



## PUPIL PREMIUM REPORT 2016 – 2017

The [pupil premium grant](#) is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

### Impact Review (2015/2016 Headline Data)

#### EYFS

- No Pupil Premium children identified in EYFS during 2015/2016

#### Key Stage 1

- 7 children equalling 14.3% each child (Y2 in 2016)

#### KS1 Attainment

% At EXS	Reading	Writing	Mathematics	Science
<b>Disadvantaged</b>	<b>43%</b>	<b>57%</b>	<b>43%</b>	<b>57%</b>
School Other	83%	79%	79%	88%
<b>National Other</b>	<b>78%</b>	<b>70%</b>	<b>77%</b>	<b>85%</b>
Diff to Nat Other	-35%	-13%	-34%	-28%

% At GDS	Reading	Writing	Mathematics
<b>Disadvantaged</b>	<b>14%</b>	<b>0%</b>	<b>14%</b>
School Other	17%	8%	25%
<b>National Other</b>	<b>27%</b>	<b>16%</b>	<b>20%</b>
Diff to Nat Other	-13%	-16%	-6%

## KS1 Progress

Disadvantaged pupils		Key stage 1 reading																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.	
EYFS reading	No data	0	0	0	0	0	0	0	0	0	44	-44	0	0	0	11	-11	0
	Emerging	0	1	0	3	1	0	5	1	20	39	-19	0	0	0	2	-2	0
	Expected	0	0	0	0	1	0	1	1	100	87	13	0	0	0	21	-21	0
	Exceeding	0	0	0	0	0	1	1	1	100	99	1	0	1	100	66	34	0
	Total	0	1	0	3	2	1	7	3	43	78	-35	-2	1	14	27	-13	0

Disadvantaged pupils		Key stage 1 writing																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.	
EYFS writing	No data	0	0	0	0	0	0	0	0	0	38	-38	0	0	0	6	-6	0
	Emerging	0	1	0	2	1	0	4	1	25	33	-8	0	0	0	1	-1	0
	Expected	0	0	0	0	2	0	2	2	100	83	17	0	0	0	14	-14	0
	Exceeding	0	0	0	0	1	0	1	1	100	99	1	0	0	0	53	-53	0
	Total	0	1	0	2	4	0	7	4	57	70	-13	0	0	0	16	-16	-1

Disadvantaged pupils		Key stage 1 mathematics																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.	
EYFS mathematics	No data	0	0	0	0	0	0	0	0	0	52	-52	0	0	0	10	-10	0
	Emerging	0	1	0	3	1	0	5	1	20	40	-20	0	0	0	2	-2	0
	Expected	0	0	0	0	1	0	1	1	100	87	13	0	0	0	20	-20	0
	Exceeding	0	0	0	0	0	1	1	1	100	99	1	0	1	100	61	39	0
	Total	0	1	0	3	2	1	7	3	43	77	-34	-2	1	14	20	-6	0

## Year 1 Phonics Screening Check

- 4 children equalling 25% each (Y1 in 2016)

	Year 1						Year 2 Cumulative					
	2014		2015		2016		2014		2015		2016	
	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	74	74	87	77	83	81	-	-	97	90	90	91
Boys	62	70	83	73	69	77	-	-	95	88	83	89
Girls	100	78	89	81	92	84	-	-	100	92	95	93
Disadvantaged	40	63	67	66	75	70	-	-	80	84	71	86
Other	81	78	92	80	84	83	-	-	100	92	96	93

- Year 2 retest 5/7 passed (the two that failed are on the SEN register at SA+ and scored higher in the retest)

## Key Stage 2

- 4 children equalling 25% each (Y6 in 2016)

% At EXS	Reading	Writing	Mathematics	SPaG	Science
<b>Disadvantaged</b>	<b>50%</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>100%</b>
<b>School Other</b>	<b>69%</b>	<b>85%</b>	<b>88%</b>	<b>92%</b>	<b>96%</b>
<b>National Other</b>	<b>71%</b>	<b>79%</b>	<b>75%</b>	<b>78%</b>	<b>86%</b>
Diff to Nat Other	-21%	-4%	0%	-3%	+14%

