Mathematics	80%	79.9%	0%	26.7%	71%		0%	

**Additional relevant KS2 performance information for pupils eligible for Pupil Premium funding**  
e.g. examples of pupils in making or exceeding expected progress; the effectiveness

**SUMMER 2018 DATA progress from end of Year 5 to end of Year 6**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
6	7	100%	14.3%	86%	57%	100%	43%

**SUMMER 2018 DATA progress from end of KS1 to end of KS2**

	<b><u>PUPIL PREMIUM</u></b> <b><u>ever 6 ( 7 pupils )</u></b>
<b><u>READING</u></b>	-0.28
<b><u>WRITING</u></b>	+1.46
<b><u>MATHS</u></b>	-2.02

s of 'catch-up' programmes or targeted support

## SUMMER 2017 DATA

Data for Reading (disadvantaged group)   Data for writing (disadvantaged group)   Data for maths (disadvantaged group)

Estab. No.	School	Cohort	RWM+		READING			WRITING TA			MATHS			GPS				
			●● ≥Exp	● High	Avg. SS	● <Exp	●● ≥Exp	● High	●● ≥Exp	● GDS	Avg. SS	● <Exp	●● ≥Exp	● High	Avg. SS	● <Exp	●● ≥Exp	● High
2766	Skipsea Primary School	9	44.4%	0.0%	97.8	44.4%	55.6%	11.1%	66.7%	22.2%	99.3	33.3%	66.7%	0.0%	95.2	77.8%	22.2%	11.1%
	Female																	
	Disadvantaged	3	66.7%	0.0%	100.3	33.3%	66.7%	0.0%	100.0%	33.3%	102.3	0.0%	100.0%	0.0%	102.7	66.7%	33.3%	33.3%
	Not Disadvantaged	1	100.0%	0.0%	107.0	0.0%	100.0%	0.0%	100.0%	100.0%	104.0	0.0%	100.0%	0.0%	104.0	0.0%	100.0%	0.0%
	Male																	
	Disadvantaged	2	50.0%	0.0%	96.5	50.0%	50.0%	50.0%	50.0%	0.0%	100.0	50.0%	50.0%	0.0%	92.0	100.0%	0.0%	0.0%
	Not Disadvantaged	3	0.0%	0.0%	93.0	66.7%	33.3%	0.0%	33.3%	0.0%	94.3	66.7%	33.3%	0.0%	87.0	100.0%	0.0%	0.0%

Skipsea Primary School (2766)

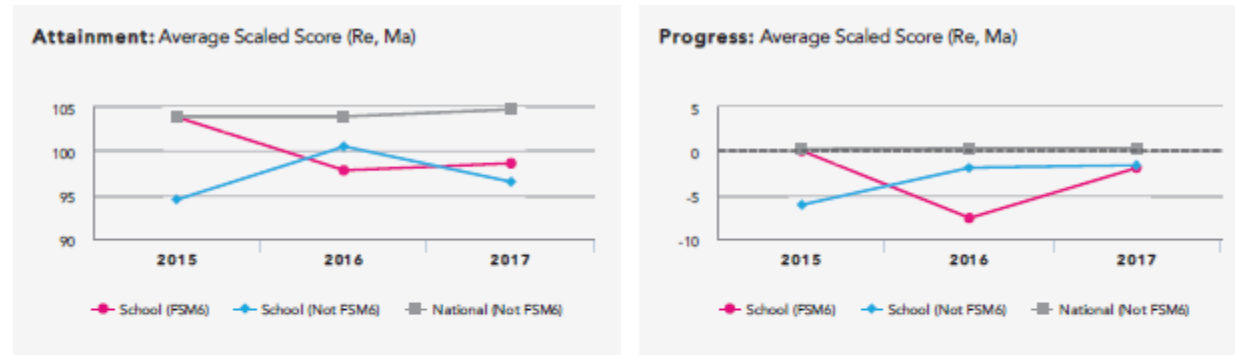
Subject	Cohort	No SS	N	80-89	90-99	100-109	110-114	115-120	Scaled Score Distribution	Avg SS	<Exp	≥Exp	High
<b>Reading</b>	9	0.0%	0.0%	22.2%	22.2%	44.4%	11.1%	0.0%		97.8	44.4%	55.6%	11.1%
Disadvantaged	5	0.0%	0.0%	20.0%	20.0%	40.0%	20.0%	0.0%		98.8	40.0%	60.0%	20.0%
Not Disadvantaged	4	0.0%	0.0%	25.0%	25.0%	50.0%	0.0%	0.0%		96.5	50.0%	50.0%	0.0%
<b>GPS</b>	9	0.0%	0.0%	33.3%	44.4%	11.1%	11.1%	0.0%		95.2	77.8%	22.2%	11.1%
Disadvantaged	5	0.0%	0.0%	20.0%	60.0%	0.0%	20.0%	0.0%		98.4	80.0%	20.0%	20.0%
Not Disadvantaged	4	0.0%	0.0%	50.0%	25.0%	25.0%	0.0%	0.0%		91.3	75.0%	25.0%	0.0%
<b>Maths</b>	9	11.1%	0.0%	11.1%	11.1%	66.7%	0.0%	0.0%		99.3	33.3%	66.7%	0.0%
Disadvantaged	5	20.0%	0.0%	0.0%	0.0%	80.0%	0.0%	0.0%		101.8	20.0%	80.0%	0.0%
Not Disadvantaged	4	0.0%	0.0%	25.0%	25.0%	50.0%	0.0%	0.0%		96.8	50.0%	50.0%	0.0%
<b>Writing TA</b>	9	-	-	-	-	-	-	-		-	33.3%	66.7%	22.2%
Disadvantaged	5	-	-	-	-	-	-	-		-	20.0%	80.0%	20.0%
Not Disadvantaged	4	-	-	-	-	-	-	-		-	50.0%	50.0%	25.0%
<b>RWM</b>	9	-	-	-	-	-	-	-		-	22.2%	44.4%	0.0%
Disadvantaged	5	-	-	-	-	-	-	-		-	20.0%	60.0%	0.0%
Not Disadvantaged	4	-	-	-	-	-	-	-		-	25.0%	25.0%	0.0%

