



2017/2018 Pupil Premium Provision Map

The following document is not exhaustive but shows the provision which is either in place or is to be put in place in the next term. Unpopulated areas of the provision map show areas of the Pupil Premium Plan which is currently under development and is being trialled and rolled out.

Pupils on roll	693
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Financial year	Amount of Pupil Premium funding
2013-2014	£104,400
2014-2015	£134,550
2015-2016	£157,080
2016-2017	£187,411 [Pupil Premium; Pupil Premium Plus & EYFS Pupil Premium]
2017-2018	£186,434 [Pupil Premium - £184,800; Armed Forced children- £600; EYFS Pupil Premium £1,034]

	2014-2015	2015-2016	2016-17	2017-18
Number of FSM pupils eligible for Pupil Premium	103	119	106	108 [plus 164 ever 6]
Number of Looked after children eligible for Pupil Premium or children from Armed Services Families	0	1	1	4



Achievement and Standards [provisionally £90,000 allocated towards costs, staffing and resources]

Whole school Implementation of new progress and attainment tracking software	Target Tracker used to identify gaps in attainment and groups whose progress and attainment is falling behind ARE	Groups will be identified and booster/intervention programs will be carefully implemented and monitored to ensure
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Strand	Identified focus	Baseline End of KS2/KS1/EYFS Statutory Data	Strategies							Interim Outcomes	Impact														
			EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																
English Support	Close the gap of pupils achieving Greater Depth in Writing at the end of Key Stage 1	2017 End of Key Stage 1 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Year 2</td> <td>Greater Depth</td> </tr> <tr> <td>PP</td> <td></td> </tr> <tr> <td>Non PP</td> <td>22%</td> </tr> </table>	Year 2	Greater Depth	PP		Non PP	22%		<ul style="list-style-type: none"> High quality first teaching across KS1 Focused targets through pupil progress meetings Identify barriers to learning Language enrichment through reading Modelled 'talk for writing' Booster/intervention small group by KS1 English Leader/Phase Leader 						In year tracking shows that, for the combined measure, the gap is closing.	<p>ALL PP PUPILS ACHIEVED ABOVE THE NATIONAL AVERAGE IN WRITING</p> <p>2018 End of Key Stage 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Year 2</td> <td>Greater Depth</td> </tr> <tr> <td>PP</td> <td>27.78%</td> </tr> <tr> <td>Non PP</td> <td>34.72%</td> </tr> <tr> <td>NA ALL</td> <td>16%</td> </tr> </table>	Year 2	Greater Depth	PP	27.78%	Non PP	34.72%	NA ALL	16%
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	Close the gap of pupils achieving Greater Depth in Reading at the end of Key Stage 2	2017 End of Key Stage 2 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Year 6</td> <td>Greater Depth</td> </tr> <tr> <td>PP</td> <td>33%</td> </tr> <tr> <td>Non PP</td> <td>44%</td> </tr> </table>	Year 6	Greater Depth	PP	33%	Non PP	44%		<ul style="list-style-type: none"> Monitor use of appropriate texts for guided reading sessions Staff to focus on developing pupils understanding of author's intent and use of language Questions to be KPI focused [deduction, inference evidence] 					In year tracking shows that PP pupils have closed the gap for the Expected measure. Focus now to be on Greater Depth.	<p>ALL PP PUPILS ACHIEVED ABOVE THE NATIONAL AVERAGE IN READING</p> <p>2018 End of Key Stage 2</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Year 6</td> <td>Greater Depth</td> </tr> <tr> <td>PP</td> <td>30%</td> </tr> <tr> <td>Non Dis NA</td> <td>33%</td> </tr> </table>	Year 6	Greater Depth	PP	30%	Non Dis NA	33%			
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					<ul style="list-style-type: none"> Higher interest books to be purchased to increase enjoyment and engagement with reading Promotion of reading through well resourced book corners and redesigned libraries Promotion of reading through World Book Day; visitor reader to classes; use of e-readers Precision teaching in Reading to enable children to access higher level text and inference questions 		<p>Progress measure show that PP pupils made more progress overall than non PP pupils</p> <table border="1"> <thead> <tr> <th></th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>1.84</td> </tr> <tr> <td>Non Dis NA</td> <td>1.19</td> </tr> </tbody> </table> <p>NA progress is measured at 0.</p>		Progress	PP	1.84	Non Dis NA	1.19					
