

Pupil Premium Impact Statement 2017-18

Success Criteria

1. Attendance and punctuality rates will improve to be broadly in line with national attendance figures. The number of pupils who are repeatedly late will diminish to no more than 2% of families with more than 10 late marks in any one half term.

Summary

The new Attendance Officer started her role in the Spring term 2017 and has received training from the borough to develop and carry out systems and procedures for monitoring attendance effectively.

Pupil Premium attendance for the year was 91.8% which is below National expectations of 96%. Borough Inspectors indicate that changing the culture of attendance within a school takes time.

There are 8 pupils which equates to 2.4%% of families who are repeatedly late (more than 10 late marks per half)

2. Children to approach and overcome challenges to a positive way. They choose and attempt challenging activities, with fewer supported interventions needed, as evidenced in work scrutinies.

Summary

Pupils are given challenges within lessons, e.g. staff are using supplement materials such as NRich and White Rose Hub to challenge and extend pupils in maths.

3. Children respond positively to support, have a positive attitude towards and a 'can do' attitude that is evidenced in increasing independence through work scrutinies.

Summary

Aspiration is one of our 3 values and there have been a number of assemblies about perseverance and determination with the tag line "I can't do it... yet!" Pupils are challenged in lessons which have been observed in learning walks across the school by the senior leadership team and middle leaders. In recent Teaching and learning reviews from the borough the use of support staff within the classroom has been positive and shows impact.

4. Children make good progress, at least in line with national and with each full cohort in school, in writing, as well as the spelling, punctuation and grammar test at end of year 6.

Summary

Y6 Pupil Premium (11 pupils)

Writing Progress Scores

School Disadvantaged -1.05

School all -1.04

School other -1.03

They are all in line with each other so there is no significant gaps.

Spelling, Grammar and Punctuation Attainment ARE+

<i>School Disadvantaged</i>	<i>45% (none of these pupils achieved higher standard)</i>
<i>School all</i>	<i>74% (-29%)</i>
<i>School other</i>	<i>80% (-35%)</i>
<i>National Disadvantaged</i>	<i>82% (-37%)</i>

There are significant gaps with the schools data for disadvantaged compared to all, other and National Disadvantaged benchmark. There are no progress measures for EGPS. Who were the PP children in Y[^] last year? Were they SEND as well, travellers?

5. Children make good progress, at least in line nationally and with each full cohort in school, in maths.

Summary

Y6 Pupil Premium (11 pupils)

KS2 Maths Progress

School disadvantaged +3.08

National Average for Non- disadvantaged pupils +0.28

School is well above the National for No- disadvantaged