## Progress of pupil premium children Summer 2017

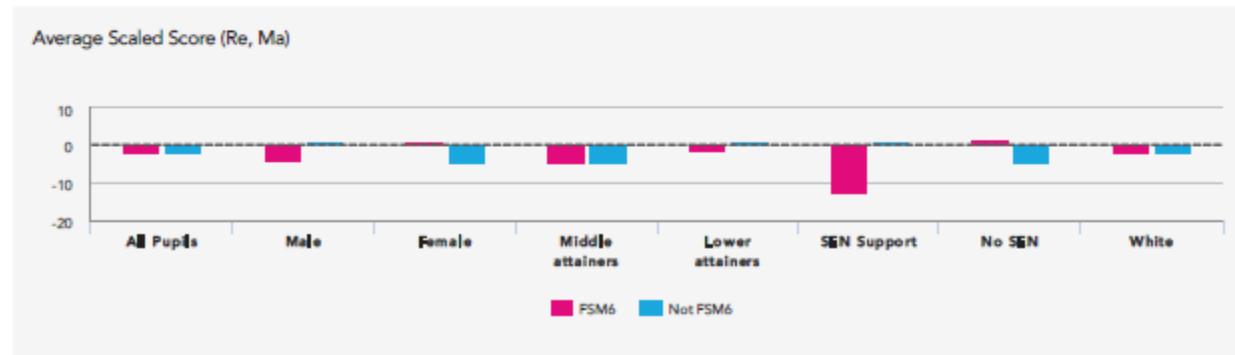
		Actual results			Pupil progress			
Pupils		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	
Pupil Premium	FSM (in last 6 years)	4	98.6	75%	0%	-1.9	+33%	-1%
	Not FSM (in last 6 years)	5	96.5	20%	0%	-1.6	-20%	-1%

## Disadvantaged pupils

KS2 Performance for disadvantaged pupils 2017



## Progress gap





		<b><u>ALL (9 pupils)</u></b>	<b><u>PUPIL PREMIUM ever 6 (4 pupils)</u></b>
	<b><u>READING</u></b>	<b>-1.0</b>	<b>+0.79</b>
	<b><u>WRITING</u></b>	<b>-0.1</b>	<b>+1.21</b>
	<b><u>MATHS</u></b>	<b>-2.6</b>	<b>-4.73</b>

## Improving Attendance

Impact of Pupil Premium funding on attendance *(if relevant)*:

