



Year	Number of Pupil Premium Children Currently on Roll	Pupil Premium Allocation
Academic Year 2017-2018	142 Pupils Reception – Year 6	£185,700 2017/18 actual £ 1,556 Early Years Pupil Premium Total budgeted planned expenditure £243,065 School contributed an additional £55,809 to date on top of PP Funding

CURRENT ATTAINMENT				
Results of Statutory Assessment – Summer 2017	Pupils eligible for PP (school)	Pupils NOT eligible for PP (2016 national average)	Difference (school vs national other)	National Difference 2016
Percentage of pupils achieving a good level of development (GLD) at the end of the Early Years Foundation Stage	58%	72%	-14%	-14%
Percentage of Year 1 pupils achieving the expected standard in the phonics screening check	75%	83%	-8%	-13%
Percentage of pupils achieving the expected standard in the phonics check by the end of Year 2	94%	93%	+1%	-7%

Results of Statutory Assessment – Summer 2017		Pupils eligible for PP (school)	Pupils NOT eligible for PP (2016 national average)	Difference (school vs national other)	National Difference 2016
Key Stage 1 73 pupils	Percentage of pupils achieving the expected standard in reading	63%	78%	-15%	-16%
	Percentage of pupils achieving the expected standard in writing	44%	70%	-26%	-17%
	Percentage of pupils achieving the expected standard in mathematics	69%	77%	-8%	-17%
Key Stage 2 72 pupils	Percentage of pupils achieving the expected standard in reading	95%	71%	+24%	-18%
	Percentage of pupils achieving the expected standard in writing	76%	79%	-3%	-15%
	Percentage of pupils achieving the expected standard in mathematics	95%	75%	+20%	-18%
	Percentage of pupils achieving the expected standard in reading, writing and mathematics combined	71%	60%	+11%	-21%
Barriers to Future Attainment (for pupils eligible for PP including high ability)					

The main barriers to educational achievement that impact on our children fall into six main categories and these are:

- Physical and material disadvantage including in some instances poor housing and severe poverty
- Low aspirations and expectations from home
- Limited exposure to an enriched language environment
- Lack of exposure to varied life experiences
- Poor emotional resilience and self-regulation skills
- Poor attendance rates for pupils that are eligible for PP (attendance rates for 2016/17 for PP was 91.23% which is below the national target for all children of 96.1%)

The Pupil Premium Grant provides funding for pupils who are entitled to Free School Meals at the current time, or have been entitled to Free School Meals over the previous six years. The aim of the grant is to improve outcomes for these children because research has shown that they tend to underachieve in relation to other groups of learners. Pupil Premium funding has been introduced to tackle disadvantage and to raise attainment. It is for schools to decide how the grant should be spent to support these pupils as they are best placed to assess what additional provision should be made for their pupils and they are in a good position to address any inequalities.

Strategy / Intervention	Amount	Action	Success Criteria	Monitoring	Impact
Leadership strategies across the school (Pupil Premium champion)	£89,795	Ensure that the provision for all PP children pupils meets their individual needs.	All staff know exactly who their PP pupils are, what their barriers are and what is / needs to be done to support them. Appropriate interventions are taught that address gaps. There is a termly improvement in PP children's progress. PP children achieve their targets.	Case Studies Provision map End of term data Pupil data analysis Pupil progress meetings	<u>Leadership Strategies</u> In Autumn 2017 it was reported through an external review that we make good use of our PP Funding and that it is used appropriately. IMPACT It was reported that teachers know their PP pupils well and were seen to be targeting them in classes across the school. It was reported that the school's provision mapping is detailed and its format enables easy reporting on interventions provided. As an outcome of the review, our PP Policy was updated in Spring 2018 to take account of recommendations from the review.
Leading Practitioners		Identify all PP children and ensure that adults teaching them know who they are and what they need to be able to achieve well. Monitor the quality of provision of intervention.			
		CPD for English and Maths to include a focus on raising attainment.	Teachers and support staff have a focus which relates to the School Improvement Plan as to how they are an integral part of improving life chances for all pupils.		

