

## Pupil Premium Impact Assessment

**2017-2018**

<b>NOR</b>	271 (13 FS1)
<b>Number and percentage of pupils eligible for PP funding</b>	16.60% (45)
<b>Academy Deprivation Index</b>	0.07%
<b>Nominated member of EAB</b>	Steph Hudson
<b>EAB PP Review dates</b>	October 2017/July 2018
<b>Total Budget allocation</b>	£46,680

### Outcomes of Previous Academic year

	All	PP	Others
<b>EYs (GLD)</b>	74%	60% Other	76%
<b>Key Stage 1 Reading</b>	EXS 79% GD 29%	EXS 63% GD 25%	EXS 83% GD 30%
<b>Key Stage 1 Writing</b>	EXS 63% GD 8%	EXS 38% GD 0	EXS 70% GD 10%
<b>Key Stage 1 Maths</b>	EXS 74% GD 37%	EXS 63% GD 25%	EXS 77% GD 40%
<b>Key stage 2 Reading</b>	EXS 73% GD 15%	EXS 55% GD 9%	EXS 78% GD 16%
<b>Key stage 2 Writing</b>	EXS 79% GD 8%	EXS 73% GD 0	EXS GD 11%
<b>Key stage 2 Maths</b>	EXS 75% GD 19%	EXS 64% GD 0	EXS 81% GD 24%

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**What does the data suggest for priorities for the next academic year?**

**EYFS**

GLD for PP children was 13.5% below all children at 60%, of the 5 children eligible for pupil premium funding 2 did not achieve a GLD

**Phonics**

Of the 3 children eligible for pupil premium funding, 2 did not achieve the expected standard, this was due to other SEND issues

**KS1**

Writing for PP children was 25% below all children, however this was a 13% increase on the previous year (2016).

**KS2**

Reading for PP children was 18% below all children, of the 11 children that were eligible for pupil premium funding 5 were underachieving however this was a 5% increase on the previous year (2016)

Combined was 20% below all children of the 11 children eligible for pupil premium funding 6 were underperforming, 5 in reading , 3 in maths (14 % increase on the previous year 2016) and 2 in writing (23% increase on the previous year 2015)

**Current Pupils**

	<b>% Eligible</b>	<b>% LAP</b>	<b>% MAP</b>	<b>% HAP</b>
<b>Early Years</b>	4%		100%	
<b>Specific intervention need</b>			<b>S &amp; L</b> <b>Phonological awareness</b> <b>Maths</b>	
<b>Objective number</b>			<b>1, 2, 3, 5</b>	
<b>Y1</b>	13%	40%	60%	
<b>Specific intervention need</b>		<b>S &amp; L</b> <b>Phonological awareness</b> <b>Reading</b> <b>Maths</b>	<b>Inference</b> <b>Reasoning</b>	
<b>Objective number</b>		<b>1, 2, 3, 5</b>	<b>3, 5</b>	
<b>Y2</b>	13%	75%	25%	
<b>Specific intervention need</b>		<b>S &amp; L</b> <b>Phonological awareness</b> <b>Reading fluency</b> <b>Maths</b>	<b>Inference</b> <b>Spelling</b> <b>Reasoning</b>	
<b>Objective number</b>		<b>1, 2, 3, 5</b>	<b>3, 4, 5</b>	
<b>Y3</b>	18%	42%	29%	29%
<b>Specific intervention need</b>		<b>Reading fluency</b> <b>Spelling</b> <b>Maths</b>	<b>Inference</b> <b>Spelling</b> <b>Reasoning</b>	<b>Inference</b> <b>Spelling</b> <b>Reasoning</b>
<b>Objective number</b>		<b>3, 4, 5</b>	<b>3, 4, 5</b>	<b>3, 4, 5</b>
<b>Y4</b>	23%	33%	67%	

