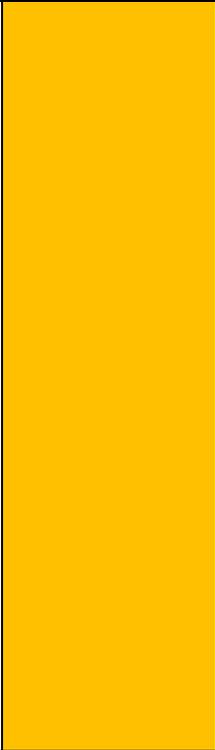
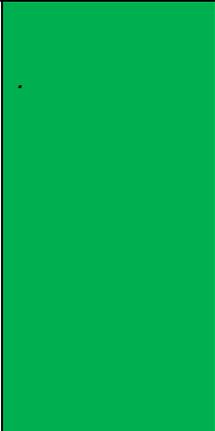


END OF STAGE OUTCOMES: EYFSP, YEAR 1, KS1, KS2				
Statutory assessment	PUPILS MEETING EXPECTED STANDARD		PROGRESS	
	All pupils	Pupil Premium pupils	All pupils	Pupil Premium pupils
EYFSP - GLD	58%	41%		
Y1 PHONICS CHECK	74%	72%		
KS1 READING	66%	71%		
KS1 WRITING	56%	51%		
KS1 MATHS	73%	68%		
KS1 RWM	49%	45%		
KS2 READING	46%	33%	-3.43	-3.33
KS2 WRITING	69%	54%	-1.58	-1.85
KS2 GPS	60%	46%		
KS2 MATHS	47%	28%	-2.93	-3.8
KS2 RWM	37%	17%		

Desired outcome	Chosen approach	Date of progress check	Measurable impact	RAG effectiveness
A. Improve oral language skills for pupils eligible for PP in F2	<ul style="list-style-type: none"> Daily "Let's Talk" sessions Table top prompts guide adults to better quality interaction with pupils through questioning and use of target vocabulary Pupils below ARE in CLL strand identified and target pupils known to adults in F2 	August 2017	<p>A further 8 children from the original group now at ARE (46% success Aut-Spr) 3 of the 6 children who joined the group at Spring 1 are also now at ARE (50% Aut-Spr success) 9 of the current children one step short of ARE</p> <p>The best prediction is that by the end of the Summer term 2017, 90% of children who have received this intervention could reach ARE. The lower prediction is 84%</p> <p><i>Data analysis and observations indicate that this is a high impact, well delivered, well targeted intervention</i></p>	

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<p>B. Higher rates of progress in reading and maths across KS2 for middle prior attaining pupils eligible for PP</p>	<ul style="list-style-type: none"> • Teacher CPD to identify pupils with middle prior attainment (L2B) at the end of KS1 • Outcomes of weekly work analysis with Y3, 4 and 6 YGLs fed back to teams with actions • Staff meeting on analysis of GL progress test outcomes • SLT CPD with targeted staff to improve accuracy of teacher assessment • Redeployment of L2 TAs into KS2 classes during morning sessions 	<p>August 2017</p>	<p>18 current Y6 PP attained L2B in maths: Progress for disadvantaged is -3.8 in maths</p> <p>11 current Y6 PP attained L2B in reading in receipt of intervention: Progress for disadvantaged is -3.33 in reading, which is better than the progress of non-disadvantaged pupils (at -3.54)</p> <p><i>1 pupil who started the year 'well below' is catching up, but others are behind their peers in maths but are making some progress.</i></p> <p><i>Pupils who start the year 'well below' demonstrating that they are closing the gap in reading</i></p>	
<p>C. Higher rates of progress in reading and maths across KS1 for low prior attaining pupils eligible for PP</p>	<ul style="list-style-type: none"> • Teacher CPD to identify pupils with low prior attainment at the end of EYFS • Streaming for phonics in Y1 reviewed regularly with Phonics Leader and target children/ graphemes identified 	<p>August 2017</p>	<p>7 PP pupils with EYFSP emerging for reading and for number</p> <p><i>There was a 4% increase in pupils EYFSP emerging reaching EXS in maths, but this was from a 0% baseline. No disadvantaged emerging met EXS in maths</i></p> <p><i>32% of pupils with EYFSP emerging for reading met EXS. This is a +7% improvement on the previous year. For disadvantaged emerging the improvement is +21% (from 21% to 42% at EXS)</i></p>	

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	<ul style="list-style-type: none"> Increased number of children in receipt of daily RWInc Phonics intervention 			
D. Increase attendance rates for pupils eligible for PP	<ul style="list-style-type: none"> Whole school rewards. In class rewards for full attendance Phone calls to follow up absences Walking Bus implemented with new pupils now accessing the service to aid with punctuality eg within large family groups 	August 2017	<p><i>Overall PP attendance is an improving picture with a gain of 1.8%. The target of 3% improvement was not met so will be adjusted accordingly in the next PP strategy plan.</i></p> <p><i>PP absence figures compare with Other in terms of overall absence (-0.2 compared with national 2016) but there is a significant difference in terms of PA with PP pupils 21% of PP pupils represented in the PA group (V 6.9.% National Other)</i></p>	

Evaluation of strategies and areas for development

Maths intervention to increase and develop as 'flexible response' with L2 TAs deployed into classes to support pupils within whole class teaching then daily group teaching of catch up for pupils who fail to meet learning objectives within lessons.

Disadvantaged pupils to be tracked using SIMs intervention tab (following CPD for Lead TA) means all assessments held centrally for reference by all staff involved

Early years and Year 1 (phonics) intervention more successful than reading intervention in KS2 in terms of catching up with their peers, but progress is a more positive picture.

Development of Let's Talk as an intervention in Y1. Development of Let's Talk intervention in terms of increasing the maths focus – vocabulary and reasoning

Limited impact in terms of outcomes at KS2 though some green shoots in terms of low prior attainers' progress by the end of KS2 in reading and maths

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Attendance of disadvantaged pupils is improving very slowly, but remains unacceptable and below national. Persistent absenteeism for PP is currently a key issue in the school. Examples of Walking Bus previously PA pupils now meeting and exceeding 95.6% attendance. As a strategy for our youngest pupils this can be seen as successful.

Progress in maths by the end of KS2 is an area for development whole school, but particularly for the disadvantaged group