% At GDS	Reading	Writing	Mathematics	SPaG
<b>Disadvantaged</b>	<b>0%</b>	<b>25%</b>	<b>50%</b>	<b>50%</b>
<b>School Other</b>	<b>15%</b>	<b>19%</b>	<b>31%</b>	<b>31%</b>
<b>National Other</b>	<b>23%</b>	<b>18%</b>	<b>20%</b>	<b>27%</b>
Diff to Nat Other	-23%	+7%	+30%	-23%

Ave Scaled Score	Reading	Writing	Mathematics	SPaG
<b>Disadvantaged</b>	<b>100.0</b>	<b>-</b>	<b>103.3</b>	<b>104</b>
<b>School Other</b>	<b>103.8</b>	<b>-</b>	<b>105.9</b>	<b>106.5</b>
<b>National Other</b>	<b>103.8</b>	<b>-</b>	<b>104.1</b>	<b>105</b>
Diff to Nat Other	-3.8%	-	-0.8%	-1.0%

Progress Measure	Reading	Writing	Mathematics
<b>Disadvantaged</b>	<b>-4.81</b>	<b>-0.7</b>	<b>-1.69</b>
<b>School Other</b>	<b>-0.48</b>	<b>0.98</b>	<b>1.29</b>
Diff to School Other	-4.33	-1.68	-2.98

Combined	R,W,M EXS	R,W,M GDS
<b>Disadvantaged</b>	<b>50%</b>	<b>0%</b>
<b>School Other</b>	<b>69%</b>	<b>15%</b>
<b>National Other</b>	<b>60%</b>	<b>7%</b>
Diff to Nat Other	-10%	-7%

Key Stage 2 Progress

Disadvantaged pupils		Key Stage 2 reading outcome								
		TA below test					Test score			Total
Number of pupils		No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high	high	
No KS1 outcome		0	0	0	0	0	0	0	0	0
KS1 reading teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0
	2c	0	0	0	0	0	0	0	0	0
	2b	0	0	0	0	0	1	0	0	1
	2a	0	0	0	0	0	1	1	0	2
	3+	0	0	0	0	0	0	1	0	1
	Total	0	0	0	0	0	2	2	0	4

Disadvantaged pupils		Key Stage 2 writing teacher assessment								
		Pre-key stage					Key stage			Total
Number of pupils		No KS2	BLW	PKF	PKE	PKG	WTS	EXS	GDS	
No KS1 outcome		0	0	0	0	0	0	0	0	0
KS1 writing teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0
	2c	0	0	0	0	0	1	0	0	1
	2b	0	0	0	0	0	0	1	0	1
	2a	0	0	0	0	0	0	1	1	2
	3+	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	1	2	1	4

Disadvantaged pupils		Key Stage 2 mathematics outcome								
		TA below test					Test score			Total
Number of pupils		No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high	high	
No KS1 outcome		0	0	0	0	0	0	0	0	0
KS1 mathematics teacher assessment	W	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0
	2c	0	0	0	0	0	0	0	0	0
	2b	0	0	0	0	0	1	1	0	2
	2a	0	0	0	0	0	0	0	0	0
	3+	0	0	0	0	0	0	0	2	2
	Total	0	0	0	0	0	1	1	2	4

Internal Data (Y1,3,4,5)