### Attendance information for 2017 to 2018 for whole school

ATTENDANCE INFORMATION FOR SKIPSEA FOR 1<sup>ST</sup> SEPTEMBER 2017-END OF JULY 2018

YEAR GROUP	NUMBER OF PUPILS	WHOLE COHORT % ATTENDANCE	SEN % ATTENDANCE	NON SEN % ATTENDANCE	FSM % ATTENDANCE	NON-FSM % ATTENDANCE	BOYS-ATTENDANCE	GIRLS-% ATTENDANCE
FS2	9	92.78%	99.47%	96.12%	84.66%	97.07%	87.20%	95.70%
Y1	9	93.97%	85.31%	95.69%	96.43%	93.21%	92.80%	96.10%
Y2	6	94.03%	92.85%	99.21%	95.33%	92.41%	93.70%	95.50%
Y3	4	96.63%	94.97%	97.35%	94.97%	97.18%	95.00%	97.20%
Y4	6	97.70%	96.83%	98.25%	95.90%	98.83%	95.90%	98.20%
Y5	9	95.66%	98.94%	95.48%	97.75%	95.00%	97.60%	94.10%
Y6	8	94.81%	92.92%	96.30%	93.47%	98.81%	93.70%	95.70%
WHOLE SCHOOL	51	95.01%	93.72%	96.71%	93.85%	95.79%	93.80%	96.10%

**3 Pupil premium pupils with attendance 90-95% last year (2017/18)**

**2 Pupil premium pupils with attendance below 90% last year (2017/18)**

**% ATTENDANCE FOR September 2016 TO end of July 2017 SKIPSEA**

YEAR GROUP	NUMBER OF PUPILS	WHOLE COHORT % ATTENDANCE	SEN % ATTENDANCE	NON SEN % ATTENDANCE	FSM % ATTENDANCE	NON-FSM % ATTENDANCE	BOYS-ATTENDANCE	GIRLS-% ATTENDANCE
FS2	12	94.22%	90.74%	94.39%	97.28%	93.38%	97.09%	92.76%
Y1	7	96.00%	95.88%	96.17%	95.61%	96.27%	92.51%	97.50%
Y2	7	96.39%	98.45%	95.13%	96.32%	96.43%	97.50%	96.16%
Y3	6	94.92%	92.63%	96.58%	93.00%	96.32%	89.06%	96.64%
Y4	9	95.69%	97.89% (SEN Sup) 98.42% (EHCP)	94.52%	98.42%	94.84%	97.70%	93.88%
Y5	8	95.07%	95.35%	96.32%	94.32%	96.32%	95.07%	0
Y6	9	95.96%	95.20%	96.18%	96.05%	95.94%	94.84%	97.37%
WHOLE SCHOOL	64	95.55%	95.66% (SEN Sup) 98.42% (EHCP)	95.50%	95.56%	95.54%	95.19	96.01

**7 Pupil premium pupils with attendance 90-95% (2016/17)**

**1 Pupil premium pupil with attendance below 90% (2016/17)**

**WHAT OUR SCHOOL DOES RE ATTENDANCE**

The school has set up a rigorous system for monitoring and tracking attendance throughout the school (see file in Admin Office).

When a pupil is expected to join the school either at a normal time of starting (eg Nursery or start of Reception) or at any time and he/she does not arrive, our school first tries to make contact with the parents by either text or a phone call or a letter. If after one week no contact has been made then the school will contact the admissions team to find out if the child has been registered elsewhere. After the second week the school completes a referral to the EWO-CME who then follows the procedures for missing pupils.

**Daily**, Attendance information onto the school system (SIMS) and Admin staff chase up any absences either by text or by phone call. If the child continues to be absent and the Parents haven't contacted the school, then Admin Staff will again chase this up by text or phone call.

Unauthorised absentees will be contacted by phone or by text message in the first instance, a letter will be posted if unobtainable on the 3<sup>rd</sup> day.

**Each week**, the Head is informed of which pupils are below 90% and below 95% in attendance from the start of the school year to that present time and the Head monitors each week if the attendance of these children is improving or not. Parents may receive a text or letter informing them of their child's attendance at a given time if on this list and what target is.

**Monthly** newsletters inform Parents and Governors of attendance for whole school and each year group at that given time and how it compares with school target.

**Termly** tracking done for number of children below 90% and below 95% attendance at end of each term from start of school year and information entered into data sheet so it can be monitored over time. Attendance for identified pupils and groups of pupils also monitored.

Head and identified governor does attendance and punctuality monitoring and completes a report for the Governing Body.

**Annually** tracking done for number of children below 90% and below 95% attendance at end of year from start of school year and information entered into data sheet so it can be monitored over time. Attendance for identified pupils (those with historically poor attendance previously) and groups of pupils also monitored and data entered onto tracking sheets eg SEN, FSM, LAC, GT.