				<p>The percentage for children in receipt of PP was above that of National 2017 which was 48%.</p> <p>2018 (not including compensatory marks)</p> <table border="1"> <thead> <tr> <th>KS2 EXS</th> <th>PP</th> <th>Not PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Comb</td> <td>67%</td> <td>91%</td> <td>24%</td> </tr> <tr> <td>Reading</td> <td>85%</td> <td>96%</td> <td>-12%</td> </tr> <tr> <td>Writing</td> <td>79%</td> <td>91%</td> <td>-12%</td> </tr> <tr> <td>Maths</td> <td>79%</td> <td>91%</td> <td>-12%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>KS2 GDS</th> <th>PP</th> <th>Not PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>54%</td> <td>-17%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>27%</td> <td>-12%</td> </tr> <tr> <td>Maths</td> <td>30%</td> <td>46%</td> <td>-16%</td> </tr> </tbody> </table> <p>Year 2 Boys' Writing Club Impact: the 5 PP boys who attended, 3 met their writing target and 2 exceeded their writing target. Teachers reported that boys who attended the club had developed an increased enjoyment in writing and were more enthusiastic and keen to make progress.</p> <p>Year 2 Secret Writers' Club Impact: 8 PP children attended – 4 made expected progress and 3 made accelerated progress. 1 child did not make expected progress due to reasons of which school are aware.</p>	KS2 EXS	PP	Not PP	Gap	Comb	67%	91%	24%	Reading	85%	96%	-12%	Writing	79%	91%	-12%	Maths	79%	91%	-12%	KS2 GDS	PP	Not PP	Gap	Reading	36%	54%	-17%	Writing	15%	27%	-12%	Maths	30%	46%	-16%
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	Teach, assess and monitor progress of Key Marginal PiXL groups in English or Maths.	Key Marginal PP pupils achieve end of year expectation.	PiXL Monitoring Meetings with PiXL Associate	<p>In Autumn 2017 11/46 (24%) of pupils taking part in the PiXL groups for English or Maths are in receipt of PP. This continued into the spring and first half of summer 2018.</p> <p>Year 6 PiXL Impact: End of KS2 Test Data</p> <p>Reading: 25 pupils who took part in PiXL and 22 achieved EXS – 88%. 7 pupils were in receipt of PP and 5 of these children achieved EXS.</p> <p>Greater Depth Writing: In the PiXL Greater Depth Writing group, 19/24 pupils 79% achieved GD. 4 GD pupils were in receipt of PP and all 4 achieved GD - 100%.</p> <p>Writing SPaG: 22 pupils took part. 20/22 achieved at least EXS – 91%. 7 pupils were in receipt of PP and all 7 achieved at least EXS.</p>																																				

					<p>Maths: 23 children took part in PiXL Maths and all 23 achieved at least EXS – 100%.</p> <p>Year 5 PiXL Impact: Summer Data Work was done across summer 2 with all more able children (based on KS1 results) in receipt of PP in year 5 achieved 5 EXS and one GD in reading. In writing, all pupils achieved EXS and two at GD. In maths, all achieved EXS and one at GD - based on class teacher assessment. The pupils did make at least expected progress across the year and most who achieved EXS are at the point of achieving GD. They will be targeted in autumn term 2018. A sound foundation has been set and these PP children are 'Y6 ready'.</p>
		Use assessment to analyse the progress of PP children.	All teaching staff are aware of data outcomes each term, where the gaps are and what needs to be put in place next for PP children.	Pupil Asset PPMs between LPs and Teachers	<p>External PP Review – Autumn 2017: It was reported that teachers knew their PP pupils well and that that the pupils were well supported. See PP Review December 2017.</p> <p>November 2017: Pupil Premium Champion scheme in place to raise confidence and aspiration for year group where the gap between PP and non PP was widest.</p> <p>In Spring 2018 Feedback from 'PP Champions' was very positive and sessions were going well.</p> <p>Impact: Summer 2018 - All Y3 PP pupils who took part made expected progress.</p>
Pupil Premium / PiXL Teacher		Accelerate progress for more able PP children through Growth Mindset, coaching dialogue and feedback on work, children taking control of next steps in their learning.	More able PP children make at least expected progress.	Pupil Voice Pupil Books End of term data	<p>Autumn 2017: Scrutiny of Pupil Books showed that pupils responded well to teacher dialogue and were engaged in the marking process.</p> <p>Introduction of 'Hop, Skip and Jump' in Maths enabled children to aim for the progress and attainment they feel they can make in a lesson and therefore accelerate their personal progress.</p> <p>Specified teacher worked with more able Y5 pupils, although this was not possible in spring 2018 due to Y6 Mock SATs.</p> <p>The impact is that all more able children (based on KS1 results) in receipt of PP in year 5 achieved 5 EXS and one GD in reading. In writing, all pupils achieved EXS and two at GD. In maths, all achieved EXS and one at GD - based on class teacher assessment. The pupils did make at least expected progress across the year and most who achieved</p>

