

Impact of Pupil Premium Spend 2016-2017

Early Years Foundation Stage	Non PPG (% achieving at least a good level of development)	PPG (6 children) (% achieving at least a good level of development)
Communication and Language:		
Listening and attention	87	67
Understanding	87	50
Speaking	87	67
Physical Development		
Moving and Handling	91	100
Health and self-care	91	100
Personal, Social and Emotional Development		
Self-confidence and self-awareness	91	100
Managing Feelings and Behaviour	87	83
Making Relationships	100	67
Literacy		
Reading	83	79
Writing	83	67
Maths		
Numbers	78	50
Shape, space and measures	78	50
Understanding the World		
People and Communities	91	50
The World	87	50
Technology	91	83
Expressive Arts, Design and Making		
Exploring and using media and materials	100	100
Being Imaginative	87	83

Key Stage One Phonics	Non PPG (% achieving at least Age Related Expectations)	PPG (5 children) (% achieving at least Age Related Expectations)
	93	80

Key Stage 1 – Year 2	Non PPG (% achieving at least Age Related Expectations)	PPG (4 children) (% achieving at least Age Related Expectations)
Reading	80	25
Writing	80	25
Maths	76	25
Key Stage 1 – Year 2	Non PPG (% achieving Greater Depth)	PPG (% achieving Greater Depth)
Reading	24	0
Writing	24	0
Maths	36	25

Key Stage 2 – Year 6	Non PPG (% achieving at least Age Related Expectations)	PPG (9 children) (% achieving at least Age Related Expectations)
Reading	62	33
Maths	72	44
Reading, writing and maths	52	11
Key Stage 2 – Year 6	Non PPG (% achieving Greater Depth)	PPG (% achieving Greater Depth)
Reading	14	0
Maths	17	0
Reading, writing and maths	0	0

Key Stage 2 – Year 6 Progress Measures	Non PPG	PPG (9 children)
Reading	-2.54	-3.69
Writing	-4.36	-3.17
Maths	-1.80	- 1.87

Previous strategies to close the gap between disadvantaged children and their non-disadvantaged peers have been unsuccessful. In order to address this in 2017-18, the school plans to:

- Restructure into Teaching and Learning Teams wherein all members take responsibility for the outcomes of all children
- To include one point of statutory assessment in each TLT;
- Ensure that each TLT is led by a member of SLT;
- Allocate Teaching Assistants to TLTs according to the percentage of PPG children in the TLT – moving away from allocating a Teaching Assistant to each class;
- Track the progress of PPG children every half term and implement strategies to prevent underachievement;
- Employ a Learning Mentor who is responsible for supporting children to achieve their potential by removing barriers to learning;