

## **IMPACT OF PUPIL PREMIUM SPENDING 2018 – 2019**

### **EARLY YEARS FOUNDATION STAGE (6 pupils eligible for PP):**

- In the EYFS (Early Years Foundation Stage), 33% of pupils eligible for PP achieved a GLD (Good Level of Development).
- In the EYFS, 33% of pupils eligible for PP achieved the Expected standard or above in Reading, Writing and Maths.

### **YEAR 1: (7 pupils eligible for PP)**

- In the Year 1 Phonics Screening test, 7 out of the 9 pupils (78%) eligible for PP passed the test (86% in 2018; 75% in 2017). The pupils perform similarly to other (non-PP) pupils nationally.

### **KEY STAGE 1: (9 pupils eligible for PP)**

- 7 out of 9 pupils (78%) achieved the Expected Standard in Reading at KS1. Pupils performed similarly to other (non-PP) pupils nationally (compared to the 2018 data: 78%).
- 7 out of 9 pupils (78%) achieved the Expected Standard in Writing at KS1 (other pupils nationally in 2018: 73%).
- 6 out of 9 pupils eligible for PP (67%) achieved the Expected Standard in Maths at KS1 (compared to the 2018 data for other non-PP pupils nationally: 79%).

### **KEY STAGE 2: (11 pupils eligible for PP)**

- 7 out of 13 pupils eligible for PP (54%) achieved the Expected Standard or above in Reading at KS2 (compared to the national figure for other (non-PP) pupils: 76%).
- 7 out of 13 pupils eligible for PP (54%) achieved the Expected Standard or above in Writing at KS2 (compared to the national figure for other (non-PP) pupils: 83%).
- 7 out of 13 pupils eligible for PP (54%) achieved the Expected Standard or above in Maths at KS2 (compared to the national figure for other (non-PP) pupils: 84%).
- 7 out of 13 pupils eligible for PP (54%) achieved the Expected Standard or above in Grammar, Punctuation and Spelling at KS2 (compared to the national figure for other (non-PP) pupils: 83%).

### **Key Stage 2 Progress measures**

- In reading, the progress measure for Disadvantaged pupils increased from -2.37 (2018) to -1.4 in 2019.
- In writing, the progress measure for Disadvantaged pupils increased from -4.08 (2018) to -0.6 in 2019.
- In maths, the progress measure for Disadvantaged pupils increased from -1.68 (2018) to +0.2 in 2019.

## **Counselling**

A number of our pupil premium children benefited from sessions with the counsellor. This helped with emotional well-being and enabled the children to concentrate more on their class work.

### **Nurture groups**

A number of our pupil premium children benefited from nurture groups at lunchtimes and nurture groups during the school day. This helped with emotional well-being and enabled the children to concentrate more on their class work. Behaviour at lunch times has also improved leading to better learning across the school.

### **Year 6 residential**

We use this money to subsidise educational visits, including residential trips, for example by funding transport or board and lodgings. For some children this has a huge impact on their self-esteem and confidence.

### **Attendance**

We use this money to employ an Attendance Officer to monitor the attendance of all pupils, with a focus on the attendance of pupils eligible for PP. In 2019, the attendance of the pupils eligible for PP was 96.4% (which is above the 2018 national figure: 95.8%). The attendance of non-PP boys was 95.8% and the attendance of non-PP girls was 96.9%.