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Close the gap of pupils achieving Greater Depth in Writing at the end of Key Stage 2	<p>2017 End of Key Stage 2</p> <table border="1"> <thead> <tr> <th>Year 6</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>10%</td> </tr> <tr> <td>Non PP</td> <td>19%</td> </tr> </tbody> </table>	Year 6	Greater Depth	PP	10%	Non PP	19%			<ul style="list-style-type: none"> English Leader and Staff to focus on spelling rules/patterns [INSET/training] High expectations of all staff; use of grammar and punctuation Focused writing interventions for core pupils as identified by class teachers through pupil progress information Use of exemplars and visual displays to motivate pupils in moving from expected to greater depth Precision teaching in 	In year tracking shows that, for the combined measure, the gap is closing.	<p>ALL PP PUPILS ACHIEVED ABOVE THE NATIONAL AVERAGE IN WRITING</p> <p>2018 End of Key Stage 2 - Writing</p> <table border="1"> <thead> <tr> <th>Year 6</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>23%</td> </tr> <tr> <td>Non Dis NA</td> <td>24%</td> </tr> </tbody> </table>	Year 6	Greater Depth	PP	23%	Non Dis NA	24%
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				<p>Grammar to close learning gaps.</p> <ul style="list-style-type: none"> Booster session before school/lunchtimes. Booster/intervention small group by Assistant Head teacher [Phase Leader] 		<p>2018 End of Key Stage 2 – Grammar, Punctuation & Spelling</p> <table border="1"> <tr> <td>Year 6</td> <td>Greater Depth</td> </tr> <tr> <td>PP</td> <td>57%</td> </tr> <tr> <td>Non Dis NA</td> <td>39%</td> </tr> </table>	Year 6	Greater Depth	PP	57%	Non Dis NA	39%																		
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Close the gap of pupils achieving Greater Depth in Maths at the end of Key Stage 1 and 2	<p>2017 End of Key Stage 1</p> <table border="1"> <tr> <td>Year 2</td> <td>Greater Depth</td> </tr> <tr> <td>PP</td> <td></td> </tr> <tr> <td>Non PP</td> <td>29%</td> </tr> </table> <p>2017 End of Key Stage 2</p> <table border="1"> <tr> <td>Year 6</td> <td>Greater Depth</td> </tr> <tr> <td>PP</td> <td>14%</td> </tr> <tr> <td>Non PP</td> <td>32%</td> </tr> </table>	Year 2	Greater Depth	PP		Non PP	29%	Year 6	Greater Depth	PP	14%	Non PP	32%	<ul style="list-style-type: none"> Focus on problem solving; using and applying skills Focused interventions to support group within class Development of practical applications of maths by Maths Leaders Training and support by Maths Specialist Clear assessment and tracking of progress through termly pupil progress meetings Booster/intervention small group by Assistant Head Teacher [Phase Leader] ad KS1 Phase Leader 	<p>In year tracking shows that, for the combined measure, the gap is closing.</p> <p>Maths Mastery training led and implemented by Maths Coordinators.</p>	<p>ALL PP PUPILS ACHIEVED ABOVE THE NATIONAL AVERAGE IN MATHS</p> <p>2018 End of Key Stage 1</p> <table border="1"> <tr> <td>Year 2</td> <td>Greater Depth</td> </tr> <tr> <td>PP</td> <td>33.33%</td> </tr> <tr> <td>Non PP</td> <td>41.67%</td> </tr> <tr> <td>NA ALL</td> <td>22%</td> </tr> </table> <p>2018 End of Key Stage 2</p> <table border="1"> <tr> <td>Year 6</td> <td>Greater Depth</td> </tr> <tr> <td>PP</td> <td>23%</td> </tr> <tr> <td>Non Dis NA</td> <td>28%</td> </tr> </table> <p>Progress measure show an in school gap between PP pupils and non PP pupils, although this is closing this will be the focus for next year.</p>	Year 2	Greater Depth	PP	33.33%	Non PP	41.67%	NA ALL	22%	Year 6	Greater Depth	PP	23%	Non Dis NA	28%
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EAL Support	Support for vulnerable students with EAL	34 % pupils with EAL .7% pupils with little/no English	<ul style="list-style-type: none"> Needs identified at on entry interview Support package in place prior to starting [Initial Pupil Pack] Resources available to staff on shared server Use of staff to support with translation if required Translator Service to used to improve communication with parents 		Support package in place; further training for staff to be put in to place Interpreting service [www.languageiseverything.com] utilised.							