<b>Specific intervention need</b>		<b>Reading fluency Spelling Maths</b>	<b>Inference Spelling Reasoning</b>	<b>Inference Spelling Reasoning</b>
<b>Objective number</b>		<b>3, 4, 5</b>	<b>3, 4, 5</b>	<b>3, 4, 5</b>
<b>Y5</b>	17%		71%	29%
<b>Specific intervention need</b>			<b>Inference Spelling Reasoning</b>	<b>Inference Spelling Reasoning</b>
<b>Objective number</b>			<b>3, 4, 5</b>	<b>3, 4, 5</b>
<b>Y6</b>	19%	20%	80%	
<b>Specific intervention need</b>		<b>Reading fluency Spelling Maths</b>	<b>Inference Spelling Reasoning</b>	
<b>Objective number</b>		<b>3, 4, 5</b>	<b>3, 4, 5</b>	

#### Additional Planned Use of Funding (Whole Academy)

- Reading and Maths Early Birds Y6 8.30am
- Third Space Learning for Y6 (Autumn Term) £2388.00
- Support staff to support teacher to deliver interventions
- Accelerated Reader to support and challenge all pupils in the academy £2588.00
- Early Talk Boost/Time to Talk speech and language intervention for EYFS £400
- £100 grant for all PP children to support with purchase of uniform and school trips £4500
- Rewards for behaviour £1000
- Access to Extended Services including Behaviour Support, Attendance Officer, Family Support Worker, Counselling service, Educational Psychologist, Speech and Language: £6800

Objective 1 Speech and Language Years: EYFS, Y1, Y2	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
To raise attainment through personalised Speech and Language Intervention	<p>Provide training for EYFS staff to run appropriate intervention</p> <p>Deliver regular 1-1 and small group Speech and Language sessions to children</p>	<p>Staffing: £3,000</p> <p>Resources and training: £200</p>	<p>Reception – 24</p> <p>Year 1 – 5</p> <p>Year 2 – 6</p>	Class teachers and support staff	<p>Increased number of PP pupils with age appropriate language and speech sounds scores, evidenced through baseline and end of year screening</p>
Review Term 1	EYFS staff received appropriate training. EYFS children screened by Speech and Language Therapist				
Review Term 2	Children receiving Speech Therapy in small groups				
Review Term 3					

Objective 2 Phonics Years: EYFS, Y1, Y2, Y3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?								
Increase % of pupils reaching the required standard to pass Y1 Phonics screening and Y2 Phonics resit.	Provided targeted support in addition to whole class teaching for individuals and groups. Monitor progress of pupils to identify those at risk of not reaching required standard and review provision.	Staffing: £6,000	Reception – 24 Year 1 – 5 Year 2 – 6	Class teachers and support staff	Increased % reaching standard Increased average score in phonics screening Increased % achieving the Expected standard or Exceeding in Reading ELG at the end of Reception								
Raise attainment in Reading for LAP Y3 pupils who did not reach the required standard and close gap with others.	Provide targeted support to those pupils who did not reach the required standard to pass the Y2 Phonics re-sit.	Staffing: £3,000	Year 3 - 6	Class teacher and support staff	Increase in Reading Age using the Accelerated Reader Star tests. Increased speed and fluency when reading and decoding								
Review Term 1	<table border="1" data-bbox="439 1246 853 1423"> <thead> <tr> <th></th> <th>Aut 1 2017</th> <th>Aut 2 2017</th> <th>June 2018 Prediction</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>71%</td> <td>95%</td> <td>80%</td> </tr> </tbody> </table>						Aut 1 2017	Aut 2 2017	June 2018 Prediction	Y1	71%	95%	80%
	Aut 1 2017	Aut 2 2017	June 2018 Prediction										
Y1	71%	95%	80%										

**Y2** 67% 67% 100% **On track to reach the Expected Standard in Phonics:**

**Current Position**

Date	Year 1 Phonics			
	Current Position		Prediction	
	All	PP	All	PM
13/11/17	8% 3/38	0	95% 36/38	80% 4/5
11/12/17	68% 25/37	40% 2/5	95% 35/37	80% 4/5
05/03/18	74% 25/34	75% 3/4	94% 32/34	100% 4/4

Date	Year 2 Phonics Resit			
	Current Position		Prediction	
	All	PP	All	PM
13/11/17	17% 1/6	0 0/3	83% 5/6	100% 2/2
11/12/17	33% 2/6	0 0/3	83% 5/6	100% 2/2
05/03/18	33% 2/6	33% 1/3	83% 5/6	67% 2/3

