

Pupil Premium Plan Impact Report

In 2015/16 83 pupils were eligible for PP funding from Reception to Year 6. This equates to 43% of the school. This is lower than usual. The impact of the Universal Free School Meals Initiative plus the increased number of parents now in work has meant less pupils are eligible for support

	Use	Impact	Next steps
1	<p>Specialist teacher and TA from Knowsley Central Support to support pupils through assessments and teaching</p> <p>Target Group - SEN Pupils 19/26 pupils who received support were eligible for PP funding= 73% of cohort</p>	<p>KCSS Report demonstrates progress of most pupils. Some pupils made significant progress- of over 1 or 2 yrs in Reading age. Some pupils made good satisfactory progress and a small number made little progress (Reading and Spelling ages)</p>	<p>Not all pupils eligible for PP made the progress expected in Reading and Spelling and these are to be referred to the Educational Psychologist in September 2016 Continue with support for 1 more year and monitor impact of funding. In order to continue in 2017/18 all pupils need to make progress</p>
2	<p>Additional TA time to support interventions and positive play. Provide 1st Class and TRP Intervention</p> <p>Target Group - Pupils working below ARE in Reading and Maths 1st class – Year 2/3 TRP – KS2</p> <p>50% of pupils supported were eligible for PP funding.</p>	<p>1st Class and TRP Interventions show gains in progress for all pupils supported</p> <p>In TRP all pupils improved reading age and are now in line or above chronological age. In 1st class number gains in Maths age were made by all pupils on the programme.</p> <p>Reading books were changed regularly and pupils listened to. In Year 1 all pupils eligible for PP made progress in their reading and 9/11 pupils achieved the phonics test level .</p>	<p>Continue with TRP Move 1st Class to Year 1 and Year 2 to reflect the change in the curriculum Add Max's Marvellous Maths to Reception</p>
3	<p>Booster/Intervention groups (deputy and additional teacher)</p> <p>Target Group - MA Pupils – working at high end of ARE or well within ARE (Y3,4,5,6)</p> <p>18/33 (54%)of pupils who were supported by the Intervention teacher for MA pupils were eligible for PP funding.</p>	<p>All PP pupils (100%)made progress in Learning and are now working well within or comfortably within Learning Expectations for their year group. (Green or Blue on Rainbow sheet).Progress in books demonstrates greater understanding of Grammar and Punctuation and of sentence structure in writing.</p> <p>Due to ill health the support from Deputy Head was not provided consistently and impact was not measurable</p>	<p>Extend to Maths intervention next year</p>
4	<p>Reading Recovery /Grow Teacher</p> <p>Target Group – Lower Ability Pupils Y1,2 (12 pupils)&3 (6 pupils)</p> <p>Reading Recovery 11/12 (92%) PP Grow4/6 (67%) PP</p>	<p>All Pupils made progress moving from book levels 1-5 to 12-22</p> <p>All improved Reading Ages, accuracy and confidence</p> <p>In Grow All reading ages increased, book bands moved upwards, writing improved. 3/6 stayed working just below ARE in Reading and 4/6 in Writing but the in level progress was observable</p>	<p>Continue with RR and Grow next year</p>
5	<p>Pastoral Support – Aromatherapy and Learning Mentor</p> <p>Target Group – All abilities with behaviour difficulties</p>	<p>Of the 57 pupils who accessed the Bubble Room 32 (56%) were eligible for Pupil Premium Funding. Assessments before and after show that pupils improved in attention, self soothing , ability to talk and express feelings, are more relaxed, confident and assertive. All</p>	<p>Both interventions will continue next year</p>

