

Pupil Premium 2017-2018: Actual Allocation £62,680

Barrier to Learning	How the barrier affects a child's learning	How we will address these barriers to learning	Desired Impact	Projected Budget Allocation
<p>Poor communication and interaction with peers:</p>	<p>Pupils with poor communication skills often fall behind in their learning. Improved communication skills enable pupils to interact with other pupils, talking through problems and finding solutions.</p> <p>Literacy eludes learners when basic skills are not developed.</p> <p>Improving learning resilience, reflectiveness, reciprocity and resourcefulness aims to make a difference to the lives and future successes of each child.</p>	<ul style="list-style-type: none"> • Nurture group • Conversation group • Forest SULP • Movement group • Forest Schools 	<ul style="list-style-type: none"> • Pupils will engage more with peers: working with peers, problem solving and developing resilience, positive mind set adopted - reduced incidences of negative self-feedback, confidence improves, interest levels in school rise, organisation skills become more developed, greater ability to concentrate. Development of fine and gross motor skills, crossing the midline, spatial orientation, auditory perception • Nurture Group will provide aspirational opportunities. 	<p>£10,712</p>
<p><u>Impact:</u></p> <p>Forest School has been an inspirational process that offers our pupils opportunities every week to achieve and develop their confidence and self-esteem through hands-on learning experiences in the natural environment.</p> <p>Nurture Group has provided a highly personalised programme of activities to engage, inspire and provide essential opportunities for aspiration, supported by school's enrichment officer. This develops year on year offering children more opportunities to develop personal, social, emotional, economic and health knowledge and skills.</p> <p>Through Movement Group, Forest SULP and Conversation group, pupils have gained confidence, a sense of belonging, built self-esteem and developed basic skills of effective communication and movement.</p>				

Pupil Premium 2017-2018: Actual Allocation £62,680

<p>Speech, language and communication: Lack of exposure to sophisticated language and the lack of understanding of the syntax of language:</p>	<p>Language is the vehicle for most learning and we know this proficiency in speech, language and communication is critical to the development of children's cognitive, social and emotional well-being. With developed speech, language and communication skills children can maximise their attainment. Through paired-reading techniques, adults can open up access to reading goals for children by removing the barriers of word-by-word decoding, removing anxiety, stress and distraction from the reading activity. Self-esteem is raised.</p>	<ul style="list-style-type: none"> • Conversation group • Guided reading • 1:1 tuition • Better Reading • Reading Friends 	<ul style="list-style-type: none"> • The progress made by disadvantaged pupils in reading and writing falls in line with Kirklees data and National data (table 2) • Self-esteem raises • Progress of disadvantaged children is in line with KS1 data (table 3) 	<p align="right">£6,300</p>
<p><u>Impact:</u> See table 1 -3</p>				

Pupil Premium 2017-2018: Actual Allocation £62,680

Low spelling and reading ages on entry	Low spelling and reading ages indicate a lack of understanding of spelling and a lack of meta-cognition of spelling (transferring spelling into reading and writing). This impacts standards across the curriculum.	• Phonic groups	• Spelling is in line with Kirklees data and National data	£18,171
<u>Impact:</u> See table 2 and table 3				

Pupil Premium 2017-2018: Actual Allocation £62,680

<p>In writing, 43% of current Y6 achieved 2c or below</p> <p>Low confidence in writing</p>	<p>Poor writing skills have a far reaching impact on standards across the curriculum. The provision of regular support for writing will improve a pupil's ability to become fully absorbed in their learning.</p>	<ul style="list-style-type: none"> • Y3 1stClass@Writing • Y5 1stClass@Writing • Y6 support for developing writers 	<ul style="list-style-type: none"> • Writing is in line with Kirklees data and National data • Progress of disadvantaged children is in line with KS1 data 	<p align="right">£3,577</p>
<p><u>Impact:</u> See table 1 -3</p>				

Pupil Premium 2017-2018: Actual Allocation £62,680

Lacking confidence with fundamental numeracy skills:	Pupils leaving Y3 and Y4 at the threshold of working at expected standard need further support; they are vulnerable. They must be given the opportunity to consolidate their learning of fundamental numeracy skills, extending towards the mastery of these skills.	<ul style="list-style-type: none">• Y4 Numeracy intervention groups• Y5 Numeracy intervention groups• Y6 Booster groups	<ul style="list-style-type: none">• Pupils' attitude towards and confidence in Mathematics improves• Progress of disadvantaged children is in line with KS1 data	£3,712
<p><u>Impact:</u> See table 1</p>				

