



Pupil Premium Grant Allocation 2017/18

We were allocated £72,600 for our Pupil Premium children

| Focus / Barrier to learning (from EEF Toolkit) | Provision | Cost | Specific Intended Outcomes / Termly milestones | |
|---|---|--|--|---|
| Improve QfT further by making marking and feedback even more effective. From EEF Toolkit: Feedback | <ul style="list-style-type: none"> Feedback working party to develop an effective feedback policy based upon latest research and the findings of the Focus Trust peer review | £12,000 <ul style="list-style-type: none"> Staff time to be part of working party Staff training time Resources | Autumn: | New feedback policy launched across school. Feedback is happening closer to the point of work completion. |
| | | | Spring: | Feedback policy successfully implemented. 'Difference' beginning to narrow, and pupils move in PP meetings. Books are mostly consistent across school. |
| | | | Summer: | Feedback is consistent across school. All staff are feeding back to children as soon as possible after point of work. Lots of verbal feedback given. Books are clear against success of learning and, when appropriate, next steps to learning. |

Evaluation / Impact:

March – Feedback policy has evolved further and is currently being trialed based upon Lyndhurst Primary's model. As this is a generic form to be completed it should provide more consistency.

July – To develop further we will begin to investigate the Keep Up Not Catch Up method of feedback. This will ensure no child falls behind, giving more impact.

| Focus / Barrier to learning (from EEF Toolkit) | Provision | Cost | Specific Intended Outcomes / Termly milestones | |
|--|---|--|--|--|
| Improve QfT further by teaching children how to learn. From EEF Toolkit: Meta-cognition | <ul style="list-style-type: none"> Metacognition to be launched across school, based upon research, best practice and in partnership with local schools part of the Focus-Trust. | £15,000 <ul style="list-style-type: none"> Training (internal) Resources External training (Clive Davies) Staff time | Autumn: | External training completed with Meta-cognition lead. Introduction to all staff. Trial of approach. |
| | | | Spring: | Meta-cognition approach successfully used in all classes, by all members of staff. Meta-cognition is now beginning to be used across all lessons, rather than as a separate standalone lesson. |

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| | | | Summer: | Meta-cognition is now successfully implemented across school and in all lessons. Progress of PPG pupils at least match non-PPG pupils. Attainment difference begins to diminish. |
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Evaluation / Impact:

March 2018 – ES now has metacognition launched in every classroom, which includes a display / table. It needs to be developed further so it is an implicit part of our curriculum. It includes key question prompts in every classroom and the grading system for children to self-assess.

July 2018 – This will need to be introduced to new staff, and further embedded in all classrooms to ensure consistency in an age appropriate manner.

| Focus / Barrier to learning (from EEF Toolkit) | Provision | Cost | Specific Intended Outcomes / Termly milestones | |
|---|---|--|--|--|
| Ensure consistency of QfT by ensuring thorough understanding of Mastery From EEF Toolkit: Mastery learning | <ul style="list-style-type: none"> Staff need to have a clear understanding of Mastery, improving QfT Correct use of resources should as White Rose Maths, Literacy Shed Plus etc Training to be completed, initially, in Maths. | £15,000 <ul style="list-style-type: none"> Staff training Resources Time for leadership | Autumn: | Audit of mastery completed across school. Next steps identified and built into milestones. |
| | | | Spring: | Staff have a complete understanding of mastery. All teachers completed training in Maths – Anthony Reddy |
| | | | Summer: | Planned work, particularly in Maths, shows a clear understanding of Mastery. Children's work shows clear evidence of mastering the curriculum. Progress of PPG pupils at least match non-PPG pupils. Attainment difference begins to diminish. |

Evaluation / Impact:

March 2018 - Anthony Reddy training happened. Maths coordinator currently investigating Mastery and looking into correct use of resources and training for staff. This will be done very early Summer term. Forms basis of Maths Coordinators NCETM training.

July 2018 – Maths coordinator change in September, and slight change in curriculum, so this will need further embedding.

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|--|---|--------------------------|--|--|
| Correct identification | <ul style="list-style-type: none"> SIMs up to date with PPG children OTrack up to date with PPG children Staff know who are the PPG children | £5,000 INSET time | Autumn: | Parents aware of FSM eligibility Staff aware who is eligible Systems up to date (This needs continuing pushing to increase our ascription rates) |

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| | <ul style="list-style-type: none"> in their class All pupils have their needs catered for Parents advised how to sign up | Admin team time DHT time | Spring: Ongoing Summer: New parents aware of FSM eligibility (e.g. next year's reception) |
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Evaluation / Impact:

March 2018 – change to Integris has made this easier as it is a straight forward upload to Integris from the DfE. This is therefore up-to-date.

More work required around ascription to FSM / PPG – standard part of parent's evening / admission.

