

# Evidencing the impact of Pupil Premium 2017/18 HB

<b>Number of pupils and amount of Pupil Premium funding received:</b>		
	2016/17	2017/18
Total number of pupils on roll	66 pupils (Summer 2017)	63 pupils (Summer 2018)
Total number of pupils eligible for Pupil Premium funding	<b>FSM £25,080</b> SERVICE 3 PUPILS £900 LAC 1 PUPIL £900 POST LAC 1 PUPIL £1900	<b>FSM £25,080</b> <b>SERVICE £900</b> <b>LAC 1 PUPIL £375</b> <b>POST LAC £1900</b>
Amount of Pupil Premium funding received per pupil	£1300 for FSM £300 for Service £900 for LAC £1900 for post LAC	£1320 for FSM £300 for Service £1900 for post LAC
<b>Total amount received</b>	<b>£28,780</b>	<b>£28,255</b>
<b>EXPENDITURE 2016 TO 2017</b> Buying in SEN Consultant and Buying in Speech and Language Consultant Paying towards Educational Visits and transport Buying in Parent Support Advisor Paying for Emotional Literacy Support Assistant intervention time Paying for pupil drop in time with pastoral member of staff IT Resources to support learning		

**Resources to improve teaching and learning**  
**Pixl Membership-to support teaching and learning, especially interventions**  
**Interventions led by staff throughout KS2**  
**Extended TA contract**  
**Pupil progress meetings**  
**Music concerts**  
**Cycling skills**  
**Total expenditure £34,658**

### **EXPENDITURE 2017 TO 2018**

**Buying in SEN Consultant and Buying in Speech and Language Consultant**  
**Paying towards Educational Visits and transport**  
**SLA with Hornsea Secondary School re Parent Support Advisor**  
**Paying for Emotional Literacy Support Assistant intervention time**  
**Paying for pupil drop in time with pastoral member of staff**  
**IT Resources to support learning**  
**Resources to improve teaching and learning**  
**Pixl Membership-to support teaching and learning, especially interventions**  
**Interventions led by staff**  
**Extended TA contract**  
**Pupil progress meetings**  
**Total expenditure £33,061**

*Using staff knowledge and Attainment data, groups of pupils are provided with targeted teaching and support, regularly being reviewed. The above mentioned interventions are embedded across the school, with future planning to adapt these following suitable evaluations of outcomes.*

*Pupil progress meetings are held each term.*

We use our tracking data intelligently to analyse the underachievement of individual pupils but then go beyond this to analyse any patterns in underachievement in the school as a whole taking a long term view. We don't just concentrate on 'quick wins', trying to stop achievement gaps from widening long before the end of a key stage considering a range of barriers to pupils' learning, including attendance, behaviour, family circumstances and resources to support learning at home or at school.

The school have used findings from our own self-evaluation of the last three years to determine how to allocate the funding for this year. We have decided to use a lot of our funding to extend contracts of our classroom support assistants. This means that the classes can continue to be organised into smaller ability groups for English and Mathematics to help underachievers to catch up with specific aspects of their learning while enabling more-able pupils to reach their potential. It also means that we have more staff available to help deliver focused intervention work alongside teaching staff. We have found this has really helped standards and progress.

Summary of the main barriers to educational achievement faced by eligible pupils at the school:

- **Speech and language development**
- **Social, Emotional and Behavioural needs linked to challenging family life at home**
- **Lack of money, aspiration and opportunities to go outside of Skipsea and local area**
- **Lack of support at home for extended learning outside of the classroom eg being heard read, learning spellings, completing homework and/or additional learning**
- **Lack of money and support to attend after school events**

<b><u>Attainment of pupils eligible for Pupil Premium funding at KS1</u></b>	2016/2017				2017/2018			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally
Phonics in Y1	33% (1 out of 3 pupils)	83%	n/a	/	12.5% (1 out of 8 pupils)		n/a	
KS1 Reading	100% (1 pupil out of 1 pupil)	50.6%	0%	28.3%	50% (2 out of 4 pupils)		50% (2 out of 4 pupils)	
KS1 Writing	100%	54.3%	0%	17.7%	50% (2 out of 4 pupils)		0%	
KS1 GPS	n/a	/	n/a	/	n/a		n/a	
KS1 Mathematics	100%	55.6%	0%	22.9%	50% (2 out of 4 pupils)		0%	



