



## Pupil Premium Impact Report

September 2017 – July 2018

### School Context:

Number of pupils on roll	Total number of pupils registered for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC) or post LAC	Number of Service Children
464	54	28	26	46	2	6

Number of pupil premium pupils who speak English as an additional language:	6
Number of pupil premium pupils who are listed on the special needs register:	7
Proportion of high attaining pupil premium pupils in KS1:	2
Proportion of high attaining pupil premium pupils in KS2:	7
Percentage attendance of pupil premium pupils last academic year (2016-17):	96.2% (Whole School Attendance: 97.2%)
Estimated Funding:	To 31/03/18: £34, 661 Estimated for the 2017-18 academic year: <b>£59, 419</b>
Dates of next internal reviews of this strategy:	January 2018 March 2018 July 2018

### Breakdown of Pupil Premium Needs

Year Group	Number of Pupil Premium Pupils	Needs
EYFS	6 FSM	
Year 1	3 FSM	meeting expected standard in reading and writing
Year 2	7 FSM (inc. 1 SEN)	meeting expected standard in reading, writing and maths 2 higher ability disadvantaged
Year 3	4 FSM + 1 Service	meeting expected standard in reading and writing 1 higher ability disadvantaged
Year 4	10 FSM (inc. 1 SEN & 1 EHCP) + 2 Service	meeting expected standard in reading, writing and maths particularly low rate of progress in writing 1 higher ability disadvantaged
Year 5	9 FSM + 2 Service + 2 LAC	2 with SEMH needs meeting expected standard in reading and writing 3 higher ability disadvantaged
Year 6	7 FSM (inc. 1 SEN & 1 EHCP) + 1 Service	meeting expected standard in reading, writing and maths 2 higher ability disadvantaged

### Summary of Barriers to Educational Achievement for Eligible Pupils:

- lower on-entry attainment in EYFS and Year 1;
- attainment gap in reading and writing in all year groups;
- rates of progress in Maths are lower than that of their peers;
- ensuring higher ability children are supported to make good progress and develop an awareness of the opportunities available to them;
- some pupils have social and emotional difficulties which affect their readiness to learn;
- some pupils have low levels of resilience and self-efficacy.

### Summary and Explanation of Approach:

Our main strategy for increasing the attainment of disadvantaged pupils is to ensure high quality teaching and outcomes across our broad and balanced curriculum, in all year groups. Excellent teaching has been shown to have a significant impact on the progress of disadvantaged pupils. Therefore, school leaders are using our recently revised Teaching and Learning policy, in particular our agreed list of non-negotiables for teaching, learning and assessment, to ensure that the provision for all pupils meets the school's expectations. Through performance management, teachers are held accountable for the progress of their disadvantaged pupils, and have been set targets that include tackling barriers to learning for disadvantaged pupils. Where resources are not felt to meet the needs of disadvantaged pupils (for example in phonically-decodable guided reading materials in EYFS and Key Stage One), the grant has been used to buy more suitable resources. All the priorities on our school's single plan for 2017-18 aim to positively impact on disadvantaged pupils: improving progress in writing, refining provision for pupils with SEMHD, increasing the percentage in EYFS achieving a good level of development, and ensuring good outcomes across our broad and balanced curriculum.

For pupils who require additional academic intervention and support, we are using the pupil premium grant to fund staffing costs for interventions. Some of these will be led by team leaders, and others by teaching assistants. The quality of these interventions and pupil outcomes are regularly monitored to ensure pupils are making good progress, and interventions are chosen from evidence-based evaluations. They include First Class at Number & Writing, Direct Phonics, Success at Arithmetic, EAL pre-teaching groups and Reading Inference. The outcomes and progress of higher ability disadvantaged pupils are regularly monitored by the deputy headteacher, who works with team leaders and teachers to ensure their needs are met. We also work within the Ely Schools' Partnership to provide opportunities for higher ability disadvantaged pupils across local schools.

Improving access to opportunities is also an important aspect of our strategy. For the small number of disadvantaged pupils whose social and emotional difficulties create a barrier to learning, we are funding training, support and classroom release time to develop new personal plans. This follows our whole staff 'Step On' training on the therapeutic model of promoting pro-social behaviours, and creating risk management plans for high needs children. We also fund school residential trips in Years 4 and 6, as well as school club fees and individual musical instrument tuition. The take-up and impact of this funding is recorded in the pupil premium budget.

