



## Pupil Premium Review of Grant Expenditure 2017-2018

### A summary For Parents

#### Number of Pupils and Pupil Premium Grant (PPG) Received for 2017-2018

Total number of pupils on roll	294
Total number of pupils eligible for PPG	72
Amount of PPG received per pupil	<ul style="list-style-type: none"><li>• Pupils in year groups reception to year 6 recorded as Ever 6 free school meals-£1,320</li><li>• Pupils in years 7 to 11 recorded as Ever 6 FSM-£935</li><li>• Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority-£2,300</li><li>• Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order-£2,300</li><li>• Service children-Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence-£300</li></ul>
<b>Total amount of PPG received</b>	<b>£96,668</b>

#### Impact of Support for 2017-2018

**A. The school used a targeted approach to language development for specific groups of children. The school also promoted a whole school speaking and listening approach to improve classroom practice The impact of this strategy has been that:**

- Pupils' oral language skills improved and in turn this supported pupils to practise essential skills for effective reading and writing, including developing inference skills without the need to process written texts.
- Pupils' receptive and expressive vocabulary has been noticeably extended, which means that a greater percentage are now can articulate their ideas before committing responses to a written form
- In reading, a higher % of pupils eligible for pupil premium, within almost all year groups, made good or accelerated progress toward the expected standard at the end of the year. (See end of year assessment information)



- As a consequence, staff set highly aspirational targets in reading for pupil premium pupils to meet the expected standard at the end of each phase:
- 78% (7) of pupils eligible for pupil premium, at the end of KS1, to achieve the expected standard or above in reading - 71% (10) achieved the expected standard
- 88% (7) of pupils eligible for pupil premium at the end of KS2 to achieve the expected standard or above in reading. - 80% achieved the expected standard
- The Impact of Targeted Interventions funded by the PP, has been that:
- 10 pupils took part in Talk Boost of whom 50% (5) were PP pupils. Pupils who took part in this intervention showed an improvement in reading with an additional 20% achieving ARE in reading by Summer 2 (from Autumn 1) and 10% achieving ARE in writing. Of the pupils who did not achieve ARE, 3 pupils were PP and SEN. Of these, 100% (3) made progress commensurate with their ability in reading and 50% (3) in writing.
- 'The Language for Thinking' resource was thought to be so useful that it was implemented across KS1. See data below.
- 6 pupils took part in Speech and Language therapy of whom 50% (3) were PP pupils. Pupils who took part in this intervention showed an improvement in writing with an additional 17% achieving ARE by Summer 2 (from Autumn 1). Of the pupils who did not achieve ARE, 3 pupils were PP and SEN. Of these, 100% (3) made progress commensurate with their ability in reading and in writing. All Speech Therapy reports state that good or very good progress has been made.

**B. The school used a targeted approach to reading comprehension development for specific groups of children and also promoted a whole school reading comprehension programme. The impact of this strategy has been that:**

- In reading, a higher % of pupils in each year group made good or accelerated progress toward the expected standard at the end of the year:
  - 71% (10) of pupil premium pupils at the end of KS1 achieved the expected standard or above in reading
  - 80% (8) of pupils at the end of KS2 achieve the expected standard or above in reading
- As a consequence of high quality CPD provided by the English Lead, teachers' subject knowledge significantly improved and in turn, their understanding and confidence in teaching reading increased.
- Pupil conferencing showed that all pupils were to be able to identify a book that they enjoyed reading and had opportunities within school to read books of their own choosing.

**C. The school used a targeted approach to the development of number fluency for specific groups of children and also developed a whole school approach to the teaching of mathematical reasoning. The impact of this strategy has been that:**

- In maths, a higher % of pupils in each year group made good or accelerated progress toward the expected standard at the end of the year:
  - 64% (9) of pupil premium pupils at the end of KS1 achieved the expected standard or above in maths
  - 90% (9) of pupils at the end of KS2 achieve the expected standard or above in maths
- As a consequence of high quality CPD provided by the Maths Lead, teachers' subject knowledge significantly improved and in turn, their understanding and confidence in teaching Maths increased.
- Teachers' planning and lesson observations show that teachers are delivering consistently high-quality sessions.
- Teacher assessment is secure and there is evidence in pupils' work to support their judgements.



