

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (FS1-Yr6)	424
Total number of pupils eligible for PPG – FSM / Adopted & LAC	145/3
Amount of PPG received per pupil	£1320 / £1900
Total amount of PPG received	217,060

Objective	Initiative	Key Performance Indicators
Enrich the curriculum opportunities available to all pupils	<ul style="list-style-type: none"> Outdoor adventure residential Subsidising trips or workshops up to a value of £500 per year group Music lessons After school sports clubs 	<ol style="list-style-type: none"> Pupils are exposed to a greater range of memorable learning experiences. Pupils views show increased enthusiasm for learning. Pupils are exposed to opportunities that prepare them for the responsibilities and experiences modern Britain Pupils personal skills (resilience, collaboration, initiative, confidence) are improved
Raise the attainment of disadvantaged pupils at the end of EYFS	<ul style="list-style-type: none"> Additional NN and TA support Talking Box Look & Listen 	Increased percentage of Disadvantaged pupils achieving a good level of development
Raise attainment of disadvantaged pupils in English and Maths at the end of the KS2	<ul style="list-style-type: none"> High quality small group intervention Booster groups Mental Maths slot – focused skills Assessment for Learning in classes Peer support – seating plan Focused h/w tasks Extended writing opportunities in foundation subjects 	<ol style="list-style-type: none"> Increase % of disadvantaged pupils achieving at least expected standard by the end of KS2 in Maths so that it is closer to National Increase % of disadvantaged pupils achieving at least expected standard by the end of K2S in Reading and GPS
Raise attainment of disadvantaged pupils in English and Maths at the end of the KS1	<ul style="list-style-type: none"> Additional teacher in Yr 2 Full day TA support in Yr 1 Phonics setting Booster groups 	<ol style="list-style-type: none"> Increased % of disadvantaged pupils on track to achieve at least expected standard by the end of the KS. Increase/improve positive mind set and attitude to learning through social and emotional learning. Target disadvantaged pupils who did not achieve GLD in EYFS.
Raise attainment of disadvantaged pupils Year 3 pupils in English	<ul style="list-style-type: none"> High quality small group intervention with teacher 	<ol style="list-style-type: none"> All disadvantaged pupils that did not achieve expected at the end of KS1 at least making good progress in English Targetted disadvantaged pupils make accelerated progress to increase the % of disadvantaged pupils on track to achieve expected and greater depth at the end of the KS.



Raise attainment of disadvantaged pupils across the school	<ul style="list-style-type: none"> • Growth mindset strategies e.g. Pupil workshop, staff training • Word aware • Mastery Maths • Effective middle leadership • Swimming in maths • Parent workshop • Teacher time for learning talks • Appraisal targets • Rock star maths 	<ol style="list-style-type: none"> 1. Teachers use information from learning talks to provide effective feedback to ensure targeted pupils make accelerated progress 2. Teachers use learning talks effectively to check pupils understanding and ask questions to deepen their understanding 3. Develop the vocabulary of targeted pupils to accelerate progress in reading and writing 4. Increase opportunities for disadvantaged pupils to articulate their thinking and reasoning to improve their communication skills and deepen their understanding to increase the % of disadvantaged pupils making good progress in English and Maths 5. Targeted disadvantaged pupils show increased independence and self-efficacy
Raise attainment of LAC and adopted from care	<ul style="list-style-type: none"> • 1:1 support/tuition • Social Skills group • Mentoring • Clinical Psychology • School visits 	<ol style="list-style-type: none"> 1. 'Children Looked After' pupils make at least good progress 2. Increased % of disadvantaged pupils to have a positive attitude thereby improving learning outcomes 3. Develop good home school relationships through CLiPs run family group - to build resilience and motivational skills through activities and targets set 4. Access to Breakfast club to support morning transition - based on need and effectiveness of attending (numbers of days to be agreed with SLT on application)
Increasing challenge of targeted more able disadvantaged children to achieve their full potential	<ul style="list-style-type: none"> • English and Maths mastery groups Yr 2 and 6 • Mastery in Maths • Awesome Art • Work sampling and external moderation 	<ol style="list-style-type: none"> 1. Increase % of disadvantaged pupils on track to be working at a greater depth within expected standard by end of KS (Yr1,3-5) 2. Increase % of disadvantaged pupils working at a greater depth within expected standard (In Yr 6 target pupils who achieved 2A at the end of KS1) 3. Pupils apply their basic skills across the curriculum 4. Teachers are confident at 'Teaching for depth' in reading, writing and maths and a range of 'deep' tasks are evident in work.
Improve emotional wellbeing, ensuring all children are ready to learn	<ul style="list-style-type: none"> • Behaviour mentor • Clinical psychologist (CLIPS) • Family Group 	<ol style="list-style-type: none"> 1. Decrease in serious behaviour incidents of pupils 2. Increased enthusiasm and participation in learning (pupil and parent views) 3. Increased emotional awareness and regulation and improved behaviours in pupils that attend family group. Parents feel greater confidence to support their child at home and in school.
Increase parental engagement to support their child's learning	<ul style="list-style-type: none"> • Parent workshops • Creche facilities • Stay and Play – FS1 • Newsletters-EYFS • Home-learning clubs 	<ol style="list-style-type: none"> 1. Parents feel greater confidence to support their child's learning. 2. Parents are well informed about their child's learning.

Evidence of impact of PPG spending from 2016/17

EYFS

	No. of pupils	GLD	Prime Learning goals	Specific Learning Goals	Average total points
All pupils	60	70% (71%)	77% (83%)	70% (68%)	34.9 (36.6)
Pupils with Pupil Premium	17	65% (60%)	71% (75%)	65% (50%)	34.8 (32.9)
Pupils without Pupil Premium	43	72% (70%)	79% (85%)	72% (71%)	35.0 (37.1)

KS1

Phonics Screening- Year 1	No. in cohort	Percentage of pupils achieving expected standard in school	Percentage of pupils achieving expected standard Nationally
All pupils	59	85%	81%
Disadvantaged pupils	14	71%	84%
Other pupils	45	89%	84%

Attainment Year 2	Cohort	All Core Subjects		Reading		Writing		Maths	
		DMPS	National	DMPS	National	DMPS	National	DMPS	National
All	61			77% 23%	76% 25%	70% 13%	68% 16%	74% 23%	75% 21%
Pupils with Pupil Premium	19			68% 16%	79% 28%	58% 0	72% 18%	74% 11%	79% 23%
Pupils without Pupil Premium	42			81% 26%	79% 28%	76% 19%	72% 18%	74% 29%	79% 23%

Expected Standard + Greater Depth within expected standard

KS2

Attainment Year 6	Cohort	All Core Subjects		Reading		Writing		Maths		GPS	
		DMPS	National	DMPS	National	DMPS	National	DMPS	National	DMPS	National
All	58	62%		67% 21%	71% 25%	86% 12%	76% 18%	79% 27%	75% 23%	83% 42%	77% 31%
Disadvantaged pupils	34	56%		62% 26%	77% 29%	88% 12%	81% 21%	71% 26%	80% 27%	79% 44%	82% 36%
Other pupils	24	71%		72% 12%	77% 29%	84% 16%	81% 21%	88% 24%	80% 27%	88% 40%	82% 36%

Achieved standard+ Higher standard

Attendance

Attendance	2013-14	2014-15	2015-16	2016-17
All	96.5%	96.3%	96.1%	96.4%
Disadvantaged pupils	95.2%	95.5%	95.5%	95.8%
Other pupils	96.9%	97%	96.6%	96.7%