### Priorities for 2017-18:

- Increase the percentage of PP pupils working at the expected standard in reading in all year groups, and particularly in Year 2 and 6.
- Increase the percentage of PP pupils working at the expected standard in writing in all year groups.
- Increase the percentage of PP pupils working at the expected standard in maths in Year 2, 4 and 6 (2017-18).
- Increase the number of PP pupils working at greater depth in writing and maths.
- Develop the target setting for interventions with a greater emphasis on impacting outcomes in the classroom.
- Continue providing support for the 4 PP pupils in Year 2 to pass the phonics screening check.

### Overall Evaluation of the Pupil Premium Plan 2017-18:

The priorities identified following last year's pupil premium review were to:

- Increase the percentage of PP pupils working at the expected standard in reading in all year groups, and particularly in Year 2 and 6.  
**Tracking the same cohorts of pupils over the past twelve months, there has been an increase in the percentage of PP pupils working at the expected standard in reading, who are currently in Years 1, 2, 4, 5 and 6. Therefore with the exception of Year 3, this target has been achieved.**
- Increase the percentage of PP pupils working at the expected standard in writing in all year groups.  
**Tracking the same cohorts of pupils over the past twelve months, there has been an increase in the percentage of PP pupils working at the expected standard in writing, who are currently in Years 4, 5 and 6. Therefore this target has been partially achieved.**
- Increase the percentage of PP pupils working at the expected standard in maths in Year 2, 4 and 6 (2017-18).  
**The PP pupil cohort now ending Year 2 shows an increase in the percentage at the expected standard in maths, and at greater depth, than the same group 12 months ago. There has also been an increase in the percentage of PP children achieving the expected standard in maths in Year 6. In Year 4, there has been a decrease by one child, although this pupil has documented wider needs and is now accessing specialist support. Therefore this target has been broadly achieved.**
- Increase the number of PP pupils working at greater depth in writing and maths.  
**There has been an increase in the percentage of PP pupils working at greater depth in Year 2 and Year 6\* (based on the same pupils from last year). \*Taking a scaled score of 110+ as greater depth. This target has been achieved.**
- Develop the target setting for interventions with a greater emphasis on impacting outcomes in the classroom.  
**Interventions have been intensively reviewed each term, including through governor monitoring visits. Reviews of provision maps and information collated on the Pupil Premium Tracking Grid shows that improvements have been**

**made but this is not consistent across the school. This is an ongoing target and the organisation of TAs and interventions has been re-designed to continue to improve this.**

- Continue providing support for the 4 PP pupils in Year 2 to pass the phonics screening check.  
**A significant level of support has been provided for these pupils, but only 1 of the 4 passed the phonics re-take in Year 2. Speech and language needs for the other pupils has been provided and will continue. Therefore this has been a priority as intended, but with partial impact in terms of phonics check results for this group. There is evidence that demonstrates KS1 phonics teaching has been adapted to meet the needs of pupils, with a focus on detailed regular assessments and precision teaching to target gaps in knowledge. The impact of this approach has been that 100% of Year 1 pupil premium pupils passed the phonics screening check this year.**

Assessment results for the end of Key Stage One show that the small number of higher ability disadvantaged pupils can access additional support and achieve highly (2 PP pupils achieved greater depth in RWM combined). The group of pupil premium pupils who were at Ely St John's for the end of KS1, maintained the same percentage (80%) achieving the expected standard at KS2 as were at KS1 in reading and maths. In writing, the percentage of these pupils achieving the expected standard increased from 60% of the group at KS1 to 80% of the group at KS2. In year data shows the impact of the focus on quality first teaching, particularly as children reach the upper years at KS2: groups of PP pupils identified last year have made greater progress than other pupils in reading, writing and maths in Year 5 and 6.

Work with the Ely Schools' Partnership Pupil Premium Focus Group has continued to be very successful, and has enabled partner schools to share ideas and develop practice together. The joint monitoring undertaken has also been beneficial in raising expectations of progress and sharing the most effective strategies. The most effective additional interventions over this year have been: precision teaching, bespoke interventions run by phase leaders for children, small group Numicon intervention for Maths (groups of 2 pupils), 1:1 pastoral support (e.g. chat time), Lego Therapy, additional technical grammar lessons for groups, Reading Inference interventions, and the Every Child Counts suite of interventions from Edge Hill University. Other areas of the approach, which supported children's access to extra-curricular clubs, instrument lessons and residential trips have helped to keep participation levels high.

To best match the provision for pupil premium pupils to their needs, all teachers have been involved in collating information on pupils' wellbeing and academic needs. This is contained in a report held by the school and is being used to further tailor and target the provision funded by the pupil premium grant for 2018-19. The main areas of need are identified as including: precision teaching for basic skills in the EYFS and Year 1; improving learning characteristics, including organisation, resilience and increasing self-expectations; wellbeing; and additional support and guidance from an adult to master key skills in lessons and regular practice of reading, spelling and fluency of number facts.

