

Pupil Premium Grant Impact report 2017-18

Funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds (pupils from families who have claimed free school meals are referred to as 'disadvantaged').

Whilst we cannot say that all 'disadvantaged' pupils face the same level of challenge / intensity of barrier, these are some generic or main barriers that our 'disadvantaged' children are more likely to face. These include:

- Acquisition of English.
- Access to academic learning resources, opportunities and experiences outside of school.
- Attendance and punctuality.
- Access to pre-school and early learning resources.



This report will be updated and available on the school website in October 2018.

| Number of pupils & pupil premium grant (PPG) received | | | |
|---|-------------|---|----------------|
| Total number of pupils on role (census Oct 2016) | 359 | | |
| Total number of pupils eligible for PPG | 96 (27.9 %) | | |
| Amount PPG received per pupil | £1320.00 | | |
| Total amount of PPG received | £128920 | | |
| Objectives/focus for spending | | | |
| Close the gap between 'disadvantaged' pupils and 'others' across all year groups, but specifically: | | | |
| - Continue to increase the proportion of disadvantaged pupils achieving GLD by the end of Reception; | | | |
| - Increase the proportion of disadvantaged pupils achieving above age-related expectations in all subjects at the end of each KS (and increase the end of KS2 progress score/diminish the difference); | | | |
| - Increase end of KS2 progress scores, for 'disadvantaged' pupils, in all subjects by July 2018; | | | |
| - Majority of disadvantaged pupils to be working within age-related expectations by July 2018; | | | |
| - Meet floor standards at the end of KS2; | | | |
| - 'Disadvantaged' pupils to achieve attendance target of 97%. | | | |
| Record of PPSG spending by item/project for 2016/17: | | | |
| Item/Project (and details) | Cost | Objectives | Outcome/Impact |
| <u>Whole school</u> Subject leader role post to track, monitor and lead staff in meeting the needs of disadvantaged pupils, including direct work with families (1% of a teacher role) | £400 | To track, monitor, evaluate and lead staff in meeting the needs of disadvantaged pupils. To report to Governors on the effectiveness of strategies. | |
| <u>Whole school</u> Attendance officer (10% role of office staff). | £1800 | To work more closely with SLT, external agencies and families to reduce the % of disadvantaged pupils who have low attendance. | |
| <u>Whole school</u> Additional money for each of the 13 classes to support additional and specific experiences to enhance learning. | £975 | Provide relevant, first hand, practical and real experiences that will improve knowledge, understanding and skills whilst also improving engagement and motivation of pupils. | |
| <u>Whole school</u> 'Reasoning' resources to further support consistent and practical teaching, learning and understanding of the 'reasoning' aspect of maths. | £390 | Further improve pupils' access to, and understanding of, reasoning, through the use of specific and consistent practical and written resources. | |

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| <u>Whole school</u> Access to a counsellor (2hrs/wk x 34 wks) | £1700 | Provide identified pupils with support and strategies to help them improve their understanding and management of their emotions and feelings, in order that they are able to focus on learning. | |
| <u>Year 1-6</u> Bolton Music service to provide whole class music instrumental teaching (4hrs/wk x 22 wks) + resources | £8000 | To use the learning of music instruments to improve pupils abilities to focus, concentrate as well as engage more positively and productively with other aspects of learning (research has shown that learning a musical instrument can have a positive impact upon other areas of learning). | |
| <u>Y2-6</u> Reading and spelling resources (to support improvements in the reading scheme and the implementation of RWI). | £1110 | Provide teachers and pupils with reading, spelling and grammar material that supports, stimulates and excites high quality learning. | |
| <u>Reception</u> Specific, daily guided group support by TA's for phonics and maths (15% of TA's time x 2). | £5100 | Accelerate the progress of disadvantaged pupils and thereby reduce/close the gap between disadvantaged pupils and others in phonics and maths. | |
| <u>Reception</u> Specific speech and language intervention by TA's (40mins x 4days/wk x 34 wks). | £2200 | Improve the speech and language of 'disadvantaged' pupils in order that they have improved access to, and improvement in, all areas of learning. | |
| <u>Reception</u> Maths intervention (Ten Town) for pupils who have 'gaps' in their knowledge and understanding (10mins x 5days/wk x 34 wks). (incl. subscription) | £795 | Accelerate/catch up: to ensure 'disadvantaged' pupils develop appropriate age-related knowledge, understanding and use of number, shape, space and measures. | |
| <u>Reception</u> 1:1 maths objective led learning by TA's, using practical numicon resources into continuous provision. (20 mins x 5 days/wk x 36 wks x 2 TA's) (incl. resources) | £1600 | Accelerate/catch up: to ensure 'disadvantaged' pupils develop appropriate age-related knowledge, understanding and use of number, shape, space and measures. Accelerate the progress of disadvantaged pupils so % of GLD is in line with Nat | |
| <u>Across KS1 (Y1-2)</u> Specific, daily guided group support by TA for guided reading, writing, phonics and maths support for disadvantaged pupils (10.5hrs/wk x 34 wks x 4 TA's) | £21200 | Accelerate the progress of disadvantaged pupils and thereby reduce/close the gap between disadvantaged pupils and others in all English and Maths. | |
| <u>Year 2</u> Maths intervention (Every Child Counts) for pupils who have 'gaps' in their knowledge and understanding (40mins x 3days/wk x 34 wks x 2 TA's). | £1360 | Accelerate the progress of disadvantaged pupils and thereby reduce/close the gap between disadvantaged pupils and others in Maths. | |