### **Children Missing from or Missing Out on Education (CME & CMOE).**

Children missing from education:

- Children of compulsory school age
- Children who are not on a school roll or being educated otherwise (at home, privately or in an alternative form of provision)
- Children who have been out of educational provision for a substantial period of time (more than a month)  
Together with the Local Authority and other agencies, our school works hard to ensure that children do not miss out on the opportunity to learn and achieve. Children missing from education not only have their educational attainment out at risk, but potentially their safety and welfare as well.
- The school will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the case of CME school will make all reasonable efforts to locate the child/ren as required by the guidance.
- The school will inform the LA EWS if any pupil fails to attend without permission for a continuous period of 10 days or more and will refer children whose attendance has fallen below the agreed level to the EWS.
- If a child, who is the subject of a Child Protection Plan or is otherwise open to the CST, does not attend school without a verified valid reason the DSL will contact the assigned social worker or CST duty desk if unavailable.
- If a child not open to CSC that the school has concerns about, does not attend school the school will contact, EHaSH, the EWS and / or the police depending on the circumstances.
- If a child absconds from the site the school will make an initial search and contact the parent / carer or other emergency contact. **(and Social Worker if open to CSC)**. If after that search the child is not located the school will contact the police within 20 minutes of the alert.

### One aspect of Pupil Premium allocation

**Objective** (to close the gap in achievement between pupils eligible for pupil premium and other pupils)  
**To enable pupils to narrow the gaps in their learning and achievements and also to make better progress in their speech and language development.**

**Targeted pupil premium pupils who received Speech and Language support and programmes (individual identified pupils across the school) during the last two academic years:**

One child who left during the Summer term 2017 when she was in Y2.

1 child who is now currently in Y6 and continues to receive Speech and Language support and programmes this academic year 2018/19. Another child who was in the same cohort but left July 2017 to go to another school as family moved from the village.

1 child who was in Year 6 last year and now has left to go to Secondary School.

1 child who was in Year 6 two years ago and now has left to go to Secondary School.

**All pupil premium pupils either received SEN support and intervention programmes or booster sessions to try to secure expected or high standard**

**Provision: Buying in SEN Consultant and Buying in Speech and Language Consultant to support pupils across school re speech and language development and also assess their additional needs and prepare programmes for intervention.**

**Outcomes to date:**

**Speech and Language**-file in Head's office-children have made progress re their targets following assessments linked to Speech and Language and continue to receive personalised intervention programmes to meet their next steps (planned by Consultant and delivered by staff who have been trained by Consultant).

**SEN**-file in Head's office-shows information from assessments done by SEN Consultant and recommendations and improvements made over time from one assessment to another. Also excel spreadsheet shows that interventions children have received each term and the impact they have had on standards and progress data. At least once a term, interventions are reviewed for children and next priorities are agreed and timetabled. Pixl therapies as well as other focused resources are used to support interventions and use is also made of diagnostic assessment to inform provision and planning.

**SEE APPENDIX AT THE END FOR SUMMER 2018 AND SUMMER 2017 DATA FOR STANDARDS AND PROGRESS TO SHOW OUTCOMES FOR WHOLE COHORTS AND RELEVANT GROUPS.**

**Process for monitoring impact:**

**HALF TERMLY TRACKING FOR STANDARDS AND PROGRESS DATA BY HEADTEACHER AND ANALYSIS DONE WITH ASSISTANT HEADS AND ALSO GOVERNORS**

**HALF TERMLY REVIEW OF INTERVENTIONS ETC-STAFF**

**REPORTS FROM AND DISCUSSIONS WITH SEN CONSULTANT AND SPEECH AND LANGUAGE CONSULTANT**

**Half termly meetings with Pixl Associate to monitor progress of key marginal children and review impact of quality first teaching and also therapies and interventions being used.**

**Lesson observations, informal drop ins, pupil voice interviews**

**External monitoring of data each term by Local Authority Improvement Partner.**

**Cost:£1347**

**% of total PPG expenditure 4.4%**

## One aspect of Pupil Premium allocation

**Objective** (to close the gap in achievement between pupils eligible for pupil premium and other pupils)  
**To provide additional engaging activities for children.**

**Targeted pupils (all eligible pupils/group/individual):**

**All eligible pupils for all day visits.**

**Provision:**

**To contribute towards trips for all year groups.**

**To provide quality activities to enhance learning for all year groups.**

**Outcomes to date:**

**2017 to 2018**

**All children had access to quality experiences that helped them with their physical development, self-confidence and team working skills. It supported their learning in other subjects and provided them with experiences they would not have got on site and also would not have been able to access or afford without use of pupil premium.**

