

## Pupil Premium Impact Statement 2017 -2018

### 2017-2018 Pupil Premium Allocation

In the 2017 – 18 academic year the Pupil Premium allocation was as follows:

Y1 - 15 pupils

Y2 – 14 pupils

Y3 – 20 pupils

Y4 – 15 pupils

Y5 – 20 pupils

Y6 – 20 pupils

Total PP pupils – 104 pupils (31% )

Total pupils on roll 333

<b>Desired outcome</b> Improved speech and language skills and confidence	<b>Rationale</b> Identified PP children do not have comparable speech and language skills to non-PP children, which also impacts their reading, writing and confidence.
<p>The Talk Boost programme has been a great success with targeted PP children, evidenced by the Talk Boost tracker and delivered by trained TA's.</p> <p>All children showed progress at the end of the programme, increasing scores in at least 3 of the six categories. 9 ( out of 11 )children made progress in all six areas. 1 child who made limited progress in Speech and Social Interaction areas was referred for specialist assessment by Speech and Language Services and another child was already known to the service.</p> <p><b>Impact</b> Story- telling, narrative and spoken sentence skills enabled children to improve their writing skills, social interaction and confidence.</p> <p>Lessons learnt: Early intervention has supported the needs of targeted children enabling accelerated progress in their learning. We will continue to use the Talk Boost programme for identified pupils in the next academic year.</p>	

<b>Desired Outcome</b> Improved literacy and numeracy skills for PP children so that they are comparable with non PP children.	<b>Rationale:</b> PP children do not have comparable literacy and numeracy skills.
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Detailed termly progress meetings highlight pupils who are not on track or who have external barriers and mean that interventions are quickly put in place in addition to quality first teaching.

New and existing intervention programme delivered this year include:

Literacy: Rapid Writing, Boost Reading, Rapid Phonics, Read Write A-Z.

Maths: Rapid Maths, First Class at Number.

Precision teaching methods are used to target specific areas.

Interventions are delivered by trained TA's.

**Mathematics Scaled Scores Summer 2018 Pupil Premium pupils**

YR GROUP	Autumn		Spring		Summer	
1	98		92		100	
2	104		102	Cohort mobility extra pupils	107	
3	101		103		104	
4	93		94		94	
5	93		97		98	

**Reading Scaled Scores Summer 2018 Pupil Premium pupils**

YR Group	Autumn		Spring		Summer	
1	111		103		105	
2	99		99		104	
3	103		104		106	
4	102		94	Cohort mobility extra pupils	91	
5	91		95		93	

**Year 6 PP Scaled scores:**

Subject	Autumn	Spring	Summer
Reading	100	101	103
Maths	97	98	102

**Year 6 2018 PP Results**

Subject	PP Below 100		PP Above		PP GD	
Reading	29% (4)		64% (9)		7% (1)	
Maths	36% (5)		57% (8)		7% (1)	
Writing	36% (5)		57% (8)		7% (1)	

**Impact**

Scaled scores for PP children in Years 1 to 5 show increases except for Reading in Years 4 and 5 which is due to cohort mobility and an increase in mostly EAL pupils.  
Year 5 have an increased number of vulnerable pupils.

**Year 6 overall**

Reading : 73% of PP pupils achieved expected or above in reading. This is 2% below the National result for ALL pupils but is above the LA result (71.7%) for ALL pupils.

Maths: 64% of PP pupils achieved the expected standard or above in maths.

Lessons learnt: targeted support had enabled children to make accelerated progress.  
Emotional needs have been identified as barriers to learning for some children across the school – increased support will be provided for future years through the employment of a learning mentor and additional trained school staff.

**Targeted support**

<b>Desired outcome</b> Close gaps in reading, writing, and maths for PP pupils so that at least 75% achieve national standards at end of KS2. Narrow gap in attainment between disadvantaged pupils and their peers by 10%	<b>Rationale</b> End of KS results demonstrate attainment for PP pupils in reading, writing and maths is below their peers.
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**KS2 2018 RESULTS**

Subject	Expected standard PP pupils	Expected Standard Non PP	Expected standard All pupils	National All pupils
Reading	77%	78%	76.3%	75%
Writing	62%	89%	81%	78%
GPS	69%	78%	74.6%	78%
Maths	69%	78%	74.6%	76%

**Impact**

77% of PP pupils achieved the standard in reading, which met the target and is in line with non PP pupils and above the national figure for all pupils.

Writing and maths are still below school non- PP and national.