- All pupils' reasoning skills in mathematics has improved and in turn this has supported pupils to practise reasoning skills in reading, EGPS and writing.
- Pupils' technical vocabulary is noticeably extended, which means that they can articulate their ideas before committing responses to a written form. They are able to state a justification of their views.
- In mathematics, a higher % of pupils in almost all year groups made good or accelerated progress toward the expected standard at the end of the year.
- Gaps in the children's fundamental understanding of mathematics have been addressed leading to an increased % of children reaching the expected standard or above in mathematics at the end of each phase.

**D. The school provided targeted interventions for pupils that were delivered by the FSW and trained TA. The impact of this strategy has been that:**

- Additional needs of vulnerable families and their children have been met and barriers to learning diminished.
- The inclusion lead and senior leadership team held regular, structured conversations that the majority of parents of pupils eligible for pupil premium attended.
- Homework was personalised to meet the needs of individuals and as a consequence, a wider proportion of parents/carers supported their children at home.
- School provided a KS1 and KS2 homework club that was attended regularly by an increased percentage of disadvantaged pupils. As a consequence, a greater percentage of disadvantaged pupils completed homework activities, and in turn, this supported their learning and accelerated progress.
- Progress and standards improved in almost all year groups, line with school's aspirational targets for this group of pupils. (See end of year summative assessments.)
- Pupil conferencing showed that children said the school provided a safe, happy and stimulating environment. They reported that they felt valued and welcome and knew that their presence in school is important.
- The school offered every Free School Meals child the opportunity to take part in enrichment clubs, funded by the school (as this group of children are in the school's view, the most vulnerable.) 25 out of 50 Free School Meals children took part in Enrichment Clubs. This is equivalent to 50% of the total number of FSM pupils. Of this total, 12 children took part in two or more clubs. This is equivalent to 24%.

**E. As part of the school's vision, the school provided pupils with high quality enrichment activities to further support the love of learning, ensuring funding was not a barrier to pupils accessing additional enrichment opportunities. The school also further developed its curriculum so that it provided creative opportunities that motivated and challenged pupils, developing an explicit learning curriculum that focused on improving pupils understanding of the learning process and equipped them with behaviours and attitudes they need to be successful lifelong learners. The impact of this strategy has been that the school has:**

- Provided a range of high quality enrichment experiences for all groups of pupils both within the school environment and beyond. This has become a fundamental element of the school's vision, providing all groups of pupils with a well-rounded, culturally rich curriculum. The aim this year has been to increase:
  - Confidence and self-belief in own abilities
  - Independence and responsibility
  - The ability to listen and communicate effectively with others
  - Resilience and determination
  - Confidence in learning
  - Knowledge and understanding of the environment.