Subject	Cohort	A	D / U	BLW	PKF	WTS / HNM	EXS	GDS	<EXS	≥EXS	GDS
<b>Reading</b>	3	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	33.3%	66.7%	0.0%
Disadvantaged	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%
Not Disadvantaged	2	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%
<b>Writing</b>	3	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	33.3%	66.7%	0.0%
Disadvantaged	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%
Not Disadvantaged	2	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%
<b>Maths</b>	3	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	33.3%	66.7%	0.0%
Disadvantaged	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%
Not Disadvantaged	2	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%
<b>Science</b>	3	0.0%	0.0%	-	-	33.3%	66.7%	-	33.3%	66.7%	-
Disadvantaged	1	0.0%	0.0%	-	-	0.0%	100.0%	-	0.0%	100.0%	-
Not Disadvantaged	2	0.0%	0.0%	-	-	50.0%	50.0%	-	50.0%	50.0%	-
<b>RWM*</b>	3	-	-	-	-	-	-	0.0%	33.3%	66.7%	0.0%
Disadvantaged	1	-	-	-	-	-	-	0.0%	0.0%	100.0%	0.0%
Not Disadvantaged	2	-	-	-	-	-	-	0.0%	50.0%	50.0%	0.0%
<b>RWMS*</b>	3	-	-	-	-	-	-	-	33.3%	66.7%	-
Disadvantaged	1	-	-	-	-	-	-	-	0.0%	100.0%	-
Not Disadvantaged	2	-	-	-	-	-	-	-	50.0%	50.0%	-

<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	
	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally
KS2 Reading	60%	76.8%	10%	29.1%	20% (1 out of 5 pupils)		0%	

KS2 Writing	80%	65.3%	20%	9.7%	40%		0%	
KS2 GPS	70%	81.5%	20%	35%	40%		0%	
KS2 Mathematics	60%	79.9%	0%	26.7%	20%		0%	

**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	5	60%	20%	100%	40%	60%	0%

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

	<u>PUPIL PREMIUM</u> ever 6 ( ___ pupils )
<u>READING</u>	-7.17
<u>WRITING</u>	-6.29
<u>MATHS</u>	-5.99

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 of 'catch-up' programmes or targeted support

**SUMMER 2017 DATA**

Estab. No.	School	Cohort	RWM*		READING			WRITING TA			MATHS			GPS					
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High	≥Exp	High			
2003	Hornsea Burton Primary School	14	35.7%	0.0%	105.3	25.0%	75.0%	25.0%	75.0%	50.0%	101.3	50.0%	50.0%	0.0%	106.3	50.0%	50.0%	50.0%	
	Female	Disadvantaged	4	50.0%	0.0%	105.3	25.0%	75.0%	25.0%	75.0%	50.0%	101.3	50.0%	50.0%	0.0%	106.3	50.0%	50.0%	50.0%
		Not Disadvantaged	3	66.7%	0.0%	102.7	33.3%	66.7%	33.3%	100.0%	0.0%	102.3	0.0%	100.0%	0.0%	101.7	33.3%	66.7%	0.0%
	Male	Disadvantaged	4	25.0%	0.0%	95.8	50.0%	50.0%	0.0%	50.0%	0.0%	94.3	75.0%	25.0%	0.0%	96.5	50.0%	50.0%	0.0%
		Not Disadvantaged	3	0.0%	0.0%	93.0	100.0%	0.0%	0.0%	66.7%	0.0%	97.3	33.3%	66.7%	0.0%	98.7	33.3%	66.7%	0.0%

