

Pupil Premium 2016/17 academic year impact statement

Project	Intended outcomes	Actions and monitoring	cost
Two additional 0.6 teachers to deliver English and Maths key skills for both KS1 and KS2 pupils	To reduce the gap in attainment between PP and non-PP across all year groups To improve the percentage of pupil premium children who make accelerated progress.	Track pupil progress through data analysis half termly. Observations, learning walks, book scrutiny and pupil voice. Regular pupil progress meetings Additional teachers to liaise regularly with class teachers. Assessment lead to monitor and track pupil progress	£50659
See data outcomes Due to recruitment in January 2017, we were able to increase our additional teaching capacity to support underperforming pupils, with 60% of these pupils being disadvantaged. This meant that approximately £1380 was targeted towards these disadvantaged pupils.			
Cambridge Music Teachers to deliver high quality music lessons to pupils while providing additional teaching opportunities for class teachers	To address misconceptions in key reading, writing and maths skills throughout the school by responding to pupil needs. In addition music specialists to provide a curriculum enrichment experience	Pupil voice and learning walks to monitor the quality of music provision. Track the progress ensuring that Pupil Premium pupils are targeted for additional teaching time. Pupil data outcomes.	£5000
Feedback from all teaching staff involved in this during the year was very positive. It enabled teachers to focus on specific aspects of misconceptions and really understand children's understanding of the key concepts. Positive outcomes of a broader nature for all pupils relate to curriculum enjoyment and enhanced opportunities to develop music skills.			
Forest school teacher to provide an enriching curriculum experience	To develop personal relationships, confidence, new experiences and develop social skills. Further opportunities for teachers to develop their CPD	Track their progress by undertaking a baseline assessment and end of the project. Head Teacher to monitor and oversee CPD time.	£3400
All pupils in the school experienced the Forest school experience and almost all pupils enjoyed this experience, developed new practical skills and improved their social interactions. In reception the average points for all of the 8 Prime learning goals was higher than the LA. These prime learning goals cover communication and language, physical development and personal social emotional development. Teachers were also released during this term to develop their CPD. E.g. opportunities to see other teachers teach or deliver lessons in a different year group.			
Inclusion assistant	To work closely with pupils and families in order to improve punctuality and attendance. To reduce barriers to learning by supporting pupils and families to ensure they are prepared for school, helping them engage with extra-curricular life both in school and outside of school. Support homework challenges.	Inclusion assistant to liaise with the school attendance officer to track pupil punctuality and attendance. Keep a record of pupil intervention and support. Attendance data and number of pupils who have increased their participation with clubs.	£1000
The overall school attendance gap closed slightly on the national average 95.47% compared with 96% nationally. The inclusion assistant role duties were not able to carry out due to other priorities in the school. Therefore only a fraction of their role was given to supporting families. Estimate £			
Training for staff to deliver interventions and quality first teaching	To ensure all teaching assistants are trained to deliver high quality interventions and other staff are also equipped to deliver a high quality of provision across the school	Pupil outcomes and staff surveys to be carried out.	£500
Weekly teacher and TA professional development meetings – see pupil data outcomes below			
A teacher (afternoon a week) to deliver phonics booster lessons	To increase the number of pupils who pass the Year 1 phonics screening expected score and increase the number of pupils who are working at age expected levels for phonics in other year groups.	Phonics assessment to be done termly. Year 1 Phonics screening test and year 2 pupils who 're-sit'	£3314
The overall percentage of pupils meeting the Year 1 phonics screening expected standard rose from 73% in 2016 to 78% in 2017. Only -3% less than national expected standard. There was also a rise of 21% of pupils meeting the standard by the end of year 2 compared with 2016. There were 4 Year 1 pupils who are disadvantaged. 1 met the expected standard of 32/40, while 2 are now working towards the expected standard of 21 to 31 out of 40. There were two Year 2 pupils who sat resits in the phonics screening test and 1 of these met the expected standard.			
Head teacher and deputy head teacher to deliver some focussed group work.	To enable teachers to have a greater impact on pupil outcomes by reducing the class size, as well as increasing the percentage of pupils who are underachieving in reading, writing and	Pupil progress and attainment data outcomes and pupil progress meetings.	£0