- Ensured our pupils are exceptionally well prepared for the next stage of their education and have attained a level of education by the end of Key Stage 2 that is commensurate with their abilities and takes into account their different starting points.
- Inspired a higher proportion of our pupils and in particular our pupils who are eligible for pupil premium, so that they are better equipped to progress on to a range of higher and further education establishments, apprenticeships, employment or training.
- Ensured parents are more consistently engaged in learning opportunities with their children and they feel confident enough to use their expertise to seek out and pursue further learning opportunities for pupils.
- Ensured that progress and standards improved in line with school's aspirational targets for all groups of pupils but in particular, our pupils who are eligible for pupil premium.
- Pupil conferencing shows that pupils talk passionately about their experiences and how they have impacted on their learning and aspirations. The experiences included:
  - An aspirations day, when 22 professionals, most of whom were parents, provided workshops for pupils demonstrating their career skills and knowledge
  - A trip to London to visit the Houses of Parliament to experience democracy in action
  - A visit to the Imperial War Museum and other notable landmarks in London. Children were able to explore life in Britain in the early 1900s and bring back to school knowledge in readiness for a whole school project on this time in our social history.
- Participation in the Cheltenham, Literacy, Science and Dance Festivals 2017-2018, where children experienced the wonders of scientific technology and the arts.
- The residential field trip to the Outward Bound Trust with our Year 6 pupils.
- Invited the British Legion and Royal Rifles to school to commemorate Armistice 2017
- Disadvantaged SEND pupils participating in the Pan Athlon at Hartpury College
- The school has achieved the first stage of the UNICEF Rights Respecting Schools award.
- The School gained the GHLL Mental Health Champions Award and has been nominated for an achievement award this year.
- The FSW, along with the Adult Education in Gloucestershire team, has provided parents and carers with the opportunity to gain qualifications in English and Maths. So far:
  - 10 parents completed the Adult Education Maths course.
  - 20% were PP parents.
  - 8 parents gained a qualification,, with 100% success rate for the PP parents - both gained Entry Level Maths and are signed up to complete the next course.
- Each term the school held open sessions for parents to come along and learn alongside their children. Parents have attended Maths, English, Science, Online safety, Mental Health and anti-bullying sessions.

**F. The School set targets for attendance so that the overall attendance for pupils improves but in particular, pupils eligible for pupil premium. It researched the distance families live from school and the connection between lateness and none attendance and then piloted leasing a minibus and dedicated driver, as well as staffing the breakfast club. The impact of this strategy has been that:**

- Attendance of pupils eligible for pupil premium has significantly improved so that is no longer deemed as a weakness in the ASP (in the lowest 10%).
- Persistent absence figures for pupils eligible for pupil premium has significantly improved so that it was not deemed as a weakness in the ASP (in the highest 10%)
- 87% (13) of pupils in the study group have better attendance than the 2016-2017



- 40% (6) of pupils in the control group have better attendance than the 2016-2017
- 100% (15) of the study group improved punctuality since the pilot scheme began in November 2017
- 67% (10) of the control group have worse punctuality since the pilot scheme began in November 2017
- 100% of staff report that of the study group:
  - There have been improvements in pupils' attitudes to school
  - They are coming into class 'settled' and are 'calmer'.
  - One pupil is said to be a 'different' child and has made 'huge improvements'.
  - Pupils are 'now able to learn'.
  - One pupil in particular is reported to now say that he 'enjoys school' whereas before this initiative he reported that he did not.
- In Lower KS2 the positive trend continues, with pupils building their resilience and being much more settled in class.
- Only one pupil was reported to have no improvement in attitude to learning.
- In Upper KS2, pupils are reported to have significant improvements in how most pupils settle in class in the mornings, and how they engage with routines and learning.
- Pupil conferencing shows that pupils value their education and understand the impact of missing school.
- The school has no groups of pupils are disadvantaged by low attendance.
- The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly and is at least in line with the National Average.
- Leaders are relentless in their pursuit of strategies to improve the attendance of particular groups of pupils, and in particular, pupils who are eligible for pupil premium funding.
- Absence information shows that of all pupils attending school, 96.7% attended regularly this year (2017-2018).
- The school was able to provide 41% (30) disadvantaged children with transport to school.
- This is an improving trend. Last year's National Average was 91.3%. Absence information for disadvantaged pupils shows that 95.64% attended regularly this year (2017-2018). This continues to be an improving trend. Last year's National Average was 94.5%

### Expenditure Overview

- A. Expenditure for categories A, B and C = Actuals £51,554
- B. Expenditure for categories D, E and F = Actuals £44,937
- C. Total Expenditure Of All Categories = Actuals £96,491