Class	Number			Reading																	
				All						Boys						Girls					
				AR-		AR		AR+		AR-		AR		AR+		AR-		AR		AR+	
total	boy	girl	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%			
Y1 A&K	21	10	11	3	14%	18	86%	7	33%	2	20%	8	80%	3	14%	1	10%	10	91%	4	40%
Y1 A&K PP	0	0	0																		
Y1 M	20	6	14	4	20%	16	80%	4	20%	1	17%	5	83%	1	17%	3	21%	11	79%	3	21%
Y1 M PP	4*	1	3	1	25%	3	75%	0	0%	1	10%	0	0%	0	0%	0	0%	3	10%	0	0%
* 1 Previously looked after child																					
Y3	30	20	10	5	17%	25	83%	11	37%	5	25%	15	75%	4	20%	0	0%	10	100%	7	70%
Y3 PP*	5*	2	3	2	40%	3	60%	0	0%	2	10%	0	0%	0	0%	0	0%	3	10%	0	0%
* 2 Previously looked after children																					
Y4	29	13	16	8	28%	21	72%	1	3%	2	15%	11	85%	4	14%	7	44%	9	56%	2	7%
Y4 PP	3	1	2	3	100%	0	0%	0	0%	1	100%	0	0%	0	0%	2	100%	0	0%	0	0%
Y5	31	15	16	6	19%	25	81%	7	23%	6	40%	9	60%	2	20%	1	6%	15	94%	5	31%
Y5 PP	5	3	2	2	40%	3	60%	1	20%	2	67%	1	33%	0	0%	0	0%	2	100%	1	50%
Totals	131	64	67	26	20%	105	81%	26	20%	16	25%	48	75%	14	22%	12	18%	55	82%	21	31%

Class	Number			Writing																	
				All						Boys						Girls					
				AR-		AR		AR+		AR-		AR		AR+		AR-		AR		AR+	
total	boy	girl	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
Y1 A&K	21	10	11	6	29%	15	71%	6	29%	4	40%	6	60%	3	30%	2	18%	9	82%	3	27%
Y1 A&K PP	0	0	0																		
Y1 M	20	6	14	4	20%	16	80%	3	15%	1	17%	5	83%	1	17%	3	21%	11	79%	2	14%
Y1 M PP	4*	1	3	1	25%	3	75%	0	0%	1	10%	0	0%	0	0%	0	0%	3	10%	0	0%
* 1 Previously looked after child																					
Y3	30	20	10	6	20%	24	80%	8	27%	6	30%	14	70%	4	20%	0	0%	10	100%	4	40%
Y3 PP	5*	3	2	2	40%	3	60%	0	0%	2	66%	1	33%	0	0%	0	0%	2	100%	0	0%
* 2 Previously looked after children																					
Y4	29	13	16	11	40%	18	60%	5	17%	4	31%	9	69%	2	15%	7	44%	9	56%	3	19%
Y4 PP	3	1	2	3	100%	0	0%	0	0%	1	100%	0	0%	0	0%	2	100%	0	0%	0	0%
Y5	31	15	16	11	35%	20	65%	6	19%	8		12		1		3	19%	13	81%	5	31%

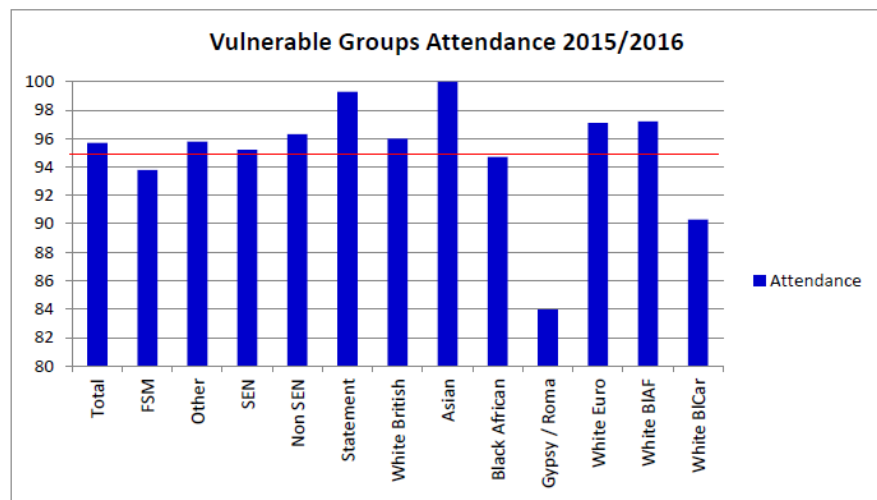
	1	5	6		%		%		%						%		%			
Y5 PP	5	3	2	4	80%	1	20%	1		3	10	0%			1	50%	1	50%	1	50%
Totals	1	6	6																	
	3	4	7																	
	1																			