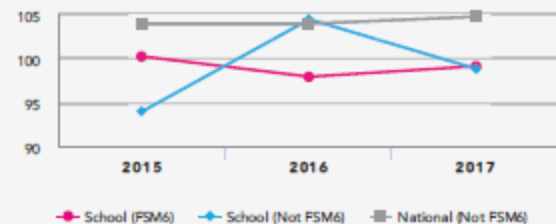
Subject	Cohort	No SS	N	80-89	90-99	100-109	110-114	115-120	Scaled Score Distribution	Avg SS	<Exp	≥Exp	High
<b>Reading</b>	14	0.0%	0.0%	14.3%	35.7%	35.7%	0.0%	14.3%		99.4	50.0%	50.0%	14.3%
Disadvantaged	8	0.0%	0.0%	12.5%	25.0%	50.0%	0.0%	12.5%		100.5	37.5%	62.5%	12.5%
Not Disadvantaged	6	0.0%	0.0%	16.7%	50.0%	16.7%	0.0%	16.7%		97.8	66.7%	33.3%	16.7%
<b>GPS</b>	14	0.0%	0.0%	14.3%	28.6%	42.9%	7.1%	7.1%		100.9	42.9%	57.1%	14.3%
Disadvantaged	8	0.0%	0.0%	12.5%	37.5%	25.0%	12.5%	12.5%		101.4	50.0%	50.0%	25.0%
Not Disadvantaged	6	0.0%	0.0%	16.7%	16.7%	66.7%	0.0%	0.0%		100.2	33.3%	66.7%	0.0%
<b>Maths</b>	14	0.0%	0.0%	14.3%	28.6%	57.1%	0.0%	0.0%		98.6	42.9%	57.1%	0.0%
Disadvantaged	8	0.0%	0.0%	12.5%	50.0%	37.5%	0.0%	0.0%		97.8	62.5%	37.5%	0.0%
Not Disadvantaged	6	0.0%	0.0%	16.7%	0.0%	83.3%	0.0%	0.0%		99.8	16.7%	83.3%	0.0%
<b>Writing TA</b>	14	-	-	-	-	-	-	-		-	28.6%	71.4%	14.3%
Disadvantaged	8	-	-	-	-	-	-	-		-	37.5%	62.5%	25.0%
Not Disadvantaged	6	-	-	-	-	-	-	-		-	16.7%	83.3%	0.0%
<b>RWM</b>	14	-	-	-	-	-	-	-		-	21.4%	35.7%	0.0%
Disadvantaged	8	-	-	-	-	-	-	-		-	25.0%	37.5%	0.0%
Not Disadvantaged	6	-	-	-	-	-	-	-		-	16.7%	33.3%	0.0%

### Progress of pupil premium children Summer 2017

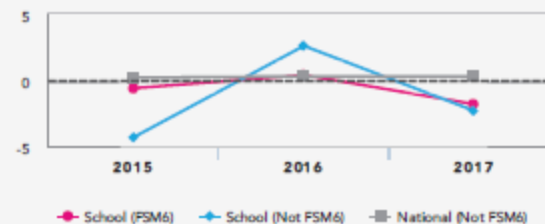
	Pupils	Actual results			Pupil progress			
		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	
<b>Pupil Premium</b>	FSM (in last 6 years)	8	99.1	38%	0%	-1.8	-8%	-1%
	Not FSM (in last 6 years)	6	98.8	33%	0%	-2.3 ↓	-17%	-5%

KS2 Performance for disadvantaged pupils 2017

**Attainment:** Average Scaled Score (Re, Ma)

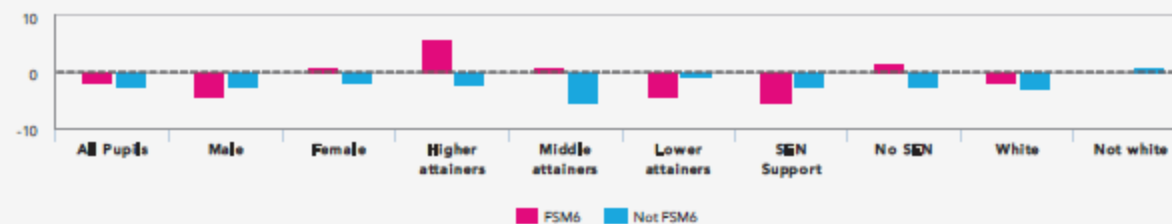


**Progress:** Average Scaled Score (Re, Ma)



Progress gap

Average Scaled Score (Re, Ma)



	<u>ALL (14 pupils)</u>	<u>PUPIL PREMIUM ever 6 (8 pupils)</u>
<b>READING</b>	-1.4	-0.34
<b>WRITING</b>	+0.4	+0.38
<b>MATHS</b>	-2.6	-3.34