July 2018 – As above.

| Focus / Barrier to learning (from EEF Toolkit) | Provision | Cost | Specific Intended Outcomes / Termly milestones | |
|--|---|---|---|------------------------|
| Attendance | <ul style="list-style-type: none"> Groups of pupils have attendance tracked Home visits for children when absent First day text messages | £10,000 <ul style="list-style-type: none"> DHT time Inclusion manager time | Autumn: Tracking document created and 'at risk' children identified and targeted. Attendance analysed for all groups. (This needs to be checked with an attendance Pupil Progress meeting) | Spring: Ongoing |
| | | | Summer: Attendance difference diminished. | |

Evaluation / Impact:

March 2018 – this needs to be a focused target for the summer term

July 2018 – signed up to work with One Education to support our attendance strategies

| Focus / Barrier to learning (from EEF Toolkit) | Provision | Cost | Specific Intended Outcomes / Termly milestones | |
|---|---|---|--|--|
| Allow time for small group tuition From EEF Toolkit: Small group tuition | <ul style="list-style-type: none"> HLTA time, each day, to work with identified PPG pupils across school DHT time to support class teachers support their PPG pupils Targeted pupils selected during PPG | £15,000 <ul style="list-style-type: none"> Time Resources Time for leadership | Autumn: 'Difference' beginning to narrow, and pupils move in PP meetings. (Have been improvements in school but not consistently) | Spring: Progress of PPG pupils at least match non-PPG pupils. Attainment difference begins to diminish. |

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| | meetings | <ul style="list-style-type: none"> Cover for teachers | Summer: | 'Difference' beginning to narrow, and pupils move in PP meetings. |
| Evaluation / Impact: July 2018 – Pupil progress meetings took a bit focus on PPG children | | | | |

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|--|---|--|--|
| Play therapy | <ul style="list-style-type: none"> Play therapist to work with identified children | £ <ul style="list-style-type: none"> | Children are more settled across the year. |
| Evaluation / Impact: July 2018 – has happened throughout the year as needed. | | | |

Summer 2 data

| Group | Number of children | R On Track+ | W On Track+ | M On Track+ | Comb. On Track+ | Number of PP children | PPG - Diff. R | PPG - Diff. W | PPG - Diff. M | PPG diff. Comb. |
|----------|--------------------|-------------|-------------|-------------|-----------------|-----------------------|---------------|---------------|---------------|-----------------|
| Elm | 25 | 92% | 68% | 92% | 68% | 5 | -40% | -35% | -40% | -35% |
| Pine | 28 | 64% | 54% | 61% | 52% | 4 | 40% | 56% | 44% | 56% |
| Year 1 | 53 | 78% | 61% | 77% | 60% | 9 | 0% | 9% | 2% | 9% |
| Beech | 25 | 72% | 68% | 76% | 59% | 5 | -33% | -8% | -17% | -24% |
| Elder | 30 | 77% | 70% | 84% | 63% | 7 | -7% | -35% | -16% | -27% |
| Year 2 | 55 | 75% | 69% | 80% | 61% | 12 | -17% | -23% | -16% | -25% |
| Birch | 26 | 96% | 89% | 88% | 88% | 1 | X | X | X | X |
| Hazel | 27 | 89% | 86% | 89% | 85% | 0 | X | X | X | X |
| Year 3 | 53 | 93% | 88% | 89% | 87% | 1 | 8% | 13% | 12% | 13% |
| Holly | 27 | 70% | 67% | 77% | 61% | 5 | -14% | 15% | 2% | -25% |
| Willow | 27 | 70% | 74% | 74% | 61% | 7 | -28% | -32% | -53% | -56% |
| Year 4 | 54 | 70% | 71% | 76% | 61% | 12 | -21% | -10% | -28% | -42% |
| Poplar | 27 | 74% | 74% | 81% | 59% | 4 | -30% | 3% | -34% | -10% |
| Rowan | 29 | 72% | 69% | 72% | 67% | 2 | -21% | -21% | -25% | -18% |
| Year 5 | 56 | 73% | 72% | 77% | 63% | 6 | -25% | -5% | -29% | -14% |
| Sycamore | 30 | 80% | 90% | 87% | 73% | 3 | 22% | 11% | 15% | 30% |
| Hawthorn | 27 | 78% | 93% | 85% | 74% | 6 | -14% | -12% | -24% | -31% |
| Year 6 | 57 | 79% | 92% | 86% | 74% | 9 | -1% | -3% | -10% | -8% |

Note:

* PPG is the difference between PPG and "NonPPG" children - if it is positive, it means that PPG children are performing better than others.

It is of note that in End of Key Stage 2 SATs, indicative figures are that non-Pupil Premium children made more progress and attained higher across the Key Stage. However, the progress at the End of Key Stage 1 Pupil Premium children is greater than that of their peers. "In Year progress" shows that in the majority of year groups, the difference between Pupil Premium children and non-pupil premium children has diminished throughout the year; significantly in some cases.