#### **Suggested priorities for 2018-19:**

- Continue to improve quality first teaching for all, using the three-phase approach to English teaching (developing the impact of the second phase in particular), strategy-based guided reading teaching for comprehension skills, and the maths mastery approach.
- Facilitate greater understanding and links between evidence-based interventions and class teaching, so that monitoring shows class teaching builds on the strategies, scaffolds and models used by pupils within interventions.
- Support the wellbeing needs of disadvantaged pupils, and provide support for them to develop good characteristics of learning and to take account of contextualised safeguarding.
- Ensure that the small number of higher ability disadvantaged pupils entering KS2 continue to make good progress and build on their skills.
- Increasing the progress of pupil premium pupils in reading, writing and maths in next year's Year 3, 4 and 5 (2018-19).
- Provide in-class and extra support for the PP pupils in next year's Year 6 (2018-19), so that their combined KS2 progress score is at least in-line with all pupils nationally (pupils at risk of not making expected progress from KS1 have been highlighted on internal tracking documents).

## How we spent our pupil premium grant for the 2017-18 academic year, and the impact:

Item/Project	Cost	Desired Outcomes	How impact will be measured
To fund Deputy Headteacher dedicated release time for Pupil Premium: 1 day a week	£9, 600	To ensure the school spends pupil premium grant effectively, and to run interventions and targeted support: including <i>Success at Arithmetic for Year 5/6 Pupils</i>	The pupil premium grant is used to improve attainment for disadvantaged pupils (termly in-school assessment information)

### Impact:

This funding has allowed the Deputy Headteacher to carry out:

- analysis of summative assessment information each term for pupil premium pupils
- reviews of the impact of interventions each term
- monitoring of the standards and progress of pupil premium pupils in their ongoing work
- collaboration with other schools in the Ely Schools Partnership, joint-chairing termly meetings of the Pupil Premium Focus Group
- meetings with pupil premium linked governors (Resources and Standards committees) to review the effectiveness of the school's decisions to spend the pupil premium grant effectively

A separate document, 'Pupil Premium Tracking Grid' details the attainment, progress, support, spend and impact for each individual in receipt of pupil premium funding.

### Assessment Information Headlines:

- In the EYFS, 3/5 PP pupils (60%) achieved GLD, achieving at least the expected standard in reading, writing, number and shape, space and measures. 79% of other children achieved GLD.
- In Year 1, 3/3 PP pupils (100%) passed the phonics screening check. 91% of other children passed the phonics screening.
- By the end of Year 2, 4/7 PP pupils (57%) had passed the phonics screening check. 96% of other children had passed the phonics screening by the end of Year 2.

### KS1 & KS2 Attainment:

Subject	Pupil Premium KS1 2018 (7 pupils)	Non Pupil Premium KS1 2018 (53 pupils)	Pupil Premium KS2 2018 (8 pupils)	Non Pupil Premium KS2 2018 (50 pupils)
Reading	Below ARE: 57% At ARE: 14% Above ARE: 29%	Below ARE: 15% At ARE: 55% Above ARE: 30%	Achieved Expected Standard: 63%	Achieved Expected Standard: 72%
Writing	Below ARE: 57% At ARE: 14% Above ARE: 29%	Below ARE: 19% At ARE: 64% Above ARE: 17%	Below ARE: 37% At ARE: 63% Above ARE: 0%	Below ARE: 16% At ARE: 68% Above ARE: 16%
GPVS	N/A	N/A	Achieved Expected Standard: 50%	Achieved Expected Standard: 82%
Maths	Below ARE: 71% At ARE: 0% Above ARE: 29%	Below ARE: 12% At ARE: 60% Above ARE: 28%	Achieved Expected Standard: 63%	Achieved Expected Standard: 74%
Science	Achieved Expected Standard: 43%	Achieved Expected Standard: 92%	Achieved Expected Standard: 75%	Achieved Expected Standard: 92%

ARE = Age-Related Expectations (i.e. achieving expected standard)

### Attainment and Progress in Year 1-6 (ref. numbers of PP pupils in each cohort on page 1):

Percentage at expected standard or above and, in brackets, average points progress (whole year)

#### Reading

Year	1	2	3	4	5	6
Pupil Premium	100% (+3.3*)	43% (+2.3)	20% (+2.4)	33% (+2.4)	69% (+3.1)	63% (+3.5)
Non Pupil Premium	93% (+2.4*)	85% (+2.9)	77% (+2.8)	75% (+2.9)	83% (+2.9)	80% (+3.1)