Progress scores for disadvantaged pupils was positive with Reading + 1.37 , Writing + 0.92 but lower in Mathematics with – 0.59

Although end of Key stage results reflect attainment is lower for children entitled to pupil premium and their peers – progress reflects a narrowing of the gap in attainment.

**Lessons learnt:** Improvement in reading has been achieved as a result of a recognised programme of support – this will be continued in the next academic year.  
Mathematics especially at higher levels has been identified as a key priority for the school – high quality CPD will be acquired in order to improve teaching and learning (especially at higher levels) across the school.

<b>Desired outcome</b> PP are able to have access to and experience a wider range of educational and enriching experiences.	<b>Rationale</b> PP pupils have less access to a range of enriching life experiences and the arts compared to non PP children
<p>Children are able to participate in a wide range of extra - curricular clubs after school or at lunch times. These include:            Young Voices, choir, football, dance, trumpet, samba, Finger Gym Club, Computer Club, Film Club, Cookery Club, Lego Club, Science Club, Maths Club</p> <p>Staff are encouraged to actively plan an educational visit to support classroom learning at least once per term. Examples of visits are :            Liverpool Museum, Safari Park, Deva Museum, Crosby Beach, Stone Age Warfare and Jewellery workshops, Gillmoss Recycling Centre, Philharmonic Hall, local fire station. Year 6 take part in a residential visit in the summer term. This year they visited Kingswood, Colomendy.            All year groups have benefitted from specialist art workshops related to curriculum objectives. Altru Drama and Diversity workshops have been held throughout the year, dealing with issues such as bullying and racism through assemblies and year group workshops.</p> <p><b>Impact</b>            92% of PP children attended at least one after school club. 45% attended more than one club. Reasons for children not participating were mostly connected to parents with younger children who were unable to return to school to pick up the child.</p> <p>Children who took part in choir demonstrated their talents at various local venues including local care homes and Tesco. Young Voices performed once again at the annual competition staged at Manchester Arena.</p> <p><b>Lessons learnt:</b> Evaluations from pupils and parents reflect children’s high level of engagement within the wider curriculum. Continuing to develop our curriculum to meet the needs of our children continues to be a focused priority of the whole school.</p>	

Desired Outcome	Rationale		
To improve spelling scores across the school.	Low EGPS attainment at end of KS2. PP children have lower scores than non PP.		
<p>Staff have received focussed CPD in the teaching of spelling and have employed more specific strategies in the teaching of spelling. Scaled scores for PP pupils show steady progress over the year. School has had some cohort mobility over the year, mostly EAL children, some with no English.</p> <p>School have produced detailed GPS guides for parents, specific to each year group, to inform and enable parents to understand the curriculum and support their child at home.</p>			
<b>End of KS2 Pupil Premium average scaled scores</b>			
<b>Subject</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
EGPS (PP pupils)	94	98	100
<b>KS2 GPS RESULTS 2018 All Pupils</b>			
<b>GPS</b>	<b>2017</b>	<b>2018</b>	
	74.4% ( Nat 77%)	74.6% (Nat 78%)	
<p><b>Impact.</b></p> <p>Scaled scores for Y6 PP pupils show steady increase over the year.</p> <p>End of year KS2 results 2018, show slight increase on 2017 and are in line with LA at 74.4%, but below National at 78%.</p> <p>PP pupils GPS results were 69% compared to 78% non PP.</p> <p>Parents are better able to understand the curriculum requirements and support their child</p> <p><b>Lessons Learnt:</b> Focussed CPD was unable to take place until the spring term – further improvements are expected in the next academic year. Regular CPD and monitoring is planned to continue focussed teaching and learning across the school.</p>			

Desired Outcome	Rationale	
All pupils access high quality music lessons. Children learn to play an instrument from Years 4 -6	To develop concentration and listening skills through music To develop a love and appreciation of music to continue through life.	
<p><b>Impact:</b> - pupil voice reflects high engagement and enjoyment of music across the school. The number of children taking music grades has increased each year. At least one quarter of the school are engaged in extra- curricular music clubs – choir, samba, trumpet club. The school is recognised as an arts mark school due to the appreciation and love of the arts curriculum.</p> <p><b>Lessons Learnt:</b> Music continues to play an important part of the wider curriculum – continued CPD for subject leadership throughout the school is a vital part of school development.</p>		