**Review Term 2**

**On track to reach the Expected Standard in Phonics:**

	Aut 1 2017	Aut 2 2017	Spr 1 2018	Spr 2 2018	June 2018 Prediction
<b>Y1</b>	71%	95%	95%	94%	94%
<b>Y2</b>	67%	67%	67%	83%	83%

**Current Position**

	Year 1 Phonics

Date	Current Position		Prediction	
	All	PP	All	PM
13/11/17	8% 3/38	0	95% 36/38	80% 4/5
11/12/17	68% 25/37	40% 2/5	95% 35/37	80% 4/5
05/03/18	74% 25/34	75% 3/4	94% 32/34	100% 4/4

Date	Year 2 Phonics Resit			
	Current Position		Prediction	
	All	PP	All	PM
13/11/17	17% 1/6	0 0/3	83% 5/6	100% 2/2
11/12/17	33% 2/6	0 0/3	83% 5/6	100% 2/2
05/03/18	33% 2/6	33% 1/3	83% 5/6	67% 2/3

**Review Term 3**

**97% of Year 1 children passed Phonics screening check 100% of disadvantaged children**  
**86% of Year 2 children passed Phonics screening resit 100% of disadvantaged children**



<b>Objective 3</b> <b>Reading</b>  <b>Years: EYFS, Y1, Y2, Y3, Y4, Y5, Y6,</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible</b>	<b>What will success look like?</b>

<p><b>To raise attainment through personalised Reading intervention</b></p>	<p><b>Provide daily reading 1:1 or in small groups children working below ARE</b></p> <p><b>Early Birds for Y6</b></p> <p><b>Y2 Phonics and Guided Reading group</b></p> <p><b>Y4 Fluency and comprehension group</b></p> <p><b>Y6 Sat's questions group</b></p> <p><b>Provide challenge and extension for children at MPA and HPA</b></p>	<p><b>Staffing:</b>  <b>£12,000 for LSA to spend an hour a day providing 1:1 or small group work with each identified child</b></p>	<p><b>Reception-1</b>  <b>Year 1 – 5</b>  <b>Year 2 – 4</b>  <b>Year 3 – 7</b>  <b>Year 4 – 9</b>  <b>Year 5 – 7</b>  <b>Year 6 -10</b></p>	<p><b>Class teachers and support staff</b></p> <p><b>Class teachers</b></p> <p><b>Head of Academy</b></p> <p><b>Head of Academy</b></p> <p><b>Head of Academy</b></p> <p><b>Class teachers and support staff</b></p>	<p><b>Increased % reaching the required standard and greater depth</b></p> <p><b>Increased % achieving Expected ELG or Exceeding at end of Reception</b></p> <p><b>Increased % reaching Greater Depth</b></p>
<p><b>Review Term 1</b></p>	<p><b>On track to reach Expected Standard in Reading</b></p>				

	A1		A2	
	ALL On track For ARE	PP on track for ARE	On track For ARE	PP on track for ARE
FS2	75%	0	75%	0
Y1	83%	100%	89%	100%
Y2	63%	33%	63%	33%
Y3	74%	17%	82%	50%
Y4	79%	71%	77%	71%
Y5	86%	83%	88%	100%
Y6	62%	13%	63%	10%

**Review Term 2**

**On track to reach Expected Standard in Reading**

	A1		A2		Sp 1		Sp 2	
	ALL On track For ARE	PP on track for ARE	On track For ARE	PP on track for ARE	On track For ARE	PP on track for ARE	On track For ARE	PP on track for ARE
FS2	75%	0	75%	0	75%	0	87%	0
Y1	83%	100%	89%	100%	81%	75%	83%	75%
Y2	63%	33%	63%	33%	63%	33%	65%	67%
Y3	74%	17%	82%	50%	85%	67%	88%	67%
Y4	79%	71%	77%	71%	77%	71%	72%	71%
Y5	86%	83%	88%	100%	84%	100%	84%	100%
Y6	62%	13%	63%	10%	83%	70%	85%	70%