\*Since Autumn 2017

**Writing**

Year	1	2	3	4	5	6
<b>Pupil Premium</b>	33% (+3.3*)	43% (+2.0)	20% (+2.0)	17% (+1.8)	77% (+3.5)	63% (+4.0)
<b>Non Pupil Premium</b>	82% (+2.1*)	81% (+3.0)	74% (+2.8)	56% (+2.7)	65% (+3.0)	84% (+3.3)

\*Since Autumn 2017

**Maths**

Year	1	2	3	4	5	6
<b>Pupil Premium</b>	70% (+2.0*)	29% (+2.7)	40% (+1.8)	25% (+2.1)	62% (+2.8)	63% (+3.4)
<b>Non Pupil Premium</b>	91% (+2.1*)	89% (+2.9)	68% (+2.7)	60% (+2.8)	79% (+2.8)	76% (+3.1)

\*Since Autumn 2017

**Ely Schools' Partnership Pupil Premium Focus Group**

Work between schools in the partnership, jointly led by the Deputy Headteacher at Ely St John's and Ely St Mary's Primary Schools, has resulted in:

- sharing of effective school, class and intervention strategies across schools
- development of how to measure the impact of strategies
- cross-school agreement on the principles for raising the attainment of disadvantaged pupils we aim for in each school
- joint monitoring, with cross-school progress scrutinies for writing, comparing best practice and outcomes for disadvantaged pupils in all year groups (EYFS to Year 6)

**Interventions run by Deputy Headteacher:**

Intervention	Number of PP Pupils (total group size)	Impact
EAL Guided Writing for Year 3	2 (4)	All pupils achieved the objectives in the Year 3 units of work
Grammar for Year 4	3 (11)	All pupils working within the Year 4 grammar and punctuation programme of study
Year 4 Writing Support Group	3 (4)	Children made identifiable progress in handwriting, spelling and sentence construction. They wrote and submitted their own stories to the Ely 501 Story Competition.
Success @ Arithmetic: Calculation	2 (2 groups of 4)	Both pupils achieved the expected standard for calculation at the end of Year 5.
Year 6 Maths Booster	2 (13)	Both pupils achieved the expected standard in maths for KS2

To fund team-leader release to work with groups of pupils in each phase of the school, and ensure the provision for disadvantaged pupils meets the school's expectations.

£6, 558

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils, and ensure good progress from FSM Ever 6 pupils and LAC.

Through teacher's performance management (priority 1: pupil progress), pupil progress meetings, team leader monitoring (non-negotiables of Teaching and Learning policy 2017)

**Impact:**

Interventions by the KS1 team leader helped 2 Year 2 PP pupils to achieve greater depth standard in reading, writing and maths (pupils made expected or greater progress). 1:1 support from the KS1 team leader also helped 2 Year 1 PP pupils to make accelerated progress in reading and/or writing, and to pass the phonics screening check.

Small group maths tuition by the Year 5/6 team leader helped 3 Year 6 PP pupils to make progress. Of these 3 pupils, 1 made progress in-line with other pupils and 1 made progress greater than other pupils.

Pupil progress meetings highlight pupil premium pupils, and review their progress and needs. Provision maps give specific detail on the additional strategies and their impact. Monitoring shows that provision is regularly reviewed, adapted and, if necessary, changed or additional advice sought.

Team leader monitoring (ref. monitoring file) shows the use of the non-negotiable elements as stated in the reviewed Teaching and Learning Policy in all classrooms. It also shows where improvements have been made to raise the standard of teaching, planning and assessment for disadvantaged pupils.

