

## Pupil Premium Evidence and Impact 2017-18



Barriers to future attainment	School Evidence	Impact
Poor language and communication skills.	WELCOMM interventions take place in EYFS (2-5yrs) Timely speech and language referrals	Improved Communication and Language skills
Limited life experiences and opportunities	Wider school experiences School Trips Residential External Providers in school	Children have rich learning experiences
Poverty and limited financial resources	Free School jumper provided to all PP children Uniform/PE kits sources for children who need them	Children are ready for school and are equipped for learning
Poor attendance	Part time Attendance officer monitors attendance of pupils regularly, including those not at compulsory school age. Letters are sent home to parents of children who are on high alert/who have sporadic attendance FPN are issued	Attendance June 2018 is 95.6% (95.8% PP)  19% of families are currently receiving support
Stressful and complex home background/circumstances	Support for families via school Attendance Officer and Safeguarding Officer TAF involvement, CIN, CP support Support for children in school, ELSA, LEGO therapy, Sand therapy etc.	9% of Families open to TAF, CP, CIN 39% of families supported by Attendance Officer/Safeguarding Officer
Lack of employment and historical unemployment	Careers projects for children to raise aspirations of our young people	Children are aware of career options
Mobility/transient families	Support for families via school Attendance Officer and Safeguarding Officer	Attendance June 2018 is 95.7%  19% of families are currently receiving support
Challenging behaviour	Parenting courses – 123 Magic Lead Behaviour Professional in school tracks behaviour across the school	Children understand and follow our behaviour rules
Low self-esteem and lacking in self confidence	Family Support Worker/Attendance Officer Safeguarding Officer Happy to be Me Lego Therapy Sand Therapy	Raised self-esteem and resilience
Substance misuse	Family Support Worker/Attendance Officer Safeguarding Officer	Parents feel they are supported
Poor mental health	Family Support Worker/Attendance Officer/Safeguarding Officer Mental Health focus days/weeks (adults and children)	Children are aware of their mental health and have appropriate strategies to use
Poor nutrition and routines	Free Breakfast club open to all children Free Staff led after school clubs (timetabled activities)	Children have had breakfast before attending school and are ready for the school day
Poor quality housing	Family Support Worker/Attendance Officer/Safeguarding Officer	Parents feel they are supported
Limited access to technology	ICT provision in school	Access to computing curriculum
Limited involvement in education	Family Support Worker/Attendance Officer/Safeguarding Officer Wider Opportunities for Opportunities for children	Children have access to high quality education.
Low expectations and limited aspirations for themselves and their children	Careers projects for children to raise aspirations	Children are aware of career options

## Desired outcomes

Outcome	Evidence
Improved outcomes closing the gap between Pupil Premium pupils and non-PP Nationally pupils at end of EYFS, KS1 and KS2.	
Improved attainment of PP children exceeding the ELG at the end of FS2.	<p>GLD will show an increased percentage of PP children exceeding the ELG (End of Reception Early Learning Goal).</p> <p><b>UPDATE July 2018:</b></p> <ul style="list-style-type: none"> <li>• 7% of PP children were exceeding in reading at the end of FS2.</li> <li>• Non PP children outperformed PP children in all areas of learning, however PP children were working broadly in-line with non-PP children in understanding, health and self-care and managing feelings and behaviour</li> </ul>
Improved phonics and reading skills for PP pupils at end of KS1	<p>Phonics screening results to show that the attainment of PP children in phonics is as good or better than non PP children.</p> <p>Reading data (end of Key stage and in year data) to show that the attainment of PP children in phonics is as good or better than non PP children.</p> <p>Progress to show PP children make good or better progress than non-PP.</p> <p><b>UPDATE July 2018:</b></p> <ul style="list-style-type: none"> <li>• Year 1 – PP children outperformed non-PP children in reading</li> <li>• Year 2 – PP children outperformed non-PP children in reading.</li> <li>• Year 5 – PP children outperformed non-PP children in reading.</li> </ul> <p>ASP not out yet</p>
Improved mathematical understanding and attainment at KS1 and KS2 for PP pupils	<p>Maths data (end of Key stage and in year data) to show that the attainment of PP children in maths is as good or better than non PP children.</p> <p>Progress to show PP children make good or better progress than non-PP.</p> <p><b>UPDATE July 2018:</b></p> <ul style="list-style-type: none"> <li>• Year 1 – PP children outperform non-PP children in maths.</li> <li>• Year 5 – PP children outperformed non-PP children in maths</li> </ul> <p>ASP not out yet</p>
Improved writing attainment at both KS1 and KS2 for PP pupils	<p>Writing data (end of Key stage and in year data) to show that the attainment of PP children in phonics is as good or better than non PP children.</p> <p>Progress to show PP children make good or better progress than non-PP.</p> <p><b>UPDATE July 2018:</b></p> <ul style="list-style-type: none"> <li>• Year 1 – PP children outperform non-PP children in writing.</li> <li>• Year 5 – PP children outperformed non-PP children in writing.</li> </ul> <p>ASP not out yet</p>
Improved parental engagement of PP children at EYFS, KS1 and KS2	<p>Parents regularly attend parents' evening</p> <p>Parental attendance at meetings with HT/SO/FSW/CTs etc.</p> <p>Parental attendance at curriculum events</p> <p><b>UPDATE: Parents' evening appointments made for all families and alternate appointments made for those who did not attend</b></p> <p><b>Register to be kept for attendance at curriculum events</b></p>