OVERALL IMPACT

FFT Dashboard 2018

Overview

KS2 Attainment 2018 · Actual results
83 pupils

KS2 Progress 2018 · Value Added
81 matched pupils

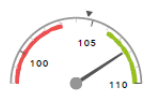
Average Scaled Score (Re, Ma)

% Expected standard+ (Re, Wr, Ma)

Average Scaled Score (Re, Ma)

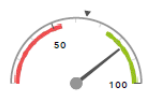
% Expected standard+ (Re, Wr, Ma)

107.8+



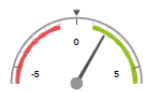
Significantly above the national average (104.7) ⬇

83%+



Significantly above the national average (64%) ⬇

+2.0+



Significantly above the national average (0) ⬇

+12%+



Significantly above the national average (0%) ⬇

Progress for disadvantaged pupils in reading, writing and maths are significantly above the National Average for non-disadvantaged pupils

GOV.UK Analyse school performance - School performance summary 2017/2018 Key stage 2 disadvantaged

This is provisional data for 2017/18. Any amendments made to this school's data will be reflected when we re-publish the data in a few months. National and local authority benchmarks may also change. Until these changes take effect, you may see differences between data on ASP and Compare school and college performance.

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	1.84	2.80	1.83
Confidence interval	-0.4 to 4.0	0.7 to 4.9	-0.2 to 3.8
Number of disadvantaged pupils	28	28	28
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

Prior attainment of disadvantaged pupils - 3 year trends

Group	2016		2017		2018	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	58	31	52	21	53	30
Prior attainment (based on key stage 1 average point score)	15.93	13.97	17.44	15.72	17.56	15.98

Learning Support [provisionally £40,000 allocated towards staffing and resources]

Strand	Identified focus	Baseline	Strategies							Interim Outcomes	Impact							
			EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6									
Behaviour Support	To improve development of emotional literacy; build confidence, improve access learning, and to raise attainment.	Pupils assessed using Boxall Profile for accurate baseline of needs	<ul style="list-style-type: none"> Nurture Provision focusing on behaviour support and social and emotional learning PALs intervention 	<ul style="list-style-type: none"> Mindfulness Intervention [Assistant Educational Psychologist] Philosophy4children – small group intervention [Assistant Educational Psychologist] Social stories – small group intervention [Assistant Educational Psychologist] ‘Talkabout’ Intervention [Assistant Educational Psychologist] Forest Schools; develop their social and emotional skills and strategies through outdoor learning which supports their emotional well-being and enables them to engage with life and learning Improved pupil voice through School Council 	Reduction in issues of anxiety, self esteem and self confidence Increased participation within the classroom	<p><u>Permanent exclusions</u></p> <table border="1"> <tr> <td>Autumn</td> <td>Spring</td> <td>Summer</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p><u>Fixed term</u></p> <table border="1"> <tr> <td>Autumn</td> <td>Spring</td> <td>Summer</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>No permanent or fixed term exclusions during this academic year. This is a decrease from the 3 fixed term exclusions the previous year.</p> <p><u>Interventions</u> Mindfulness & Anxiety focused interventions embedded and strategies being cascade to other support staff. Pupils interviews and Anxiety Scale ratings show a significant drop in anxiety levels in the focused groups.</p> <p><u>Family Support</u> 3 families supported with anxiety training facilitated by Assistant educational Psychologist</p>	Autumn	Spring	Summer	0	0	0	Autumn	Spring	Summer	0	0	0
Autumn	Spring	Summer																
0	0	0																
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0	0	0																
Peer Support/ Counselling/	Vulnerable pupils to receive	Observations/Information gathered from families/parents/outside		Bereavement & Loss – ‘Seasons for Growth’ to continue HLTA – use of mentoring role to support identified	Pupils identified through	<p><u>Counselling</u> 3 pupils were supported by a Counsellor within school;</p>												