## Improving Attendance

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

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

YEAR GROUP	NUMBER OF PUPILS	WHOLE COHORT % ATTENDANCE	SEN % ATTENDANCE	NON SEN % ATTENDANCE	FSM % ATTENDANCE	NON-FSM % ATTENDANCE	BOYS-ATTENDANCE	GIRLS-% ATTENDANCE
FS2	10	90.2%	87.77%	90.51%	91.31%	88.62%	90%	91%
Y1	24	93%	92.8%	96.12%	92.25%	93.39%	90.8%	94.5%
Y2	7	96%	98.27%	94.07%	97.29%	94.06%	98.4%	95%
Y3	4	96.1%	96.41%	100.00%	97.35%	95.43%	100%	96%
Y4	4	91.8%	93.53%	None	87.57%	93.21%	92.3%	91.3%
Y5	9	95.7%	95.61%	96.59%	97.18%	94.89%	96.2%	95.4%
Y6	10	93.8%	93.79%	None	94.24%	93.44%	93.3%	94.6%
WHOLE SCHOOL	68	93.4%	93.09%	94.39%	93.72%	93.23%	92.3%	94.5%

**14 out of 28 FSM/pupil premium pupils with attendance below 95% for 2017-2018 and 7 below 90%.**

### Attendance information for 2016 to 2017 for whole school

YEAR GROUP	NUMBER OF PUPILS	WHOLE COHORT % ATTENDANCE	SEN % ATTENDANCE	NON SEN % ATTENDANCE	FSM % ATTENDANCE	NON-FSM % ATTENDANCE	BOYS-ATTENDANCE	GIRLS-% ATTENDANCE	EDUCATION HEALTH CARE PLAN
FS2	22	92.51%	90.94%	94.67%	90.49%	93.42%	90.85%	93.43%	88.95%
Y1	7	96.32%	98.95%	94.47%	96.84%	95.92%	98.16%	95.58%	97.37%
Y2	4	96.95%	96.95%	0.00%	97.26%	96.71%	0.00%	96.95%	0%
Y3	4	96.29%	96.19%	96.58%	94.04%	98.42%	95.84%	96.71%	0%
Y4	8	96.12%	94.61%	97.72%	98.86%	94.47%	94.65%	97%	0%
Y5	10	95.27%	94.93%	98.97%	95%	95.40%	96.37%	93.88%	0%
Y6	14	96.55%	95.86%	97.31%	96.45%	96.59%	97.07%	96%	0%

WHOLE SCHOOL	69	95.04%	94.35%	95.74%	94.81%	95.15%	94.92%	95.11%	93.166
--------------	----	--------	--------	--------	--------	--------	--------	--------	--------

### 8 FSM/pupil premium pupils with attendance below 95% for 2016-2017 and 1 below 90%.

#### 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 paid for by the school using pupil premium money(individual identified pupils across the school) during the last academic year:**

A child in Y1

A child in Y2

A child in Y4

A post looked after child in Y5

**All of these targeted pupil premium pupils will continue to receive Speech and Language support and programmes this academic year.**

**All pupil premium pupils last year either received SEN support and intervention programmes or booster sessions 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.

Members of staff in school deliver the programmes of intervention with target pupils.

**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 admin corridor cupboard-shows information from assessments done by SEN Consultant and recommendations and improvements made over time from one assessment to another. Also excel spreadsheet on network 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:£1901**

**% of total PPG expenditure:5.8%**

### **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.**

e.g. FS2 AND Y1 PUPILS IN CLASS 1 -WAWNE FOREST SCHOOL VISIT

Y1 AND Y2 PUPILS IN CLASS 2 -WAWNE FOREST SCHOOL VISIT

YEARS 3 AND 4- AND YEARS 5 AND 6- MURTON PARK VISIT, CHILDREN'S UNIVERSITY VISIT, DEARNE VALLEY OUTDOOR ADVENTURE CENTRE, WAWNE FOREST SCHOOL VISIT

**2016 to 2017**

**ALL PUPILS HAD MUSIC CONCERTS IN SCHOOL FROM MUSIC SERVICE**

FS2 AND Y1 AND YEAR 2 PUPILS EDUCATIONAL VISITS-VISIT TO FARM, VISIT TO KC STADIUM, LITTLE BIG SING, GARDEN CENTRE ETC, WRITER IN RESIDENCE-TIME CAPSULE WORK.