	maths making accelerated progress. To increase the progress SEND pupils make.		
See data outcomes			
HLTA to provide one to one or small group work after school	To reduce the attainment gaps for pupil premium and non-pupil premium pupils	Pupil progress and attainment data outcomes and pupil progress meetings	£350
This intervention did not take place due to other children with complex needs and redeployment of staff			
Counsellor or therapist to provide specialist support.	To challenge significant barriers to learning by supporting pupils emotional, social and behavioural skills. Raise self-esteem and increase learning opportunities Increase staff knowledge and awareness of the need to modify their planning and approach.	Attitude to learning and ability to access the curriculum more. Reduction in the number of negative behaviour incidents.	£1317
2 pupils received therapy from YMCA. Therefore one third of this spending will be carried over to the new academic year to enable one more pupil to access Art therapy.			
Mentoring project with The Perse School	To increase the confidence and self esteem of pupils by working with Year 10/11 mentors. To widen life experiences by visiting a range of museums in Cambridge	Increase in confidence. Further participation in lessons. Pupil progress and attainment data outcomes	£0
All of the 12 pupils developed their confidence and were able to speak confidently during an assembly about their experiences. It also provided them with many new life experiences and helped them to develop a more positive attitude to learning.			
After school clubs Educational visits	To increase the number of disadvantaged pupils who attend extra-curricular activities both at school and outside of school. To ensure all disadvantaged pupils are given the opportunity to attend the residential trip and attend all other visits throughout the year.	Increased numbers at clubs and visits.	£500
29% of the disadvantaged children attended an after school club last year 4 disadvantaged pupils attended the residential visit , which cost £400			
Breakfast club	To provide a service for pupils who may be experiencing challenges at home; poor attendance or to need a nutritious breakfast to be ready to learn.	Improved attendance figures and pupil attainment and progress outcomes.	£100
Although this service was offered to a number of pupils to support pupil punctuality and attendance, no family took up the offer. However there were many times when the breakfast club and after school club were able to accommodate a pupil at no additional cost when an emergency situation arose. This will be carried over to the next academic year			

Attainment

This table shows the percentage of Year 6 children who are working at the expected standard or at greater depth

(EXS – working at the expected standard)

(GDS – working at greater depth at the expected standard)

Year 6	2016								2017							
	Fen Ditton All (20 pupils)		Fen Ditton Disadvantaged (8 pupils)		National		Gap between Fen Ditton Disadvantaged pupils and National overall		Fen Ditton All (25 pupils)		Fen Ditton Disadvantaged (6 pupils)		National		Gap between Fen Ditton Disadvantaged pupils and National overall	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	60	25	63	38	66	19	-3	+19	76	23	50	0	71	25	-21	-25
Writing	75	20	88	25	74	15	+14	+10	80	9	50	0	76	16	-26	-16
Maths	65	10	63	25	70	17	-7	+8	80	23	33	0	75	21	-42	-21
GPS	65	20	88	38	72	23	+16	+15	80	24	50	0	77	31	-27	-31
RWM	50	10	50	25	53	5	-3	+20	73	5	33	0	64	11	-31	-11

Progress between Key Stage 1 and Key Stage 2 2017

There is a new progress indicator which uses a formula to calculate the progress made using old national curriculum level in year 2 with the new scaled score at year 6. Average points.

Year 6	2016				2017			
	Fen Ditton all pupils (19 pupils)	Fen Ditton Disadvantaged (8 pupils)	National	Gap between Fen Ditton Disadvantaged pupils and National overall	Fen Ditton all pupils (25 pupils)	Fen Ditton Disadvantaged (6 pupils)	National 2017	Gap between Fen Ditton Disadvantaged pupils and National overall
Reading	1.89	4.05	0	+4.05	0.55	-4.65	0	-4.65
Writing	0.65	4.00	0	+4.00	2.99	+1.46	0	+1.46
Maths	-0.14	0.22	0	+0.22	-0.25	-3.76	0	-3.76

This table shows the percentage of Year 2 children who are working at the expected standard or at greater depth

Year 2	2016								2017							
	Fen Ditton All (26 pupils)		Fen Ditton Disadvantaged (4 pupils)		National		Gap between Fen Ditton Disadvantaged pupils and National overall		Fen Ditton All (22 pupils)		Fen Ditton Disadvantaged (5 pupils)		National		Gap between Fen Ditton Disadvantaged pupils and National overall	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	65	19	25	0	74	24	-49	-24	77	23	80	20	76	25	+4	-5
Writing	62	12	25	0	66	13	-41	-13	73	9	60	0	68	16	-8	-16
Maths	73	8	50	0	73	18	-23	-18	82	23	80	40	75	21	+5	+19
RWM	58	8	25	0	60	9	-35	-9	73	64	60	0	64	11	-4	-11

The additional teachers guided groups of 6 to 8 pupils in maths and English for a focussed half term period. This also ensured that these classes had a reduced number of pupils in them for the class teacher to support.

Year Group	Number of disadvantaged pupils who received at least a 7 week intensive guided input on maths or English
1	4
2	3
3	4
4	10
5	10
6	5

- 100% of the disadvantaged Year 6 pupils received at least a 7 week intensive input. 3 out of these 5 pupils received 13 weeks guided input.
- 91% of the disadvantaged Year 4/5 pupils received at least a 7 week intensive input. 16 of these pupils received 13 weeks guided input. 4 pupils received 20 weeks guided input.
- 100% of disadvantaged year 3 pupils received intensive support for a 7 week period. 3 of these 4 pupils received at least 20 weeks guided input.
- 100% of disadvantaged year 2 pupils received intensive support for a 7 week period. 1 of these pupils received a 20 week guided input.
- 100% of disadvantaged year 1 pupils received some intensive support during the last half term. 3 of these 4 pupils received phonics and maths input.
- 1 pupil received 1 to 1 adult support throughout the year.