**Review Term 3**

	A1		A2		Sp 1		Sp 2		Summer 1		Summer 2
	ARE	On track For ARE	ARE	On track For ARE	ARE	On track For ARE	ARE	On track For ARE	ARE	On track For ARE	ARE (Actual-Based on test outcomes)
<b>Y1</b>	0	82%	0	87%	0	85%	67%	88%	78%	83%	86%
<b>Y2</b>	0	67%	17%	46%	17%	64%	62%	68%	67%	67%	67%
<b>Y3</b>	0	79%	0	85%	0	85%	41%	82%	64%	79%	77%
<b>Y4</b>	0	80%	0	77%	0	77%	50%	72%	62%	78%	78%
<b>Y5</b>	0	89%	0	88%	0	84%	21%	84%	58%	79%	79%
<b>Y6</b>	0	62%	65%	62%	52%	83%	79%	85%	85%	85%	83%

Objective 4 Spelling	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?																																													
Years: Y2, Y3, Y4, Y5, Y6,  Improve spelling across the academy and % pupils achieving ARE and those working beyond ARE in Spelling strands of Writing.	Discrete spelling sessions timetabled with additional individual and small group sessions to target focus pupils.	Staffing: £10,000 for LSA to spend an hour a day providing 1:1 or small group work with each identified child	Year 2 – 4 Year 3 – 7 Year 4 – 9 Year 5 – 7 Year 6 -10	Class teachers and support staff	Increased % pupils achieving ARE spelling objectives and achieving age-related scores on standardised tests.  Reduced number of spelling errors within daily written work.																																													
Review Term 1	On track to reach the Expected Standard in Writing <table border="1" data-bbox="436 887 884 1362"> <thead> <tr> <th></th> <th colspan="2">A1</th> <th colspan="2">A2</th> </tr> <tr> <th></th> <th>ALL On track For ARE</th> <th>PP on track for ARE</th> <th>On track For ARE</th> <th>PP on track for ARE</th> </tr> </thead> <tbody> <tr> <td>FS2</td> <td>75%</td> <td>0</td> <td>75%</td> <td>0</td> </tr> <tr> <td>Y1</td> <td>69%</td> <td>100%</td> <td>74%</td> <td>100%</td> </tr> <tr> <td>Y2</td> <td>58%</td> <td>33%</td> <td>58%</td> <td>33%</td> </tr> <tr> <td>Y3</td> <td>68%</td> <td>33%</td> <td>69%</td> <td>33%</td> </tr> <tr> <td>Y4</td> <td>68%</td> <td>71%</td> <td>69%</td> <td>71%</td> </tr> <tr> <td>Y5</td> <td>68%</td> <td>67%</td> <td>79%</td> <td>83%</td> </tr> <tr> <td>Y6</td> <td>64%</td> <td>38%</td> <td>65%</td> <td>40%</td> </tr> </tbody> </table>						A1		A2			ALL On track For ARE	PP on track for ARE	On track For ARE	PP on track for ARE	FS2	75%	0	75%	0	Y1	69%	100%	74%	100%	Y2	58%	33%	58%	33%	Y3	68%	33%	69%	33%	Y4	68%	71%	69%	71%	Y5	68%	67%	79%	83%	Y6	64%	38%	65%	40%
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	ARE %	On track For ARE	ARE	On track For ARE	ARE	On track For ARE	ARE	On track For ARE	ARE	On track For ARE	ARE																																																																																																			
<b>Y1</b>	0	69%	0	74%	0	79%	53%	79%	75%	81%	78%																																																																																																			
<b>Y2</b>	0	58%	8%	58%	8%	60%	54%	60%	63%	70%	70%																																																																																																			
<b>Y3</b>	0	68%	0	69%	0	69%	21%	72%	44%	69%	69%																																																																																																			
<b>Y4</b>	0	68%	0	69%	0	67%	56%	67%	35%	70%	70%																																																																																																			
<b>Y5</b>	0	68%	0	79%	0	77%	17%	79%	35%	73%	73%																																																																																																			
<b>Y6</b>	0	64%	10%	65%	21%	73%	35%	75%	79%	85%	85%																																																																																																			