Mentoring	appropriate support	agencies		<p>children</p> <p>Clear identification of pupils who need additional pastoral care</p> <p>'Terapia' counselling service; targeting pupils with significant trauma, bereavement, emotional needs, vulnerable</p>	<p>positive links with parents/carers; groups up and running</p>	<p>school evaluations show that positive impact on all children's mental health and well being.</p> <p><u>Seasons for Growth</u></p> <p>Three groups of pupils targeted throughout the year; pupil observation, pupil voice and parental feedback indicate that this has had success in all pupils.</p>
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Curricular Support [Total £ :Uniform - £1597.50; Residentials - £2,104.75; Day trips/events - £2377.40; End of year celebration trips - £527.50; Guitar - £328.50; After school activity clubs - £287.25]

Strand	Identified focus	Baseline	Strategies						Interim Outcomes	Impact	
			EYFS	Year 1	Year 2	Year 3	Year 4	Year 5			Year 6
Targeted lesson Planning and Understanding Pupil needs	To increase dissemination of information about PP pupils to teaching staff to support with their planning and intervention	Observations/monitoring to show effective planning so that pupils are to enjoy a creative and engaging experience of learning at school; educational aspiration for pupils to optimise learning as well as to engage and inspire so that the pupils become independent, cooperative and enthusiastic learners.	All Pupil Premium Pupils identified; refined planning and intervention; refined pupil progress analysis						Refined analysis utilising Target Tracker; focused year group meetings look at trends and support interventions		
Enrichment Activities	To increase PP students exposure to enrichment & enhancement activities		<ul style="list-style-type: none"> Publicise event/trip in advance; information communicated by app/e-mail; target specific pupils if need arises Charging Policy – 50% support in payment for clubs or music tuition End of term celebration trip – 100% cost met by PP funds 							<u>Residential</u> 1. Year 4 Ufton Court 10/52 2. Year 5 Harrow House 3/60 3. Year 6 GBC 8/65	<u>All pupils</u> took part in celebration trip to local cinema [July 2018] Music lessons (guitar) 3 children on pp had guitar lessons for the whole year; school continues to advertise and target pp pupils for this.
							Ufton Court residential trip – 50% of cost to be met by parent Payment plan can be arranged with	Residential trip – Harrow House 50% of cost to be met by parent Payment plan can be arranged with Inclusion	Gordon Brown residential trip– 50% of cost to be met by parent Payment plan can be arranged with		