YEARS 3 AND 4- EDUCATIONAL VISITS-VISITS LINKED WITH CHILDREN'S UNIVERSITY, BIG SING. WRITER IN RESIDENCE-TIME CAPSULE WORK.

YEARS 5 AND 6-VISITS LINKED TO CHILDREN'S UNIVERSITY, CYCLE TRAINING, EDUCATIONAL VISITS-RESIDENTIAL WEEKEND, TIME CAPSULE WORK

**Process for monitoring impact:**

**Discussions with pupils and families**

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

**Cost:£878**

**% of total PPG expenditure 2.7%**

## 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/or programmes (individual identified pupils across the school) during the last one or two academic years:**

2 children in FS2

1 child in Y4

3 children in Y5

3 children in Y6

**These targeted pupil premium pupils also received 'Elevate' 10 week programme (Y4/Y5) during 2016 to 2017:**

1 child in Y4

3 children in Y5

**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.

Monitoring of book kept by Mrs Leaman for 2016 to 2017 showed the work she had done with pupils and evidence shows that children receive regular support which may be on a daily basis if needed and relevant staff continue to check with pupils how things are and any follow up work. Since she has left, other staff have contributed to the notes in the book to show which children have needed additional support from pastoral staff.

Children are approaching staff to ask to speak to them as need arises (in between any sessions). Children are confident that their worries and concerns will be heard and dealt with by the staff.

Parents inform school immediately re any concerns or worries and are confident that staff will deal with it promptly and effectively.

A few children with more specific target needs are then given relevant ELSA sessions.

**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 6.6%**

### **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.

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

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

**Pixl Membership-to support teaching and learning, especially interventions**

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:£ 3546

% of total PPG expenditure 10.9%

## 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: £11,650

% of total PPG expenditure 35.7%

### 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.

**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 35.8%**

*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

Whole cohort (10 )	At least expected	exceeding	BOYS (8)-at least expected	GIRLS (2)-at least expected	PUPIL PREMIUM (6 pupils)	NON PUPIL PREMIUM (4)	SEN (1 child on EHC Plan and 6 SEN support )
Listening and attention	80%	40%	75%	100%	67%	100%	71%
Understanding	70%	40%	75%	50%	67%	75%	57%
Speaking	70%	0%	75%	50%	50%	100%	57%
Moving and handling	80%	0%	75%	100%	67%	100%	71%
Health and self-care	80%	10%	75%	100%	67%	100%	71%
Self-confidence and self-awareness	70%	30%	75%	50%	67%	75%	57%
Managing feelings and behaviour	80%	20%	75%	100%	67%	100%	71%
Making relationships	80%	10%	75%	100%	67%	100%	71%
Reading	40%	0%	50%	0%	33%	50%	14%
Writing	40%	0%	50%	0%	33%	50%	14%
Numbers	60%	20%	62.5%	50%	67%	50%	43%
Shape, space and measure	60%	20%	62.5%	50%	67%	50%	43%
People and Communities	80%	0%	75%	100%	67%	100%	71%
The World	80%	0%	75%	100%	67%	100%	71%
Technology	80%	0%	75%	100%	67%	100%	71%
Exploring using media and materials	80%	10%	75%	100%	67%	100%	71%
Being imaginative	80%	10%	75%	100%	67%	100%	71%

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

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	9	22%	22%	33%
Y2	4	50%	50%	50%
Y3	1	0%	100%	100%
Y4	2	50%	50%	50%
Y5	3	67%	100%	67%

Y6 test data	5	20%	40%	20%
--------------	---	-----	-----	-----

**NON PUPIL PREMIUM**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	13	69%	46%	69%
Y2	2	50%	50%	50%
Y3	2	50%	50%	50%
Y4	2	0%	0%	50%
Y5	5	20%	40%	40%
Y6 test data	5	80%	60%	40%