Objective 5 Maths  Years: EYFS, Y1, Y2, Y3, Y4, Y5, Y6,	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?																																													
Increase % of pupils achieving ARE, and those working beyond ARE	<p>Provided targeted support, additional Same Day Intervention, pre-teach sessions.</p> <p>Y6 Third Space Learning 1:1 support for 1 term</p> <p>Y6 Early Bird sessions</p>	<p>Staffing: £14,000 for LSA to spend an hour a day providing 1:1 or small group work with each identified child</p>	<p>Reception-1            Year 1 – 5            Year 2 – 4            Year 3 – 7            Year 4 – 9            Year 5 – 7            Year 6 -10</p>	<p>Class teachers and support staff</p>	<p>Increased % reaching the required standard and greater depth</p> <p>Increased % achieving Expected ELG or Exceeding at end of Reception</p>																																													
Review Term 1	<p>On track to reach the Expected Standard in Maths</p> <table border="1" data-bbox="436 975 884 1453"> <thead> <tr> <th></th> <th colspan="2">A1</th> <th colspan="2">A2</th> </tr> <tr> <th></th> <th>ALL On track For ARE</th> <th>PP on track for ARE</th> <th>On track For ARE</th> <th>PP on track for ARE</th> </tr> </thead> <tbody> <tr> <td>FS2</td> <td>75%</td> <td>0</td> <td>75%</td> <td>0</td> </tr> <tr> <td>Y1</td> <td>72%</td> <td>100%</td> <td>72%</td> <td>100%</td> </tr> <tr> <td>Y2</td> <td>71%</td> <td>37%</td> <td>71%</td> <td>37%</td> </tr> <tr> <td>Y3</td> <td>79%</td> <td>50%</td> <td>82%</td> <td>50%</td> </tr> <tr> <td>Y4</td> <td>77%</td> <td>71%</td> <td>79%</td> <td>71%</td> </tr> <tr> <td>Y5</td> <td>88%</td> <td>100%</td> <td>88%</td> <td>100%</td> </tr> <tr> <td>Y6</td> <td>74%</td> <td>38%</td> <td>77%</td> <td>50%</td> </tr> </tbody> </table>						A1		A2			ALL On track For ARE	PP on track for ARE	On track For ARE	PP on track for ARE	FS2	75%	0	75%	0	Y1	72%	100%	72%	100%	Y2	71%	37%	71%	37%	Y3	79%	50%	82%	50%	Y4	77%	71%	79%	71%	Y5	88%	100%	88%	100%	Y6	74%	38%	77%	50%
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Y5	88%	100%	88%	100%																																														
Y6	74%	38%	77%	50%																																														

<b>Review Term 2</b>	<b>On track to reach the Expected Standard in Maths</b>											
<b>Review Term 3</b>												

  

	A1		A2		Sp 1		Sp 2					
	ALL On track For ARE	PP on track for ARE	On track For ARE	PP on track for ARE	On track For ARE	PP on track for ARE	On track For ARE	PP on track for ARE	ARE	On track For ARE	ARE	On track For ARE
<b>FS2</b>	75%	0	75%	0	75%	0	87%	0				
<b>Y1</b>	72%	100%	72%	100%	75%	75%	78%	75%				
<b>Y2</b>	71%	37%	71%	37%	71%	37%	81%	67%				
<b>Y3</b>	79%	50%	82%	50%	87%	67%	87%	67%				
<b>Y4</b>	77%	71%	79%	71%	85%	71%	85%	71%				
<b>Y5</b>	88%	100%	88%	100%	84%	83%	84%	83%				
<b>Y6</b>	74%	38%	77%	50%	75%	40%	90%	70%				

  

	A1		A2		Sp 1		Sp 2		Summer 1		Sum 2
	ARE	On track For ARE	ARE	On track For ARE	ARE	On track For ARE	ARE	On track For ARE	ARE	On track For ARE	ARE
<b>Y1</b>	0	74%	0	72%	0	79%	50%	85%	72%	81%	86%
<b>Y2</b>	0	71%	33%	71%	33%	80%	69%	76%	73%	85%	85%
<b>Y3</b>	0	84%	0	85%	0	87%	44%	87%	56%	87%	87%
<b>Y4</b>	0	78%	0	79%	0	85%	59%	82%	68%	88%	88%



<b>Y5</b>	0	91%	0	91%	0	84%	17%	84%	58%	73%	83%
<b>Y6</b>	0	62%	63%	77%	75%	77%	79%	90%	79%	90%	83%