Pupil Premium 2017-2018: Actual Allocation £62,680

<p>Vulnerability of high achieving children</p>	<p>Disadvantaged children have the right to be high achievers; pupils should make expected progress, no matter what their starting point is. Achieving 2a and above at KS1 should be converted to a 'High Achiever' in Mathematics and 'Working at Greater Depth' in Reading, Writing by the end of KS2.</p>	<ul style="list-style-type: none"> • Y6 boosters groups, targeted at raising achievement towards High Achievement in Maths • Brain Busters intervention group • Forest Schools for the more able pupils 	<ul style="list-style-type: none"> • Disadvantaged more able pupils, make as much progress as non-disadvantaged pupils in KS2 Mathematics, Reading, SPAG and Writing. • Pupils achieving 2a and above at KS1 leave KS2, working at 'Greater Depth' • Entry in Honley Pyramid Mathematics competition. 	<p align="right">£13,917</p>
<p><u>Impact:</u> See table 1 -3</p>				

Pupil Premium 2017-2018: Actual Allocation £62,680

<p>Lack of parental support: Attendance of parents of disadvantaged pupils at SEN reviews</p>	<p>NCTL research identifies common barriers to learning as: emotional wellbeing; bereavement; absenteeism; self-esteem issues; special educational needs and lack of parental support.</p>	<ul style="list-style-type: none"> • Meetings held at most convenient time for individual parents • Pupil mentoring (AC) 	<ul style="list-style-type: none"> • Parents attend SEN reviews • Emotionally vulnerable pupils identified and supported in school • Consistently high attendance rates for disadvantaged pupils in line with National data 	<p align="right">£675</p>
<p><u>Impact:</u> 100% attendance at SEN reviews for disadvantaged pupils</p>				

Pupil Premium 2017-2018: Actual Allocation £62,680

Lack of a nutritious break-time snack	Poor nutrition effects learning. School milk is excellent for hydration, supporting brain function including concentration, memory and creativity.	<ul style="list-style-type: none"> Daily school milk is offered to all disadvantaged pupils 	<ul style="list-style-type: none"> Disadvantaged pupils who wish to have daily school milk are able to do so. 	£281
<p><u>Impact:</u> A large majority of our disadvantaged pupils have benefited from receiving school milk every morning. Our disadvantaged children participate in the Milk Monitoring role in school, ensuring that, as far as possible, all children eligible for milk, receive it each day.</p>				

Pupil Premium 2017-2018: Actual Allocation £62,680

<p>Lack of opportunity outside of school for educational, cultural, sporting and residential experiences</p>	<p>School trips provide opportunity for our disadvantaged pupils to enjoy learning and achieve in new, engaging ways. They are memorable learning experiences and as a result have been evidenced as an effective strategy to motivate and enthuse pupils with regards to their learning. School trips add value to a child's academic and personal development; improving self-confidence and self-esteem; more importantly increasing aspirations for their learning and their future.</p>	<ul style="list-style-type: none"> • School trip funding offered to all disadvantaged pupils 	<ul style="list-style-type: none"> • Disadvantaged pupils access all school trips. • Progress of disadvantaged children, of all abilities, is in line with KS1 data 	<p>£3,135</p>
<p><u>Impact:</u> Our school trips add value to a child's academic and personal development; improving self-confidence and self-esteem; more importantly increasing aspirations for their learning and their future.</p>				

Pupil Premium 2017-2018: Actual Allocation £62,680

<p>The need for greater support through school transition, personally and academically.</p>	<p>The summer school experience can improve attainment, increase confidence, develop language skills, develop social skills and friendships, develop transferable skills and prepare more vulnerable pupils for the transition to a new school.</p>	<ul style="list-style-type: none"> • Summer School 	<ul style="list-style-type: none"> • Target pupils invited to Summer School attend. • Home-school partnerships are created • Pupils have greater confidence in the transition to Junior School though understanding daily organisation and familiarisation with school buildings, technology and staff. • Pupils are assessed for reading, gain a reading book and start on their South Crosland C.E. (A) Junior School reading journey. 	<p>£2,200</p>
<p><u>Impact:</u> All children have had positive experiences associated with school and learning. Pupils have transitioned from both school-to-school and class-to-class with increased confidence and home-school partnerships have been created and built upon. Pupils new to the school are familiar with staff, surroundings and routines, enabling them to settle into learning quickly in September. Language and social skills have been strengthened and children are transferring these into everyday school life.</p>				