<b>Desired Outcome</b> All pupils access high quality PE lessons. Increased participation in competitive sports.	<b>Rationale</b> To develop concentration, coordination and team skills and physical aptitude in children To encourage healthy lifestyles and enjoyment in sports, to continue throughout life.
<p><b>Impact:</b> The number of children participating in competitive sporting events has increased considerably over the last few years. For each sporting event the school has at least two teams representing our school. Pupil voice reflects enjoyment of sports, assessments reflect increasing physical aptitude. The school achieved the Silver Quality Mark in recognition for the achievements in Physical Education across the school.</p> <p><b>Lessons Learnt:</b> Despite the high quality provision for sports and physical education – the school has identified a range of outdoor activities for children to experience. Archery, Fencing and Judo have been planned for the next academic year. We aim for our children to have experience and enjoy a wide range of physical education activities to encourage more active and healthy lifestyles.</p>	

<b>Desired outcome</b> Increased parental engagement in children’s learning.	<b>Rationale</b> High engagement from parental involvement in phonic workshops led to high level of attainment in Year 1.
<p>In addition to our longstanding family assemblies, more family events have taken place this year, in the form of workgroups and drop in sessions to support curriculum areas such as phonics and ICT. We have also held ASD drop in sessions and internet safety awareness courses for parents. Parents are welcomed to help with listening to children read.</p> <p><b>Impact</b>  Feedback forms indicate a high level of support and satisfaction from parents who engaged in these sessions. 100% said that they enjoyed being in school overall and 96% said that they felt better equipped to support their child in their learning.</p> <p><b>Lessons Learnt:</b> Continuing to engage our parents remains a priority of the school.  Drive to Increase level of parental take up to school events.</p>	

**Targeted Support**

<b>Desired Outcomes</b> <b>Improve phonic skills for children in EYFS and KS1</b>	<b>Rationale</b> <b>Target EYFS Phase 4 ready 65%</b> <b>Target Year 1 Phonic standard 82%</b>
<p>Year1 teachers attended training through LA. Progress has been monitored termly. Phonic Parents workshops have continued to enable parental support at home and CD’s were distributed to all children for home. Daily intervention sessions for small groups of targeted children in Years 1 and 2.</p> <p><b>Impact</b>  <b>EYFS</b>  In September no PP children were secure in any aspect.  In July 66.6% PP children were secure in aspects 1,2,3 exceeding target of 65%.  <b>Year 1</b>  Year 1 phonics overall results for 2018 have risen to 83.3% from 69% in 2017.  PP pupils achieved 81.8% working at or within age related expectations, meeting target.</p>	

**Year 2**

69.2% of PP children achieved within or at age related expectations.

In September 16.7% of PP were working in Year 2 phonics compared to 30.4% of non PP PUPILS. In July 69.2% of PP pupils were working at Y2 phonics compared to 76.6% non PP (7.4% difference)

In September 16.7% PP pupils were working at Y2 compared to 69.2% in July – 52.5% increase- a significant narrowing of the gap.

**Lessons Learnt**

We have seen proven results from quality first teaching, parental support, sharing information and targeted intervention.

<b>Desired Outcome</b> To improve pupils life skills incl. self- esteem, resilience and ability to make the right choices.	<b>Rationale</b> Questionnaire from pupils. Teacher, pupil and parental feedback.
<p>Barnardos Life Skills programme for Year 4 and Level 2 for Years 5 and 6. The programme was implemented very successfully last year. The impact report demonstrated that 100% of pupils has improved their understanding of important life skills.</p>	
<p><b>Group 1 Y6</b> 63% showed improvement in overall knowledge 58% showed improved attitudes towards smoking 55% improved attitudes towards drinking 33% showed a marked increase in their Life Skills.</p>	
<p><b>Group 2 Y6</b> 58% showed improvement in overall knowledge 60% improved attitudes towards smoking 78% improved their attitudes towards drinking 17% showed a marked increase in their Life Skills.</p>	
<p><b>Group 3 Y4</b> 77% children showed improvement in overall knowledge 57% improved attitudes towards smoking 38% improved attitudes towards drinking 55% showed a marked increase in their Life Skills</p>	
<p><b>Group 4 Y4</b> 89% of children showed improvement in overall knowledge 42% of children improved attitudes towards smoking 89% of children improved attitudes towards drinking 42% of children showed a marked increase in their Life Ski</p>	

**Group 6 Y6**

71% of children showed improvement in overall knowledge

28% of children improved attitudes towards smoking

57% of children improved attitudes towards drinking

67% of children showed a marked increase in their Life Skills

**Impact:** Questionnaires from pupils reflect at least 50% improvement in attitudes towards making the right life choice and developing resilience.

**Lessons Learnt** Barnados Life skills programme has been effective in improving children's understanding of important life skills. Next year children will engage in level 2 of the programme.