KS1 Teaching Assistant Support	£15, 317	To deliver interventions which improve rates of progress for pupil premium pupils: including <i>First Class at Number, Phonics, Reading and Writing Support</i>	Effective interventions, as measured with assessments and evidence forms.
<p><b>Impact:</b> Termly reviews of the impact of intervention programmes have been completed, and the end-of-year tracking grid details all the additional support provided for EYFS and KS1 PP pupils and its impact.</p> <p>Interventions that were effective in achieving intended outcomes in EYFS and KS1:</p> <ul style="list-style-type: none"> <li>• Precision teaching, particularly for phonics</li> <li>• Pre-teaching groups, particularly for vocabulary, familiar stories and rhyme</li> <li>• Mark making and letter formation for pupils in EYFS</li> <li>• 1:1 number recognition for pupils in EYFS</li> <li>• 1:1 reading and writing support for pupils in Year 1</li> <li>• Lego Therapy</li> <li>• Additional reading fluency and comprehension small groups</li> <li>• Speech and Language work, including barrier games</li> </ul>			
KS2 Teaching Assistant Support	£15, 390 + £775 training cost	To deliver interventions which improve rates of progress for pupil premium pupils, and to support individuals with 1:1 personal 'chat time' with a TA: including <i>Reading Inference, First Class at Number 2, Direct Phonics, Speed-Up</i>	Effective interventions, as measured with assessments and evidence forms.
<p><b>Impact:</b> Termly reviews of the impact of intervention programmes have been completed, and the end-of-year tracking grid details all the additional support provided for KS2 PP pupils and its impact.</p> <p>Interventions that were effective in achieving intended outcomes in KS2:</p> <ul style="list-style-type: none"> <li>• Direct Phonics for pupils in Year 3</li> <li>• Numicon Kit 1 and 2</li> <li>• 1:1 reading</li> <li>• Additional reading fluency and comprehension small groups</li> <li>• Lego Therapy</li> <li>• Chat time</li> <li>• Spelling support</li> <li>• Reading Inference training</li> </ul> <p>Funds were also allocated to provide training for a KS2 TA and teacher to train in Success @ Arithmetic: Number Sense. So far, one group has completed this intervention. Although no pupil premium pupils were in this first group, the second cohort does include pupil premium pupils. Strategies from this training have also been used regularly in the teacher's Y4 class (ref. lesson observations and monitoring): disadvantaged pupils made accelerated progress in maths this year in this class.</p>			
Developing personal risk management plans for pupil premium pupils with higher levels of need.	£160*	To train and develop staff in writing and using bespoke plans to enable them to access the school curriculum.	Specified pupils achieve desired outcomes on personal plans, including an overall increase in learning time.
<p>*This figure is significantly different to the expected cost, because after the budget plan the school were successful in 3 grant applications to train staff in a therapeutic approach to behaviour. The £160 cost was used to facilitate 4 hours of meetings for teacher and TAs working with disadvantages pupils to collaborate on personal behaviour plans. This helped to increase their learning time.</p> <p>An additional <b>£1, 100</b> was spent from the pupil premium budget, along with grant funding, to renovate the ICT suite into the multi-suite, which is used for group tuition for many of the interventions listed above.</p>			
EYFS and KS1 Guided Reading Resources	£2, 489.20	To ensure guided reading resources meets the needs of pupils, and they make good progress.	Evidence of attainment gap in reading closing in EYFS and KS1.

<p><b>Impact:</b> Discussions with class teachers and guided reading records show that new books have been well-used and have improved the provision available. All the pupil premium pupils who are not on the SEN register have made progress in-line or better than expectations in reading. PP pupils in Year 1 have closed the attainment gap in reading. Four PP pupils who have SEN are making slower progress, but their needs and provision have been carefully identified and planned on their individual provision maps.</p>			
Educational Trips	£3, 718	To enable all pupils to access day and residential trips as part of the school's curriculum.	Financial support offered where needed for pupil premium pupils to attend school trips.
<p><b>Impact:</b> 14 pupils in receipt of the pupil premium grant were supported financially to access residential trips in Year 4 and Year 6 to Hilltop Outdoor Centre and Caythorpe Court. The total cost of this was £3, 718</p>			
Club Fees	£2, 146	To increase rates of participation in extra curricular activities from pupil premium pupils.	Evidence of an increasing rate of participation in clubs, societies and groups from pupil premium pupils.
<p><b>Impact:</b> 54 places in after school clubs were subsidised for pupil premium pupils. The total cost of this was £2, 146.00</p>			
Music Tuition	£1, 320	To increase rates of participation in extra curricular activities from pupil premium pupils.	Evidence of an increasing rate of participation in clubs, societies and groups from pupil premium pupils.
<p><b>Impact:</b> 8 pupil premium pupils were supported to have musical instrument tuition in 2017-18. The total cost of this was £1, 320</p>			
School Milk	£230	To contribute towards a healthy lifestyle.	Specified pupils drink milk where provided.
<p><b>Impact:</b> £230 was spent during 2017-18 providing milk for 7 pupil premium pupils.</p>			
<b>Summary</b>			
Total Pupil Premium Grant received (latest updated estimate for the academic year 2017-18):		£62, 077 (estimated funding in September 2017 was £59, 419)	
Total planned expenditure in September 2018:		£59, 750	
Actual expenditure as listed above (Summer 2018):		£58, 803.20	