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		Teach, assess and monitor progress of PiXL groups in Reading.	PP pupils achieve end of Key Stage expectation in Reading.	Teaching of PiXL Key Marginal pupils in Reading PiXL Monitoring Meetings with PiXL Associate	Autumn 2017: 4/12 Pupils taking part in the Reading PiXL group working with specific teacher are in receipt of PP. Spring 2018: The majority of pupils taking part in the Reading PiXL group were on track to achieve expected standard in summer 2018. Summer 2018 – Impact 91% of pupils taking part in PiXL Reading achieved EXS in reading based on teacher assessment. 9 pupils achieved GDS. Some of these came from a low starting point.
Overcoming Social and Emotional barriers to learning	£35,500	Nurture provision providing behaviour support and social and emotional learning. Monitoring of behaviour on SIMS and implementation of strategies to reduce the number of incidents poor behaviour choices.	Raising access to learning and attainment Reduction in incidents of poor behaviour choices.	Progress on behaviour reported to Governors via Learning & Attainment committee Pupil progress and closing of the gap	Across the year percentages of incidents involving PP children are lower than those not in receipt of PP. A small percentage of PP children received internal or external exclusions. See Behaviour report. As an outcome of recommendation for a simpler behaviour system, a new, simpler behaviour system was introduced and has been successful.
Contribution to Midday Supervision team	£11,500	HLTA for Behaviour PE TA employed to provide targeted support and additional care and guidance in the KS1 and 2 playgrounds at lunchtime.	Children have structured play at lunchtimes and so there are less incidents of poor behaviour and children return to afternoon school settled and ready to learn.	HLTA for Behaviour – monitor through 'Behaviour Forms'. Analysis of behaviour incidents. PE TA	Across the year all children have had access to structured break times and clubs to support them during break times. Spring 2018: Published author worked with more able PP pupils. Summer 2018: Architype worked with art group (PP and G&T) to create an art installation for the new school site. PP children attended a university taster day at Kingston University. The impact of the above is: 1 the children have had the opportunity to work with a professional author and improve their creative writing skills. They have an insight to how an author earns a living from writing. 2 that children have had the opportunity to work with an architect and see the work they do, visit the site where their art work will be placed – a visit to the site will also be made in the autumn term. 2 that children have had an introduction to university and the thought is placed with them that they may choose this path in the future.
Overcoming cognitive	£63,045	Provide Precision Teaching to lower	All PP children targeted for the	Observations and	Impact: All PP pupils achieved their Precision Teaching

barriers to learning		attaining pupils.	Precision Teaching intervention make accelerated progress. Interventions are brought back into the classroom and gaps are swiftly closed in lessons.	performance management Book scrutiny Impact of interventions monitored by SLT. Evidence taken from attainment and progress data. Impact of interventions is fed back to governors Embed skills of staff delivering Precision Teaching through monitoring and training Ind Pupil Monitoring Sheets	targets. Key gaps have been addressed which enables children to access the curriculum successfully. Precision Teaching is very successful and staff involved take ownership of the work and the children's progress.
Access to learning and enrichment Raising aspirations	£3,200	Lunchtime Home Learning Club	Home Learning activities can be completed in school to support pupils who find it difficult to complete activities at home.	Register of pupils attending Home Learning Club.	Home Learning Club has been well attended with teachers targeting pupils and some pupils choosing to attend. Autumn 2017: There were 507 individual attendances at Home Learning Club over the Autumn Term. 372 (73%) attendances were made by children in receipt of PP. Spring 2018: There were 489 individual attendances at Home Learning Club over the Spring Term. 337 (69%) attendances were made by children in receipt of PP. Summer 2018: There were 473 individual attendances at Home Learning Club over the Summer Term. 289 (61%) attendances were made by children in receipt of PP. This shows that children make good use of the facilities in Home Learning Club. PP pupils are known by their teachers and are encouraged to attend, therefore those children who have attended have been able to complete their Home Learning in line with their peers.
		Before, after school and in school enrichment clubs	Pupils are motivated to attend school Pupils enrich their breadth of learning	Register of pupils attending clubs. Attendance records	Autumn 2017 Analysis of attendance at clubs shows that the large majority of disadvantaged pupils have attended at least one enrichment club. Those who have not yet accessed a club will be targeted / encouraged /followed up with parents in Spring and Summer. Spring 2018 :