Class	Number			Maths																	
				All						Boys						Girls					
				AR-		AR		AR+		AR-		AR		AR+		AR-		AR		AR+	
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%		
Y1 A&K	2	1	1	4	19%	17	81%	5	24%	3	30%	7	70%	3	30%	1	9%	10	91%	2	18%
Y1 A&K PP	1	0	1																		
Y1 M	2	6	1	4	20%	16	80%	3	15%	1	17%	5	83%	1	17%	0	0%	11	100%	2	14%
Y1 M PP	0		4																		
	4	1	3	1	25%	3	75%	0	0%	1	10%	0	0%	0	0%	0	0%	3	100%	0	0%
* 1 Previously looked after child																					
Y3	3	2	1	7	23%	23	77%	11	37%	7	35%	13	65%	5	25%	0	0%	10	100%	6	60%
Y3 PP	0	0	0																		
	5	3	2	2	40%	3	60%	0	0%	2	67%	1	33%	0	0%	0	0%	2	100%	0	0%
* 2 Previously looked after children																					
Y4	2	1	1	10	34%	19	66%	7	24%	2	15%	11	85%	6	46%	8	50%	8	50%	1	6%
Y4 PP	9	3	6																		
	3	1	2	3	100%	0	0%	0	0%												
Y5	3	1	1	9	29%	22	71%	11	35%	6	40%	9	60%	7	47%	3	19%	13	81%	4	25%
Y5 PP	1	5	6																		
	5	3	2	4	80%	1	20%	1	20%	3	100%	0	0%	0	0%	1	50%	1	50%	1	50%
Totals	1	6	6																		
	3	4	7																		
	1																				

Vulnerable Groups Attendance Breakdown

Attendance Review

	Total	FSM	Non FSM	SEN	Non SEN	Statement	White British	Asian	Black African	Gypsy/Roma	White European	White Black African	White Black Caribbean
Attendance	95.7%	93.8%	95.8%	95.2%	96.3%	99.3%	96%	100%	94.7%	83.95%	97.1%	97.2%	90.3%



## Proposed Funding 2016 / 2017

Timescale	Pupil Premium Funding per child	Proposed PPG Allocation
September 2016 – September 2017	Ever 6 / FSM = £1320	x24 = £31,680
	LAC / Post LAC = £1900	x4 = £7,600
	Military Service = £300	X2 = £600
	<b>Proposed Total PPG</b>	<b>x30 = 12.4%</b> <b>£39,880</b>

## Areas for development (2016/2017)

### Whole School

- Improve attendance figures for disadvantaged pupils through positive rewards. Identify vulnerable children with poor attendance and take action to improve
- Head, Deputy and Chair Of Governors to complete a Pupil Premium Audit to ascertain pupils' specific needs, improvements in provision and interventions and measure the impact of current ongoing actions
- Utilise the SLT and subject leaders to plan for actions that allow disadvantaged pupils to narrow gaps in the identified areas from the audit
- Provide each disadvantaged pupil with a key worker

### EYFS Baseline (1 child)

- Intervene early in EYFS to ensure that our pupils have the best possible start at Wales Primary and have a solid grasp of the basics before entering Key Stage 1

### Year 1 (0 children)

- Monitor attainment carefully, identifying potential vulnerable children and intervening to maximise outcomes

### Year 2 - Key Stage 1 (4 children)

% At EXS (exit Y1)	Reading	Writing	Mathematics
<b>Disadvantaged (4)</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>

### Year 3 (7 children)

- Increase numbers of pupils working at age related expectation, especially in Reading and Mathematics

### Year 4 (5 children)

- Improve attainment through quality wave 1 teaching and focused support
- Increase the level of attendance of disadvantaged pupils in the class
- Develop self-esteem and positive attitudes towards school

### Year 5 (3 children)

- Improve attainment through quality wave 1 teaching and focused support (100% below ARE)
- Provide focused support and intervention for multiple needs

### Key Stage 2 (4 children)

% At EXS (exit Y5)	Reading	Writing	Mathematics
Disadvantaged (4)	60%	20%	20%

- Increase attainment in Reading, Writing and Mathematics through focused support, intervention and 1:1 tuition