FS2 AND Y1 AND YEAR 2 PUPILS WAWNE FOREST SCHOOL VISIT

YEARS 2 and 3 AND 4- -FARM VISIT, WAWNE FOREST SCHOOL VISIT

YEARS 5 AND 6- DEARNE VALLEY OUTDOOR ADVENTURE CENTRE, WAWNE FOREST SCHOOL VISIT

**Process for monitoring impact:**

**Discussions with pupils and families about the visits.**

**Governor monitoring-either going on the visit or talking to pupils**

**Cost:£1591**

**% of total PPG expenditure 5.2%**

**One aspect of Pupil Premium allocation**

**Objective** (to close the gap in achievement between pupils eligible for pupil premium and other pupils)  
**For children and their families to receive additional expertise and support to secure their personal development and welfare.**

**Targeted pupils (all eligible pupils/group/individual):**

**Targeted pupil premium pupils who received support and programmes (individual identified pupils across the school) during the academic year 2017/2018:**

**1 child in Y5-Autumn and Spring terms**

**1 child in FS2 in Spring term**

**Targeted pupil premium pupils who received support and programmes (individual identified pupils across the school) during the academic year 2016/2017:**

**1 child in Y5**

1 child in Y6

**Provision:** Buying in Parent Support Advisor, when needed, to support pupils across school and their families as needed re personal development and welfare needs.

**Paying for Emotional Literacy Support Assistant intervention time to support pupils across school and their families as needed re personal development and welfare needs.**

**Paying for pupil drop in time with pastoral member of staff to support pupils across the school as needed.**

**Using Pixl Primary Edge Resources across the school to support PSHCE learning and teaching of leadership, organisation, resilience, initiative and communication skills.**

**Outcomes to date:**

Due to effective support given internally using school staff, the school hasn't had to buy in Parent Support Advisor over the last two years.

Outcomes from Emotional Literacy Work can be found in ELSA folder.

Children are well-supported.

Children and their families are positive about the sessions and the impact they have made.

Another member of staff is due to start ELSA training Autumn 2018 so that we will have two trained staff on site in the future.

**Process for monitoring impact:**

Feedback and liaison between staff re pupils needing/receiving intervention and support.

Head and governor meet with ELSA to review what they are doing and what impact it is having at least twice a year.

Pixl Conferences and Associate visits-provide updates about resources and new ones that could be used to support pupils (E.g. A Mind to be Kind)

**Lesson observations, informal drop ins, pupil voice interviews**



Cost: £2150

% of total PPG expenditure 7%

### One aspect of Pupil Premium allocation

**Objective** (to close the gap in achievement between pupils eligible for pupil premium and other pupils)  
To help ensure gaps are closed and children achieve ARE expectations.

**Targeted pupils (all eligible pupils/group/individual):**

All eligible pupils across the school re IT resources

All eligible pupils Y1-Y6 re Focus Education English texts

All eligible Y1-Y6 pupils re Pixl resources.

LAC child

**Provision: Purchase and use of IT resources to support learning and teaching**

Purchase and use of other resources eg Texts linked to Focus Education Whole School English

Pixl Membership-to support teaching and learning, especially interventions

Resources bought specifically for LAC child linked to targets set at PEP meetings (to be used at school and at home)

**Outcomes to date:**

**SEE APPENDIX AT THE END FOR SUMMER 2018 AND SUMMER 2017 DATA FOR STANDARDS AND PROGRESS TO SHOW OUTCOMES FOR WHOLE COHORTS AND RELEVANT GROUPS.**

**Process for monitoring impact: Lesson observations, informal drop ins, pupil voice interviews**

**HALF TERMLY UPDATING STANDARDS AND PROGRESS DATA, HALF TERMLY REVIEW OF INTERVENTIONS AND RESOURCES BEING USED ETC, PUPIL PROGRESS MEETINGS EACH TERM TO LOOK AT WHO IS ON TRACK AND WHO ISN'T RE STANDARDS AND PROGRESS.**

**Governor meeting looking at data re standards and progress leads to focused monitoring.**

**LAC PEP meetings each term to check impact against agreed targets.**

**Half termly meetings with Pixl Associate to monitor and review progress of key marginal children and agree action for next steps.**

**Use of Pixl assessments and therapies to help with diagnostic assessments and completion and review of pre-learning checklists.**

**External monitoring of data each term by Local Authority Improvement Partner.**

**Cost:£3670**

**% of total PPG expenditure 11.9%**

### **One aspect of Pupil Premium allocation**

**Objective** (to close the gap in achievement between pupils eligible for pupil premium and other pupils)  
**To help ensure gaps are closed and children achieve ARE expectations.**

**Targeted pupils (all eligible pupils/group/individual):**

**All eligible pupils across KS1 and KS2.**

**Provision: Interventions led by staff**

Review provision map and allocate staff to lead different groups re basic skills using target specific interventions. To support teaching and learning in Maths and Literacy throughout the school.