Pupil Premium 2017-2018: Actual Allocation £62,680

Table 1: End of Key Stage 2 Data 2018

GPS: Grammar, Punctuation and Spelling

RWM: Pupils who achieved Expected or Greater Depth Standard in all three areas of the Key Stage 2 curriculum: Reading, Writing AND Mathematics

EXS+: Percentage of pupils who achieved Expected or Greater Depth Standard.

	2017			2018		
	Disadvantaged EXS+ (%)	Non-Disadvantaged EXS+ (%)	Difference	Disadvantaged EXS+ (%)	Non-Disadvantaged EXS+ (%)	Difference
Reading	50	76	-26	69	94	-25
Writing	70	86	-16	77	92	-15
Mathematics	60	84	-24	69	89	-20
GPS	50	78	-28	85	92	-7
RWM	50	68	-18	62	81	-19

Impact:

The gap exists between disadvantaged and non-disadvantaged pupils; however the gap has been shown to have narrowed in Reading, Writing, Mathematics. The gap has significantly narrowed in GPS.

Pupil Premium 2017-2018: Actual Allocation £62,680

Table 2: NGRT Reading Test:

Data is in years and months, displayed as a decimal equivalent

2017			2018				
	Disadvantaged	Non-Disadvantaged	Difference		Disadvantaged	Non-Disadvantaged	Difference
Year 2				Year 3	7.27	9.12	-1.85
Year 3	8.83	8.83	0.00	Year 4	9.62	10.28	-0.66
Year 4	9.35	10.33	0.98	Year 5	10.29	11.73	-1.44
Year 5	11.25	11.47	0.22	Year 6	12.02	13.11	-1.09

Impact:

The gap exists between the reading ages of disadvantaged and non-disadvantaged pupils. Although the average reading ages of pupils are significantly above their chronological age (with the exception of Year 3), the non-disadvantaged pupils are attaining significantly higher reading ages.

In 2018, the progress in Reading age made by disadvantaged pupils (from November Y3 to November Y6) is 3.47 years over 4 years of education. The progress made by non-disadvantaged pupils in the same time frame is 4.18 years. This is a difference -0.71 years, indicating that over their education, the 2018 Year 6 cohort of disadvantaged pupils made 0.71 years less progress in Reading age than non-disadvantaged pupils.

Actions:

In 2018-2019, further emphasis needs to be placed on supporting disadvantaged pupils to read regularly and to further develop their comprehension skills. A focus will be placed on targeted support for disadvantaged children so that they develop skills required to record comprehension tasks.

Pupil Premium 2017-2018: Actual Allocation £62,680

Table 3: Vernon Spelling Test:

Data is in years and months, displayed as a decimal equivalent

2017			2018				
	Disadvantaged	Non-Disadvantaged	Difference		Disadvantaged	Non-Disadvantaged	Difference
Year 2				Year 3	6.96	8.39	-1.43
Year 3	7.86	8.14	0.28	Year 4	9.94	10.72	-0.78
Year 4	9.65	10.02	0.37	Year 5	11.41	12.31	-0.90
Year 5	12.24	12.94	0.70	Year 6	13.47	14.48	-1.01

Impact:

The gap exists between the spelling ages of disadvantaged and non-disadvantaged pupils. Although the average spelling ages of pupils are significantly above their chronological age (with the exception of Year 3), the non-disadvantaged pupils are attaining significantly higher reading ages.

In 2018, the progress in Spelling age made by disadvantaged pupils (from November Y3 to November Y6) is 5.61 years over 4 years of education. The progress made by non-disadvantaged pupils in the same time frame is 6.25 years. This is a difference -0.64 years, indicating that over their education, the 2018 Year 6 cohort of disadvantaged pupils made 0.64 years less progress in Spelling age than non-disadvantaged pupils.

Actions:

In 2018-2019, further emphasis will be placed into the planning of spellings. Planning will be analysed to ensure full coverage of Year 3/4 statutory spelling strategies and full coverage of Year 5/6 spelling strategies. Year groups will have time to analyse coverage and plan together. Opportunities will also be given for staff to work together as lower and upper school teams.