		<p>assessments demonstrate improved outcomes following a massage programme.</p> <p>80% of pupils who access 1:1 or small group work with the Learning Mentor were eligible for Pupil Premium. Impact of work is in improved behaviour and ability to access learning, reduction in anger outbursts, reduced number of incident logs. Improved sense of worth and happiness and ability to manage emotions</p>	
6	<p>Educational Psychologist Additional Time</p> <p>Target Group – SEN Pupils</p>	<p>Educational Psychologist observed 9 individual pupils for assessment or review last year and worked with a class group. In addition the assistant worked with a group. Of the 15 who accessed 1:1 or group work 10 were eligible for PP (66%). All children assessed have plans in place with targets and key actions. All children making small steps of progress and staff have strategies to support them in class. Parents are involved and informed of outcomes, targets and progress</p>	<p>Continue with additional hours next year</p>
7	<p>Additional Nursery Nurse to support EYFS</p> <p>Target Group – PP Pupils or those with baseline of 22-36months</p>	<p>All pupils left Reception at 30-50 months in Reading, Writing and Number. Although not yet identified all pupils who are eligible, staff were able to work with small groups and put in language and number interventions following training</p>	<p>Continue to fund Nursery Nurse as impact is evident.</p>
8	<p>Uniform</p> <p>Uniform was provided for a small number of pupils who required PE kit, shirts, ties and footwear .</p> <p>Target Group – all eligible</p>	<p>Children attended school regularly</p> <p>Confidence and self esteem remained constant</p> <p>Pupils felt same as peers</p>	<p>Continue where necessary</p>
9	<p>Curriculum enhancements, visits and trips</p> <p>Target Group – class by class according to need</p>	<p>Children able to take part in all class trips – impact on learning and social connection. No one was prevented from attending</p> <p>Activities for school e.g anti bullying play – enjoyed by all but behaviour analysis demonstrates that pupils who appear on incident forms require additional teaching regarding behaviour</p> <p>Children able to access activities and opportunities that would not be available to them</p>	<p>Identify enhancements that impact on needs of PP pupils in next plan</p>
10	<p>Other (e.g toast, snack, breakfast club)</p> <p>Target Group – TBD through year according to need</p>	<p>All pupils who needed snack and food able to access nutrition</p> <p>Improved concentration</p> <p>Improvements in behaviour for learning</p>	<p>Monitor closely</p> <p>Consider use of snack</p>

End of Key Stage Data

Reception 2016 (12/28 Pupils 43%)

(28)	All	PP	Other
GLD	67%	58%	57%

National Average (2015)

PP – 52% Other – 69%

No difference in attainment at GLD of pupils eligible for PP compared to Other pupils in school. This is reflected in Nursery also where 100% of pupils left Nursery at 30-50mnths in all areas using Development Matters.

Compared to 2015 National Data pupils achieve better than PP Nationally and are close to Other pupils

Year 1 Phonics (11/30 Pupils 37%)

(30)	All	PP	Other
WA	83%	73%	89%

National Average (2015)

PP – 66 Other - 80

Pupils achieved better than National PP (2015) and remain in reach of Other pupils. Of the 5 pupils who did not achieve the required level in the test, 3 pupils were eligible for PP and 2 classed as Other.

KS1 Year 2 Key Stage Results (12/26 46%)

(28)	Read	Write	Maths	RWM
PP	92%	77%	69%	69%
Other	85%	77%	77%	77%
Nat PP	62%	52%	59%	46%
Nat Other	77%	69%	76%	64%

At KS2 all scores were above the National Average. This is compared to other pupils eligible to PP and to Other pupils

This is a very positive outcome

KS2 Year 6 Key Stage Results (18/29 62%)

(29)	Read	Write	Maths	GPS
PP	72%	83%	55%	68%
Other	82%	91%	36%	50%
Nat PP	53%	58%	58%	60%
Nat Other	71%	79%	75%	78%

In Reading and Writing Pupils eligible for PP performed in line with or better than other PP Pupils and Other pupils Nationally.

In Maths PP pupils achieved in line with other PP Nationally

In GPS PP pupils achieved slightly better than PP pupils Nationally but not as well when compared to others . However in school PP pupils achieved better than Other Pupils

Across School Progress (Disadvantaged Pupils)

	Number	Reading			Writing			Maths		
		H	M	L	H	M	L	H	M	L
1	11/30 37%	8	1	2	6	2	3	6	2	3
2	14/26 54%	13	0	1	11	2	1	11	2	1
3	17/30 57%	10	2	5	8	4	3	10	5	3
4	13/24 54%	10	3	0	9	2	2	6	4	2
5	17/27 63%	4	3	3	1	10	3	9	5	3
6	18/29 62%	14	2	2	15	2	3	12	0	3

More Able (Disadvantaged Pupils)

	Reading	Writing	Maths
Y1	1	1	2
Y2	1	1	2
Y3	2	2	3
Y4	4	2	2
Y5	0	0	0
Y6	4	3	3