					<p>PP audit for sports club places completed so that all pupils are identified.</p> <p>PP pupils who have not applied for places are encouraged to take up a place.</p> <p>Summer 2018:</p> <p>PP children who had not attended a club were invited to take part in a fencing club.</p> <p>The impact over the year has been that PP children have taken opportunities to take part in enrichment activities and explore new sports and activities that they may not have considered before.</p>
		<p>Careers Week January 2018</p> <p>To help children think about what is on offer to them as future ways of making a living - increase economic wellbeing.</p>	<p>Pupils engage with speakers.</p> <p>Pupils can talk about what they think they would like to do in the future and are aware that there are many ways to earn a good living.</p> <p>Raising of aspirations for disadvantaged pupils.</p>	<p>Pupil responses and discussion</p> <p>Thank you letters</p>	<p>Spring 2018</p> <p>Careers week was a great success with pupils showing great enthusiasm for thinking about their aspirations. A whole school Careers Day was held with children taking part from Nursery to Year 6.</p> <p>Impact: All children given the opportunity to consider future careers / work and how they may plan for their own future economic wellbeing.</p>
Securing full entitlement of PP Funding for those eligible	£6,700	Contribution towards office admin for pupil premium and FSM eligibility. Membership of LA FSM checking Hub. General reports and letters	Ensure that children entitled to PP funding and/or FSM are claiming and benefiting from the funding.	Office records/meetings Reporting data to SLT and Governors via Resources Committee	<p>Pupil Premium Review December 2017:</p> <p>It was reported that the school make good use of the PP Funding and use it appropriately.</p> <p>The impact of this is that PP children are able to learn to the best of their ability and also have opportunities to take part in a range of enrichment activities.</p>
Therapeutic intervention to overcome barriers to learning	£6,825	Play Therapist - Nurture provision to overcome social and emotional barriers.	Improving social, emotional and mental health.	Observations and reports to DHT Feedback to parents	<p>External PP Review – Autumn 2017:</p> <p>Reported that good use is made of the Family Support Worker and Play Therapist and that support is targeted.</p> <p>The impact has been that children have access to a range of resources to enable them to overcome any social and emotional barriers.</p>
	£6,000	Child and Family Support Worker - Support for pupils and families	Support provided for children and their families who are in need and to enable best outcomes for them.	Observations and reports DHT Feedback to and from parents	<p>External PP Review – Autumn 2017:</p> <p>Reported that good use is made of the Family Support Worker and Play Therapist and that support is targeted.</p> <p>The impact has been that families are well supported and in turn work in partnership with the school – this benefits the children and supports them educationally, socially and mentally.</p>
Use of third party professionals to raise attainment and inspire pupils	£16,000	Support specifically identified and targeted for pupils Published author – Writing workshops Autumn 2017. Mural artist.	<p>Improve attainment in writing through work with a published author.</p> <p>Raise aspirations for more able disadvantaged pupils.</p> <p>Inspire artistic talent in pupils.</p>	<p>Data reviews – termly and end of year</p> <p>Pupil progress meetings</p> <p>Pupil Voice</p>	<p>Spring 2018: Published author worked with more able PP pupils.</p> <p>Summer 2018:</p> <p>Archetype worked with art group (PP and G&T) to create an art installation for the new school site.</p> <p>PP children attended a university taster day at Kingston</p>