Proposed spending 2016 - 2017		
Areas of Development	Costs	Intended Outcomes
Release Deputy Headteacher and SENCo to work with identified, vulnerable pupils in school developing basic skills in Reading, Writing, SPaG and Mathematics skills (AMcD, CL)	£10,000  £2700	<ul style="list-style-type: none"> <li>• Y6 Reading 75%, Writing 75%, Maths 75%, SPaG 75% (3/4) at Expected Standard in line with Nat Other</li> <li>• Y2 - Y6 expected progress Reading, Writing, Maths 0+ progress of vulnerable group is better than average (0)</li> </ul> LW, CW, JE, OS (4 ch) <ul style="list-style-type: none"> <li>• Y2 Reading 75%, Writing 75%, Maths 75% (3/4) – in line with national other</li> <li>• Y2 expected progress from EYFS - Reading 100%, Writing 100%, Maths 100% (4/4) or better (ELH, LJH, LMH, LM 4 ch)</li> <li>• Better than expected progress made to narrow attainment gaps in Reading, Writing and Mathematics</li> <li>• Y1 - 0</li> <li>• Y3 – LM, MB, HD, RF, SJH, MLW, EG - 7 ch</li> <li>• Y4 - CB, CW, EF, RM, WC - 5 ch</li> <li>• Y5 – KF, LP, RN - 3 ch</li> </ul>
Subsiding trips to enrich the curriculum and provide first hand experiences (full amount) (NR, MR, KA, CLM, MG, KD, CL, GT, LH)	£2000	(whole school - 24 ch) <ul style="list-style-type: none"> <li>• 100% attendance on trips</li> <li>• Increased self-esteem and enjoyment (pupil voice survey)</li> <li>• Engagement in lessons (lesson observations and drop in evidence)</li> <li>• Pride in work – success celebrated and rewarded in school (assembly, stickers, notifications home)</li> </ul>
Residential subsidy of 50% for Y5/6 to Robinwood (LH, KM)	£500	<ul style="list-style-type: none"> <li>• Improve attendance of &gt;97% (attendance survey)</li> <li>• A rewarding experience that builds confidence and self-esteem (pupil voice)</li> <li>• Direct impact on progress in class (data analysis)</li> </ul> Year 6 (4 pupils)
Enrichment experiences provided in school (clubs, visitors) (ABr, AMcD, NR, MR, KA, CLM, MG, KD, CL, GT, LH)	£2000	(whole school - 24 ch) <ul style="list-style-type: none"> <li>• 100% attendance on trips</li> <li>• Increased self-esteem and enjoyment (pupil voice survey)</li> <li>• Engagement in lessons (lesson observations and drop in evidence)</li> <li>• Pride in work – success celebrated and rewarded in school (assembly, stickers, notifications home)</li> </ul>
ICT Resources (Apps, specific basic skills development) (MR, CL in conjunction with class teachers)	£1000	(whole school - 24 ch) <ul style="list-style-type: none"> <li>• Direct link to progress and attainment in basic skills (data analysis – positive impact on progress and attainment – an increase in the number of assessment structure statements secured)</li> <li>• Barriers identified and ICT resources used to overcome in specific intervention / support /</li> </ul>