						Inclusion Manager	Manager	Inclusion Manager		
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Pastoral Care [provisionally £6,500 allocated towards staffing and resources]										
Strand	Identified focus	Baseline	Strategies						Interim Outcomes	Impact
			EYFS	Year 1	Year 2	Year 3	Year 4	Year 5		
Home/School Liaison	Parental engagement in curriculum workshops/welcome meetings	% of PP premium students parents did not attend September information evenings	<ul style="list-style-type: none"> Parents of all PP students who did not attend parents evening contacted Resources and handouts disseminated to parents by class teachers Parent voice survey to ascertain reasons for lack of attendance Information displayed on school notice boards and in local area Information disseminated through school app [free to download] Improved information available on website and app App alerts to workshops etc... 	APP alerts in place; parent voice surveyed utilising 'Survey Monkey' APP in place and advertised to parents regularly	<p>All communication via app; new online booking system for parent to book Pupil Progress day appointments.</p> <p>Higher levels of parental engagement with surveys.</p> <p>Parents without internet access, supported by office staff in school.</p> <p>Redevelopment of website to ensure easier access to all information.</p>					
Preparedness for Learning	Ensuring all Pupil Premium students are Prepared for Learning		<ul style="list-style-type: none"> Make appropriate funds and resources available to Year teams to ensure all vulnerable pupils are able to have access to appropriate learning resources New pupils to receive voucher to obtain full uniform set All school equipment to be provided [pencils etc..] in class [no need for pencil cases] Spare PE kits to be restocked for each year group 	Uniform survey to parent; look at costings and quality to ensure availability of uniform to all pupils	<p>Uniform: 10 pupils claimed uniform 17/18</p> <p>From survey and parent feedback uniform stockists expanded to include a logo range from Tesco's. Uniform sets for PP to be ordered through school. Parents informed in July for order to be ready for September 2018.</p> <p>Pencil Pots & equipment in place for all children read. Parents informed of plans to provide water bottles for all children from September 2018.</p>					
Attendance	Closing the attendance gap between Pupil Premium	Previous years gap in % attendance between	<ul style="list-style-type: none"> Weekly meetings between Attendance officer and Inclusion Manager to focus on pupil with Persistent absence issues Tracking and monitored intervention and contact with parents 	Tracking and monitoring data shows a whole school	<table border="1"> <tr> <th>Attendances</th> </tr> <tr> <td>PP – 95.51</td> </tr> <tr> <td>Non - PP 96.25</td> </tr> </table>	Attendances	PP – 95.51	Non - PP 96.25		
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	<p>and Non Pupil Premium Pupils and reduce the number of those considered to be persistent absentees</p>	<p>Pupil Premium and Non Pupil Premium Pupils –</p> <table border="1" data-bbox="524 328 645 576"> <tr> <td style="text-align: center; vertical-align: middle;">Attendances</td> </tr> <tr> <td>PP – 95.51</td> </tr> <tr> <td>Non - PP 96.25</td> </tr> </table>	Attendances	PP – 95.51	Non - PP 96.25	<ul style="list-style-type: none"> • Reduced cost for before/after school club. • Improve information about the importance of attendance and develop more motivating rewards. • Target specific pupils on a fortnightly basis to encourage and inform parents of need for attendance at school 	<p>decreasing trend in attendance and persistent attendance; still to focus on closing gap as pp pupil gap is widening</p>	<p>5 Families referred to Participation Team due to persistent absence; One family taken to Attendance Panel</p> <p>Absence · Year 6 · 2017 / 2018</p> <table border="1" data-bbox="1417 293 2134 596"> <thead> <tr> <th colspan="2"></th> <th rowspan="2">Pupils</th> <th colspan="2">Absence</th> <th colspan="2">Persistent absentees</th> </tr> <tr> <th colspan="2"></th> <th>School</th> <th>National</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Summary</td> <td>All Pupils</td> <td>84</td> <td>4%</td> <td>4%</td> <td>5%</td> <td>5%</td> </tr> <tr> <td rowspan="2">Gender</td> <td>Male</td> <td>46</td> <td>4%</td> <td>4%</td> <td>7%</td> <td>6%</td> </tr> <tr> <td>Female</td> <td>38</td> <td>4%</td> <td>4%</td> <td>3%</td> <td>5%</td> </tr> <tr> <td rowspan="2">Pupil Premium</td> <td>FSM (in last 6 years)</td> <td>29</td> <td>6%</td> <td>5%</td> <td>14%</td> <td>12%</td> </tr> <tr> <td>Not FSM (in last 6 years)</td> <td>54</td> <td>3%</td> <td>3%</td> <td>0%</td> <td>3%</td> </tr> </tbody> </table>			Pupils	Absence		Persistent absentees				School	National	School	National	Summary	All Pupils	84	4%	4%	5%	5%	Gender	Male	46	4%	4%	7%	6%	Female	38	4%	4%	3%	5%	Pupil Premium	FSM (in last 6 years)	29	6%	5%	14%	12%	Not FSM (in last 6 years)	54	3%	3%	0%	3%
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<p>Pupil Attitudes to School and Self</p>	<p>To</p>	<ul style="list-style-type: none"> • Mentors [peer] • Links with community; school visits; use of local community and transport links • Roles of responsibility within the school; ambassadors • School Council; roles and leaders for the school • Enrichment activities at lunchtimes; focused sports clubs for pp children e.g. tennis • Aspirational visitors; Olympic medal winners etc... 	<p>Developing role of school Ambassadors – years 3-6 Rights Respecting Award – Silver Range of enrichment activities available at lunchtime</p>	<p>Ambassador role continues to be embedded.</p> <p>Rights Respecting Award [Silver] embedded and school working towards Gold.</p> <p>Range of activities and clubs available at lunchtime, hammer beads, basketball, tennis, netball, football, ipads, etc..</p>																																																		