**TEACHER ASSESSMENT LAC /Post adopted from care**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y5	1	0%	0%	0%

**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
Y1	9	44%	0%	44%	0%	44%	11%
Y2	4	75%	0%	75%	0%	75%	0%
Y3	1	0%	0%	100%	100%	100%	0%
Y4	2	100%	0%	100%	100%	100%	0%
Y5	3	67%	33%	100%	0%	100%	67%
Y6 test data	5	60%	20%	100%	40%	60%	0%

**NON PUPIL PREMIUM**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
Y1	13	85%	15%	85%	0%	77%	7.7%
Y2	2	100%	0%	100%	0%	100%	0%
Y3	2	100%	0%	100%	0%	100%	0%
Y4	2	0%	0%	100%	50%	100%	50%
Y5	5	40%	20%	100%	40%	80%	20%



Y6 test data	5	100%	80%	100%	60%	80%	40%
--------------	---	------	-----	------	-----	-----	-----

**LAC /Post adopted from care CHILDREN**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
Y5	1	0%	0%	100%	100%	100%	0%

**Summer 2017 data**

**JUNE 2017 HORNSEA BURTON RESULTS RE STANDARDS FOR WHOLE COHORTS AND DIFFERENT GROUPS**

**FS2 JUNE 2017 DATA-** 21 CHILDREN IN COHORT 9 children were FSM

NUMBER OF PUPILS 21 (13 GIRLS AND 8 BOYS)

Whole cohort (21)	At least expected	exceeding	BOYS (8)-at least expected	GIRLS (13)-at least expected
Listening and attention	80%	15%	62.5%	91.6%
Understanding	85.7%	14.2%	62.5%	100%
Speaking	75%	0%	57.1%	84.6%
Moving and handling	61.9%	4.76%	37.5%	76.9%
Health and self-care	90.4%	4.76%	75%	100%
Self-confidence and self-awareness	80%	15%	71.4%	84.6%
Managing feelings and behaviour	89.4%	10.5%	75%	100%
Making relationships	90%	15%	75%	100%
Reading	45%	0%	28.5%	53.8%
Writing	45%	0%	28.5%	53.8%
Numbers	61.9%	0%	37.5%	76.9%
Shape, space and measure	61.9%	0%	37.5%	76.9%
People and Communities	73.6%	0%	50%	84.9%
The World	77.7%	0%	50%	91.6%
Technology	73.6%	0%	42.8%	91.6%
Exploring using media and materials	80%	0%	42.8%	100%
Being imaginative	85%	0%	57.1%	100%

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	7	57%	57%	71%
Y2	3	67%	67%	67%
Y3	4	50%	25%	50%
Y4	8	75%	62.5%	62.5%
Y5	9	22%	11%	33%
Y6 TEST DATA	14	50%	71%	57%

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

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	3	33%	33%	67%
Y2	1	100%	100%	100%
Y3	2	50%	50%	50%
Y4	3	100%	100%	67%
Y5	3	0%	0%	100%
Y6 TEST DATA	10	60%	80%	60%

**NON PUPIL PREMIUM**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	4	75%	75%	75%
Y2	2	50%	50%	50%
Y3	2	50%	0%	50%
Y4	4	75%	50%	75%
Y5	6	33%	16.7%	33%
Y6 TEST DATA	3	33%	67%	67%

**LAC /Post adopted from care CHILDREN**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y4	1 GIRL	0%	0%	0%
Y6	1 BOY	0%	0%	0%

**PROGRESS DATA JUNE 2017-PROGRESS SINCE SUMMER 2016****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%	100%	0%	100%	33%
2	1	100%	0%	100%	0%	100%	0%
3	2	100%	50%	50%	0%	100%	0%
4	3	67%	0%	67%	0%	100%	33%
5	3	33%	0%	33%	33%	100%	0%
6	11	45%	9%	91%	18%	91%	64%

**NON PUPIL PREMIUM**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
1	4	75%	25%	50%	0%	100%	50%
2	2	50%	0%	50%	0%	100%	0%
3	2	100%	100%	100%	0%	100%	0%
4	4	75%	50%	50%	25%	75%	25%
5	6	67%	0%	50%	16.7%	83%	33%
6	3	100%	33%	67%	0%	100%	67%

**LAC /Post adopted from care CHILDREN**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
Y4	1	100%	100%	0%	0%	0%	0%
Y6	1	100%	0%	100%	0%	100%	100%