**Outcomes to date:**

**SEE APPENDIX AT THE END FOR SUMMER 2018 AND SUMMER 2017 DATA FOR STANDARDS AND PROGRESS TO SHOW OUTCOMES FOR WHOLE COHORTS AND RELEVANT GROUPS.**

**Process for monitoring impact: Lesson observations, informal drop ins, pupil voice interviews**

**HALF TERMLY UPDATING STANDARDS AND PROGRESS DATA, HALF TERMLY REVIEW OF INTERVENTIONS AND RESOURCES BEING USED ETC, PUPIL PROGRESS MEETINGS EACH TERM TO LOOK AT WHO IS ON TRACK AND WHO ISN'T RE STANDARDS AND PROGRESS.**

**Governor meeting looking at data re standards and progress leads to focused monitoring.**

**Half termly meetings with Pixl Associate to monitor and review progress of key marginal children and agree action for next steps.**

**Use of Pixl assessments and therapies to help with diagnostic assessments and completion and review of pre-learning checklists**

**External monitoring of data each term by Local Authority Improvement Partner.**

**Cost: Teaching staff-£12, 600 TAs-£2600**

**% of total PPG expenditure 49.3%**

## One aspect of Pupil Premium allocation

**Objective** (to close the gap in achievement between pupils eligible for pupil premium and other pupils)  
To help ensure gaps are closed and children achieve ARE expectations.

**Targeted pupils (all eligible pupils/group/individual):**

All eligible pupils across the school.

**Provision:** To provide additional support in the classroom and also in pre-teaching in order to support teaching and learning-extended TA contracts.

**Outcomes to date:**

**SEE APPENDIX AT THE END FOR SUMMER 2018 AND SUMMER 2017 DATA FOR STANDARDS AND PROGRESS TO SHOW OUTCOMES FOR WHOLE COHORTS AND RELEVANT GROUPS.**

**Process for monitoring impact:** Lesson observations, informal drop ins, pupil voice interviews

**HALF TERMLY UPDATING STANDARDS AND PROGRESS DATA, HALF TERMLY REVIEW OF INTERVENTIONS AND RESOURCES BEING USED ETC, PUPIL PROGRESS MEETINGS EACH TERM TO LOOK AT WHO IS ON TRACK AND WHO ISN'T RE STANDARDS AND PROGRESS.**

**Governor meeting looking at data re standards and progress leads to focused monitoring.**

**Half termly meetings with Pixl Associate to monitor and review progress of key marginal children and agree action for next steps.**

**Use of Pixl assessments and therapies to help with diagnostic assessments and completion and review of pre-learning checklists**

**External monitoring of data each term by Local Authority Improvement Partner.**

**External monitoring of Quality of Teaching at least once a year by Local Authority Improvement Partner.**

**Cost:£11,686**

**% of total PPG expenditure 37.9%**

*Schools receive additional funding for any pupils who have been eligible for free school meals during the last six years; pupils who are looked after by the local authority or who are in care and for pupils from families where a parent serves in the armed forces. This money is known as the Pupil Premium Grant (PPG).*

- **The date of the next review of the school's pupil premium strategy is: Summer 2019**