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| <u>Year 2</u> English interventions in small groups led by TA's, including handwriting, sentence construction and punctuation (20mins x 3 days/wk x 34 wks x 2 TA's). | £680 | Accelerate the progress of disadvantaged pupils and thereby reduce/close the gap between disadvantaged pupils and others in English. | |
| <u>Year 2</u> Additional TA support to provide targeted support to pupils who have 'gaps' in their maths and English knowledge and understanding (12hrs/wk x 34 wks x 1TA) | £7,000 | To check, reinforce and clarify pupils' understanding of learning on a daily basis. | |
| <u>Across KS2 (Y3-6)</u> Specific, daily guided group support by TA for guided reading, writing, RWI and maths support for disadvantaged pupils (13hrs/wk x 34 wks x 7 TA's). | £45760 | Accelerate the progress of disadvantaged pupils and thereby reduce/close the gap between disadvantaged pupils and others in all English and Maths. | |
| <u>Across KS2 (Y3-6)</u> Additional 1:1 reading for disadvantaged pupils (2hrs/wk x 34 wks x 7 classes). | £4760 | Improve reading speed and comprehension, in order to reduce the reading gap between 'disadvantaged' pupils and others. | |
| <u>Across KS2 (Y3-6)</u> Phonics intervention for pupils who have 'gaps'/poor phonic use. Carried out by TA's in small groups and phase specific (20mins x 3days/wk x 34 wks x 6 TA's). | £1400 | Accelerate/catch up: to ensure 'disadvantaged' pupils develop appropriate age-related knowledge, understanding and use of phonics. | |
| <u>Year 5</u> LAC support (access to TA support including 1:1, 15hrs/wk 34 wks) | £3000 | To enable equal access to Maths and English teaching, and therefore accelerate progress to ensure there is no gap between attainment levels by the end of KS2 | |
| <u>Year 6</u> Improved adult:pupil ratios in Year 6, by utilising HLTA (am x 5 days/wk x 34 wks) x 2 | £28000 | Increase adult:pupil ratio in order to increase impact of quality first teaching | |
| <u>Year 6</u> Support pupils residential trip costs. | £1000 | Equal access to first hand experiences and enriched curriculum. | |

| Performance of pupils in receipt of PPG (against the performance of 'other' pupils) | | | | |
|--|---|-----------|--|-------|
| Key: EXS = Expected Standard; GDS= Greater Depth Standard ASS = Average Scaled Score | | | | |
| | 2016-17 | | 2017-2018 | |
| | Disadvantaged | Other | Disadvantaged | Other |
| Attendance – whole school | 94.3% | 96% | | |
| % of pupils Y1-Y6 achieving end of year expectations + - Reading | In-school tracking shows that, within most year groups, attainment gaps between 'disadvantaged' pupils and 'others' are reducing. | | In-school tracking shows that, within most year groups, attainment gaps between 'disadvantaged' pupils and 'others' have diminished. | |
| % of pupils Y1-Y6 achieving end of year expectation + – Writing | | | | |
| % of pupils Y1-Y6 achieving end of year expectations + - Maths | | | | |
| No. of pupils in EYFS | 10 pupils | 50 pupils | | |
| EYFS GLD | 40% | 78% | | |
| No. of pupils in Y1 | 5 pupils | 37 pupils | | |
| End of Y1 phonics | 100% | 92% | | |

| End of KS1 | | | |
|---|-------------------------|------------------------|---------|
| No. of pupils in Y2 | 15 pupils | 41 pupils | |
| End of Y2 phonics | 87% | 93% | |
| % of pupils achieving age related expectations in Writing (EXS+) | EXS+ 44% GDS 6% | EXS+ 74% GDS 28% | |
| % of pupils achieving age related expectations in Maths (EXS+) | EXS+ 75% GDS 25% | EXS+ 86% GDS 42% | |
| % of pupils achieving age related expectations in Reading (EXS+) | EXS+ 50% GDS 13% | EXS+ 79% GDS 40% | |
| % of pupils achieving age related expectations in RWM (EXS+) | EXS+ 31% GDS 6% | EXS+ 70% GDS 26% | |
| End of KS2 | | | |
| No. of pupils in KS2 (progress) | 6 pupils | 25 pupils | |
| Reading progress score (end of KS2) | -2.6 | -0.5 | |
| Writing progress score (end of KS2) | 1.2 | 0.2 | |
| Maths progress score (end of KS2) | 2.0 | 3.4 | |
| No. of pupils in KS2 (attainment) | 6 pupils | 25 pupils | |
| % of pupils achieving age related expectations in Reading (EXS+) | EXS+ 83% ASS: 101.0 | EXS+ 72% ASS: 103.3 | |
| % of pupils achieving age related expectations in Writing (EXS+) | EXS+ 100% | EXS+72% | |
| % of pupils achieving age related expectations in Maths (EXS+) | EXS+ 100% ASS: 105.5 | EXS+ 88% ASS: 107.3 | |
| % of pupils achieving age related expectations in GAPS (EXS+) | EXS+ 83% ASS: ??? | EXS+ 84% ASS: ??? | |
| % of pupils achieving age related expectations in English & Maths combined (EXS+) | EXS+ 83% | EXS+ 68% | |
| Summary | | | |
| Total PPG received | | | £128920 |
| Total PPG expenditure | | PROJECTED | £138230 |
| PPG remaining | | PROJECTED | £0 |