

Pupil Premium Impact Statement 2019/20

Key priorities:

- Our core aim was to raise the attainment and progress of Pupil Premium students so that their performance compared favourably with Non-Pupil Premium peers.
- To address inequalities in education of pupils from low-income families and raise attainment of these pupils.

What we expected to see:

Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a constant and relentless focus. In addition to this, targeted intervention and support strategies were deployed in order to:

- improve levels of attainment and progress
- close attainment gaps relative to school averages
- enhance reading, writing, mathematics and communication skills
- engage and develop learning through a comprehensive extra-curricular provision
- have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils
- support pupils in becoming aspirational, confident and successful learners

Predicted Impact of PPG funding 2019-2020 based on prior moderated assessments and KS1 results

% children achievement end of KS2 2019, disadvantaged pupils grouping (ELM and national 2019)

%	Reading Target	Reading EXS	Reading EXC	Writing Target	Writing EXS	Writing EXC	Maths Target	Maths EXS	Maths EXC
Disadvantaged ELM	59	59	18	43	59	14	64	68	18
Disadvantaged national (2019)		78	31		83	24		84	32
Difference		-19	-13		-24	-10		-16	-14

PPG pupils achieved higher than all pupils in Reading, writing and Maths nationally

Value Added from KS1 to KS2

Progress Score	Reading	Writing	Maths
Disadvantaged ELM	+1.85	+0.17	+1.3
Disadvantaged national (2019)	0.32	0.27	0.37
Difference	+1.53	-0.1	+1

Positive progress scores in Reading and Maths with a 4-point increase in reading compared to last year.

Pupil progress in other Year Groups based on assessments from March 2020

Progress of PPG pupils in years outside of Year 6 was at least in line with other pupils.

Pupil progress %	Reading		Writing		Maths	
	Expected	Accelerated	Expected	Accelerated	Expected	Accelerated
Year 5 Disadvantaged	87	22	89	14	87	22
Year 4 Disadvantaged	87	21	89	13	89	11
Year 3 Disadvantaged	83	13	79	11	79	11
Year 1 Disadvantaged	100	27	92	27	92	23
Average	93.5	22	90	17	89	18.5

Developments for 2020/2021

- Continue to employ of 1 part time (0.8), unqualified teacher to enable an additional Reading and Maths set in Year 6, as well as additional targeted interventions in reading and writing.
- Continue to have 3 forms in Year 6
- Retain PE Lead teacher role to foster leadership skills for key pupils (e.g. Sports Ambassador roles).
- Introduce class text reading for all.
- Continue to develop Read Write Ink to support phonics
- Maintain 'Marvellous Me' as a reward app for parents as well as notifications
- Continue tracking systems and Middle Leaders development for PPG pupils – focus on long term and in year targets as well as detailed progress meeting analysis. Staff training and individual support from school leaders.
- To develop assessing and monitoring pupils' attitudes to learning and themselves through completion of the PASS survey. Key areas of concern to be addressed through Inclusion Team and Heads of Year.
- Revise curriculum content to meet the needs of the children and ensure progression of skills
- Assess and close the gaps following school closure