# APPENDIX

## SUMMER TERM 2018 DATA TEACHER ASSESSMENT AND Y6 TEST DATA

### STANDARDS

#### EYFS

<b>Whole cohort (9)</b>	At least expected	exceeding	<b>BOYS (3)-at least expected</b>	<b>GIRLS (6)-at least expected</b>	<b>PUPIL PREMIUM (3 pupils)</b>	<b>NON PUPIL PREMIUM (6)</b>	<b>LAC (1 child)</b>	<b>SEN (1 child on EHC Plan)</b>
Listening and attention	89%	33%	67%	100%	67%	100%	100%	0%
Understanding	89%	11%	67%	100%	67%	100%	100%	0%
Speaking	89%	33%	67%	100%	67%	100%	100%	0%
Moving and handling	78%	56%	33%	100%	33%	100%	100%	0%
Health and self-care	89%	0%	67%	100%	67%	100%	100%	0%
Self-confidence and self-awareness	89%	44%	67%	100%	67%	100%	100%	0%
Managing feelings and behaviour	89%	11%	67%	100%	67%	100%	100%	0%
Making relationships	89%	33%	67%	100%	67%	100%	100%	0%
Reading	78%	11%	67%	83%	67%	83%	100%	0%
Writing	67%	0%	33%	83%	33%	83%	100%	0%
Numbers	78%	22%	67%	83%	67%	83%	100%	0%
Shape, space and measure	89%	0%	67%	100%	67%	100%	100%	0%
People and	89%	0%	67%	100%	67%	100%	100%	0%

Communities								
The World	89%	11%	67%	100%	67%	100%	100%	0%
Technology	89%	0%	67%	100%	67%	100%	100%	0%
Exploring using media and materials	89%	11%	67%	100%	67%	100%	100%	0%
Being imaginative	89%	11%	67%	100%	67%	100%	100%	0%

**YEAR 1-YEAR 6 JUNE 2018 PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN)**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	3	100%	100%	100%
Y2	3	0%	0%	0%
Y3	1	100%	100%	0%
Y4	4	75%	75%	75%
Y5	3	67%	67%	67%
Y6 TEST DATA	7	71%	71%	71%

**NON PUPIL PREMIUM**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	5	80%	80%	40%
Y2	2	50%	50%	50%
Y3	3	67%	67%	67%
Y4	2	100%	50%	50%
Y5	5	100%	100%	100%
Y6 TEST DATA	1	100%	100%	100%

**PROGRESS DATA JUNE 2018-PROGRESS SINCE SUMMER 2017****PUPIL PREMIUM(FSM/EVER 6/SERVICE CHILDREN)**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected + progress	MATHS Expected progress	MATHS Expected + progress
1	3	100%	33%	67%	0%	100%	0%
2	3	67%	0%	67%	0%	100%	0%
3	1	100%	0%	100%	100%	0%	0%
4	4	75%	25%	50%	0%	50%	25%
5	3	67%	33%	67%	0%	67%	0%
6	7	100%	14.3%	86%	57%	100%	43%



**NON PUPIL PREMIUM**

<b>YEAR GROUP</b>	<b>NUMBER OF PUPILS</b>	<b>READING Expected progress</b>	<b>READING Expected+ progress</b>	<b>WRITING Expected progress</b>	<b>WRITING Expected + progress</b>	<b>MATHS Expected progress</b>	<b>MATHS Expected + progress</b>
<b>1</b>	5	60%	0%	80%	0%	20%	0%
<b>2</b>	2	50%	0%	50%	0%	50%	50%
<b>3</b>	3	100%	33%	100%	0%	100%	33%
<b>4</b>	2	100%	50%	50%	50%	50%	0%
<b>5</b>	5	100%	40%	100%	20%	100%	0%
<b>6</b>	1	100%	0%	100%	0%	100%	0%

## Summer 2017 data

### JUNE 2017 SKIPSEA RESULTS RE STANDARDS FOR WHOLE COHORTS AND DIFFERENT GROUPS

FS2 JUNE 2017 DATA- 10 CHILDREN IN COHORT 1 child was FSM

Area of Learning	% of pupils at 'expected' level or above								
	Setting			LA			National***		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Personal, Social and Emotional Development	100.0	100.0	100.0	87.2	82.9	92.0	85	80	90
Physical Development	100.0	100.0	100.0	89.1	84.6	94.2	88	83	93
Communication and Language	100.0	100.0	100.0	83.9	79.4	89.1	82	76	87
<b>Prime Areas Summary:</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>80.3</b>	<b>74.0</b>	<b>87.4</b>	-	-	-
Literacy	80.0	71.4	100.0	73.7	66.8	81.6	72	65	79
Mathematics	90.0	85.7	100.0	79.5	75.4	84.2	77	73	82
Understanding the World	90.0	85.7	100.0	86.6	83.5	90.0	83	79	87
Expressive Arts and Design	90.0	85.7	100.0	89.5	85.3	94.2	86	81	93
<b>Specific Areas Summary:</b>	<b>80.0</b>	<b>71.4</b>	<b>100.0</b>	<b>71.4</b>	<b>64.4</b>	<b>78.4</b>	-	-	-
<b>All Areas of Learning Summary:</b>	<b>80.0</b>	<b>71.4</b>	<b>100.0</b>	<b>70.3</b>	<b>62.8</b>	<b>78.0</b>	-	-	-
Good Level of Development	80.0	71.4	100.0	71.3	64.0	78.7	88	82	77