		learning activities – evidence in planning and intervention records
TA training and development in core skills (equiv. 2 days) (EB, LM, SS, NBr, HE, SR, MH, CW, MK, KM)	£750	(whole school - 24 ch) <ul style="list-style-type: none"> <li>Initial focus on early reading skill development and questioning</li> <li>Increase in the number of times read to an adult</li> <li>Comprehension developed and improvement evidenced in Guided Reading, Teacher Assessment and Summative Assessments</li> <li>Improved Teaching and Learning – practice developed and evidenced in lesson observations, drop ins and T.O.A.P (100% Good or better)</li> </ul>
Reading recovery programme (CL, EYFS and KS1 TAs)	£3000	<ul style="list-style-type: none"> <li>90% of children make accelerated progress (+4 PM levels or &gt;6 months progress in one term)</li> <li>Improved self-confidence (pupil voice)</li> </ul> (BA, ELH, LH, LMH, LM - 5 children)
ICAN Early Talk boost –aimed at 3 and 4 year olds to support early communication and language development. ICAN evidence demonstrates that children make an average of 6 months progress over the 9 weeks of the programme - £50.00 per place		<ul style="list-style-type: none"> <li></li> </ul>
Reading wise iPad LKS2 and specific UKS2 intervention (CL and TA delivery 30 minutes daily)	£2,000	<ul style="list-style-type: none"> <li>Children to make 6 months progress (from chronological reading age) in 2 months – developing fluency, decoding, comprehension</li> <li>Direct impact on progress and attainment</li> </ul> Key Stage 2 (19 pupils)
Smaller groupings in EYFS, focused support and intervention in early basic skills (NR – EB/LM) 1 day HLTA	£3,000	<ul style="list-style-type: none"> <li>1 child to make better than expected progress from starting points to achieve GLD and expected standard in R, W, M (100%)</li> </ul> BA
Parent Liaison for counselling / supporting vulnerable children and families (PSA) (NBR and MK)	£2,000	<ul style="list-style-type: none"> <li>Support offered to vulnerable children and families</li> <li>Individual issues and barriers to learning addressed</li> <li>Parent forum to offer help and advice</li> <li>100% of vulnerable parents engaged with school</li> <li>Early help provided to support if necessary to remove barriers and issues at home</li> <li>Positive impact on children’s attendance (% improvement measured half termly)</li> <li>Positive comments from parents about the level of support and information received to benefit their children (parent view)</li> </ul> Whole school (24 pupils)
Parenting Skills programme for identified parents (CL + MK + HELEN GILL)	£3000	<ul style="list-style-type: none"> <li>Improve links with vulnerable families</li> <li>Engage families in school life</li> <li>Positive outcomes for families</li> <li>Pupils’ attendance 97% or better</li> <li>Parents supporting children at home with homework (monitored through class teachers)</li> </ul> Whole school – 24 pupils
Homework Club and access to ICT and adult support (CL + LH)	£1000	<ul style="list-style-type: none"> <li>Identified vulnerable children in KS2 (19 children) attend homework club 100% each week</li> <li>Homework monitored by class teachers – completed or not</li> <li>Direct link to progress and attainment</li> <li>Children happy in school (pupil voice)</li> </ul>
Attendance rewards to promote positive attendance – whole class, 98%+ for half term and 100% per term rewards	£500	<ul style="list-style-type: none"> <li>Meet attendance target of 95%+ for vulnerable children</li> <li>Increase in the number of children achieving</li> </ul>

(New procedures and protocols for poor attendance / term time holidays) (ABr + AMcD)		attendance of 98%+ and 100%+ • Children enjoy coming to school (pupil voice) (Whole school 24 children)
Vulnerable children swimming session (CS + LH)	£300	(Whole school 24 children) • Increased self-confidence and self-esteem • Badges and rewards • 100% attendance from vulnerable pupils • Developing a life skill
Specific SMSA employed to monitor and engage vulnerable children (SSt)	£2300	• Monitor vulnerable children and intervene if necessary by engaging in positive play • Reduced number of incidents at lunchtimes

**Further Strategies without cost to school**

1:1 Tuition for Y6 pupils (All staff)	£0	• 100% expected progress made with a progress measure of >0
Specialist teacher for Y6 Maths and Reading comprehension groups (ABr – 1 morning per week)	£0	• Y6 Reading 75%, Writing 75%, Maths 75%, SPaG 75% (3/4) at expected standard LW, JE, CW, OS

<b>Proposed PPG received</b>	<b>£39,880</b>
<b>Planned Spending Total</b>	<b>£ 36,050</b>

<b>Contingency fund</b>	<b>£3830</b>	• Future projects / interventions • New children coming in to school • Issues arising mid-year (additional needs)
<b>Carry forward from 2014-2015</b>	<b>£0</b>	
<b>REMAINING PPG</b>	<b>£3830</b>	