

Pendock C E Primary

Pupil Premium Impact Report (2016/17)

Schools are now allocated a sum of money to support the provision for children from low income families. The purpose of the funding is to support pupils to make good progress.

“Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium.” (DfE)

Summary of main barriers to learning for children eligible for Pupil Premium.	Under-developed reading, spelling and numeracy skills of some children eligible for Pupil Premium Low self-esteem and related social skills in identified pupils Financial difficulties of disadvantaged families can limit wider experiences and opportunities
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For the year 2016-2017, Pendock CE Primary was allocated £11,188 for children who attracted Pupil Premium funding. This was used as follows.

Initiatives in 2016-17	Reason for allocation	Success Criteria	Evaluation/Impact
Training for staff. Expenditure: £395	To train staff to deliver enhanced literacy and numeracy provision	Standards of attainment and progress for children attracting pupil premium will match or exceed those of all other pupils nationally.	<p>Impact: Results have been scrutinized and the school has identified specific reasons for them but are unable to illustrate further in this report due to the small cohort sizes and risk of identifying individual pupils.</p> <p>Small cohort sizes make it difficult to draw conclusions when comparing children nationally. Each child's individual circumstances are taken into consideration and targets and interventions set according to need.</p> <p>100% of children attracting pupil premium achieved the age-related standard of a Good Level of Development in the Foundation Stage.</p> <p>Of the children attracting pupil premium who had been learning at Pendock for sufficient time for their learning to be measured in relation to Pendock at the end of KS1 100% achieved greater depth in reading in relation to 28% nationally. 50% of children attracting pupil premium achieved the age-related expected</p>

			<p>standard in reading at the end of KS1 in comparison to 79% nationally.</p> <p>Of the children attracting pupil premium who had been learning at Pendock for sufficient time for their learning to be measured in relation to Pendock 100% achieved greater depth in writing in relation to 18% nationally. 50% of children attracting pupil premium achieved the age-related expected standard in writing at the end of KS1 in comparison to 72% nationally.</p> <p>Of the children attracting pupil premium who had been learning at Pendock for sufficient time for their learning to be measured in relation to Pendock 100% achieved the age-related expected standard in maths at the end of KS1 in comparison to 79% nationally.</p> <p>No children attracting pupil premium achieved the expected standard in phonics in 2016/17 at the end of Year 1. This compares to 100% achieving the expected standard in 2015/16. Any child not achieving the standard at the end of year is retested at the end of Year 2.</p> <p>Of the children attracting pupil premium 50% achieved the age-related expected standard in reading at the end of KS2 in comparison to 50% nationally.</p> <p>Of the children attracting pupil premium 50% achieved the age-related expected standard in writing at the end of KS2 in comparison to 50% nationally.</p> <p>No children attracting pupil premium achieved the age-related expected standard in maths at the end of KS2 in comparison to 80% nationally.</p>
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<p>TA/Teacher one to one support/ intervention groups for literacy and numeracy.</p> <p>Expenditure: £8749</p>	<p>To enhance the literacy and numeracy skills of children who attract pupil Premium funding and develop and increased sense of confidence and independence when attempting tasks.</p>	<p>See above</p>	<p>Impact: 100% of parents reported that their children were happy in school</p> <p>Small group provision and targeted intervention has supported children to achieve learning targets.</p> <p>Smaller teaching group sizes supported teaching staff to give effective personalised feedback where children were given specific guidance on how to improve. Research by the Education Endowment Foundation highlights effective feedback to be an effective use of funding. In our small setting with a wide range of ages and abilities in each class it is crucial that we have sufficient staff to deliver high quality teaching that includes effective feedback.</p> <p>Action: Continue to support funding additional TA/Teacher/one to one support/intervention groups for literacy and numeracy in 2017/18.</p> <p>Learning from Talk for Thinking and</p>

			<p>Learning to be applied to providing effective feedback and dialogue with pupils.</p> <p>Teachers and teaching assistants to apply research findings from the Education Endowment Foundation on Feedback to support greater progress.</p>
<p>Purchase of resources to support children with specific additional needs.</p> <p>Expenditure: £207</p>	<p>To ensure children have access to materials and resources specific to their needs.</p>	<p>See above</p>	<p>Impact: Children received support to meet individual targets.</p> <p>100% of parents reported that their children were happy in school.</p> <p>Action: Continue to identify need and purchase resources to support closing any gaps in achievement in 2017/18.</p>
<p>Uniform grants.</p> <p>Expenditure: £145</p>	<p>To enhance self-esteem and well-being.</p>	<p>Self-esteem and feelings of well-being will be enhanced. Families will feel supported.</p>	<p>The findings of the Sutton Trust suggest that uniform grants have no impact on achievement. (The purpose of Pupil Premium being to raise standards). However, parents have appreciated the financial support and the children's well-being and self-esteem have been supported as they have equal access to uniform as their peers and whole family feeling of well-being supports children's well-being.</p> <p>Parents reported that they valued the opportunity to access uniform grants. Parents reported feeling supported.</p> <p>100% of parents reported their children were happy in school.</p> <p>Action: Continue to offer uniform grant to support well-being.</p>
<p>Funding for</p>	<p>To ensure all children have access to</p>	<p>All children will be able to access curriculum enhancement</p>	<p>Impact:</p>

<p>curriculum enhancement activities (including Residential for children in Years 5 and 6 and Swimming for pupils throughout the school).</p> <p>Expenditure:</p> <p>£1258</p>	<p>curriculum enrichment activities.</p>	<p>activities.</p> <p>All children will meet or exceed expectations for standards in Swimming by end of Key Stage 2.</p> <p>All children will have opportunity to engage in Outdoor and Adventurous activities, further develop social skills through mixing with pupils from a different setting and develop sense of independence through attending Residential.</p>	<p>100% of children enjoyed access to curriculum enhancement activities that supported their emotional well-being.</p> <p>100% of children exceeded expectations for standards in Swimming by the end of key Stage 2.</p> <p>These opportunities appear to have supported, along with other provision in school, smooth transition to High School as we have received positive verbal reports on the children's transfer to their new phase of education.</p> <p>Action: Continue to fund curriculum enhancement activities in 2017/18</p>
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Report reviewed and updated::**January 2018**