				interviews Spring 2018	University. The impact of the above is: -the children have had the opportunity to work with a professional author and develop their creative writing skills. They also now have an insight to how an author earns a living from writing. -that children have had the opportunity to work with an architect and see the work they do, visit the site where their art work will be placed – a visit to the site will also be made in the autumn term. -that children have had an introduction to university and the thought is placed with them that they may choose this path in the future.
Access to enrichment for disadvantaged pupils	£1,300	To ensure the benefit of residential visits is provided to children in receipt of FSM – PP funding used to pay part of the cost of the residential trip.	Equal opportunities for disadvantaged pupils in receipt of FSM to take part in the year 6 school journey.	Children in receipt of FSM attend the school residential trip if they wish to – reported to Governors termly	Autumn 2017: All PP pupils who wanted to attend the school journey to PGL were able to go. The impact of this is that children were able to join their peers on an event they will always remember and also have the opportunity to gain independence and take part in a range of adventurous activities.
Access to PE Curriculum	£1,000	Pupils learn about risk and water safety and learn to swim.	Pupils able to swim and are more confident and safe in and around water increases.	Monitoring by PE Coordinator	Spring 2018: Year 5 pupils who had not yet achieved expected swimming standard received 10 swimming lessons in order to boost their skills. Summer 2018: Year 6 pupils who had not yet achieved expected swimming standard received a week of booster swimming lessons.

<p>Improve pupil/ adult ratio for disadvantaged pupils in Early Years</p>	<p>£2,200</p>	<p>Pupils in Early Years have adequate adult support to make expected progress.</p>	<p>Gaps diminish in prime areas in CLL</p>	<p>Case Studies Pupil data analysis Pupil progress meetings</p>	<p>EYFS – an extra adult employed to ensure adequate adult support for our youngest pupils. Nursery 2 2017 – 2018: based on 4 children in receipt of EYPP.</p> <table border="1" data-bbox="1541 220 1944 427"> <thead> <tr> <th></th> <th>EYPP</th> <th>Not PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>39%</td> <td>-14%</td> </tr> <tr> <td>Writing</td> <td>75%</td> <td>68%</td> <td>+7%</td> </tr> <tr> <td>Number</td> <td>0%</td> <td>21%</td> <td>-21%</td> </tr> <tr> <td>Sh,Sp,M</td> <td>0%</td> <td>39%</td> <td>-39%</td> </tr> </tbody> </table> <p>EYPP outcomes exceeded non EYPP in Writing. For Reading, Number and Shapes, Space and Measures the 4 children achieved below non EYPP. No child in receipt of EYPP achieved expected standard of 40-50emg Number or Shapes, Space and Measure. The children will be targeted in Reception.</p> <p>Reception 2017 - 2018 Summer 2018</p> <table border="1" data-bbox="1541 692 1944 932"> <thead> <tr> <th></th> <th>EYPP</th> <th>Not PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>67%</td> <td>78%</td> <td>-11%</td> </tr> <tr> <td>Reading</td> <td>83%</td> <td>87%</td> <td>-4%</td> </tr> <tr> <td>Writing</td> <td>67%</td> <td>82%</td> <td>-15%</td> </tr> <tr> <td>Number</td> <td>83%</td> <td>90%</td> <td>-7%</td> </tr> <tr> <td>Sh,Sp,M</td> <td>83%</td> <td>87%</td> <td>-4%</td> </tr> </tbody> </table> <p>EYPP attainment at end of EYFS was 11% below non PP in GLD. In Reading there was a gap of -4%, Writing -15%, Number, -7% and Shapes, Space and Measure -4%. Target areas for Y1 2018-2019 will be Writing and Number.</p>		EYPP	Not PP	Gap	Reading	25%	39%	-14%	Writing	75%	68%	+7%	Number	0%	21%	-21%	Sh,Sp,M	0%	39%	-39%		EYPP	Not PP	Gap	GLD	67%	78%	-11%	Reading	83%	87%	-4%	Writing	67%	82%	-15%	Number	83%	90%	-7%	Sh,Sp,M	83%	87%	-4%
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