			GLD	Cohort	% of cohort	GLD	All ELGs	Average Points	National GLD
	<b>All Pupils (10)</b>	<b>All Pupils</b>	0%	10	100%	80.0%	80.0%	40.2	70.7%
<b>Gender</b>	Female (3)	Female	0%	3	30.0%	100.0%	100.0%	45.0	77.7%
	Male (7)	Male	0%	7	70.0%	71.4%	71.4%	38.1	64.0%
<b>FSM</b>	FSM (1)	FSM	0%	1	10.0%	100.0%	100.0%	36.0	
	Not FSM (9)	Not FSM	0%	9	90.0%	77.8%	77.8%	40.7	
<b>SEN</b>	EHCP (0)	EHCP		0	0.0%				
	SEN Support (0)	SEN Support		0	0.0%				
	No SEN (10)	No SEN	0%	10	100.0%	80.0%	80.0%	40.2	
<b>Language</b>	ENG - English (10)	ENG - English	0%	10	100.00%	80.0%	80.0%	40.2	
<b>Ethnicity</b>	WENG - White - English (10)	WENG - White - English	0%	10	100.00%	80.0%	80.0%	40.2	

The information that follows shows the % of children in the particular group in each cohort that are at the expected standard or above re end of year expectations.

This is arrived at using teacher assessment

As can be seen below, cohort size and group size is often very small.

#### WHOLE COHORTS

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	5	20%	20%	20%
Y2	6	67%	50%	67%
Y3	5	60%	60%	60%
Y4	9	67%	67%	89%
Y5	8	75%	50%	62.5%
Y6 test data	9	56%	67%	67%

**JUNE 2017 PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN)**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	3	33%	33%	33%
Y2	2	50%	0%	50%
Y3	3	67%	67%	67%
Y4	5	50%	50%	75%
Y5	7	71%	43%	57%
Y6 TEST DATA	5	60%	80%	80%

**NON PUPIL PREMIUM**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	2	0%	0%	0%
Y2	4	75%	75%	75%
Y3	2	50%	50%	50%
Y4	5	80%	80%	100%
Y5	1	100%	100%	100%
Y6 TEST DATA	3	67%	33%	33%

**LAC**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y6 TEST DATA	1	0%	100%	100%

**PROGRESS DATA JUNE 2017-PROGRESS SINCE SUMMER 2016****PUPIL PREMIUM(FSM/EVER 6/SERVICE CHILDREN)**

<b>YEAR GROUP</b>	<b>NUMBER OF PUPILS</b>	<b>READING Expected progress</b>	<b>READING Expected+ progress</b>	<b>WRITING Expected progress</b>	<b>WRITING Expected + progress</b>	<b>MATHS Expected progress</b>	<b>MATHS Expected + progress</b>
1	3	33%	0%	33%	0%	0%	0%
2	2	50%	0%	0%	0%	100%	50%
3	3	67%	67%	67%	67%	67%	67%
4	4	100%	25%	100%	50%	75%	0%
5	7	86%	29%	71%	14%	71%	0%
6	5	100%	60%	100%	40%	100%	60%

**NON PUPIL PREMIUM**

<b>YEAR GROUP</b>	<b>NUMBER OF PUPILS</b>	<b>READING Expected progress</b>	<b>READING Expected+ progress</b>	<b>WRITING Expected progress</b>	<b>WRITING Expected + progress</b>	<b>MATHS Expected progress</b>	<b>MATHS Expected + progress</b>
1	2	0%	0%	50%	0%	50%	0%
2	4	50%	0%	75%	0%	100%	75%
3	2	50%	50%	50%	50%	100%	50%
4	5	60%	0%	60%	0%	100%	0%

<b>5</b>	1	100%	0%	100%	0%	100%	0%
<b>6</b>	3	100%	67%	100%	67%	100%	100%

**LAC /Post adopted from care CHILDREN**

<b>YEAR GROUP</b>	<b>NUMBER OF PUPILS</b>	<b>READING Expected progress</b>	<b>READING Expected+ progress</b>	<b>WRITING Expected progress</b>	<b>WRITING Expected + progress</b>	<b>MATHS Expected progress</b>	<b>MATHS Expected + progress</b>
Y6	1	0%	0%	100%	0%	100%	0%