

Review of Pupil Premium impact - 2017/18 plan

| Barrier identified | Desired outcome identified | Outcomes achieved - lessons learnt |
|---|--|---|
| Slow progress rates made by pupil premium children particularly in key stage 2 | Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of year 2; those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards. | <ul style="list-style-type: none"> • In 2017 disadvantaged progress scores were; reading +0.4, writing +0.9 and maths 0.4 Awaiting progress scores for disadvantaged pupils from 2017-18 • Ofsted Nov 17 - Most disadvantaged pupils make progress in line with, & sometimes better than other pupils. |
| Low levels of vocabulary and low levels of verbal communication skills on admission to school in all year groups | Disadvantaged pupils develop an extensive vocabulary and use this vocabulary confidently to hold conversations and engage in learning | <ul style="list-style-type: none"> • GLD 2018 - 70% disadv pupils V. 73% (national other 2017) • Progress from Baseline in CLL for disadvantaged pupils is over 50% accelerated - PP GLD baseline=16% PP GLD = 70% • KS1 disadvantaged pupils' outcomes are either in line with national other (2017) or slightly below (-1 at EXS writing, -2 at EXS maths & -6 at GDS maths) |
| Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning | Disadvantaged pupils have aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals. | <ul style="list-style-type: none"> • Days held - visit from female engineer, police community officer, enterprise week, Y4 - arts project participation, musical instrument, forest school, fire fighters, graffiti artist project INSET on growth mindset and PDMS/ CPD training for all staff. • This is an area with some positive impact -talking to pupils shows that they have a wider range of ideas/ awareness re aspirations and careers. Behaviour for learning is positive around school and has been noted in Ofsted (Nov 17) Harmony Review (March 18) and internal monitoring by SLT. The growth mindset culture is developing and PP pupils are starting to show increased resilience etc. |

| <p>Pupils' and their families have social & emotional difficulties, including medical and mental health issues</p> | <p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated - families are also supported</p> | <ul style="list-style-type: none"> Throughout 2017-18 our PFSW supported over 100 disadvantaged children/ families through various meetings and support programmes <table border="1" data-bbox="1055 180 2007 368"> <thead> <tr> <th></th> <th>Sept 17</th> <th>July 18</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>30 pupils</td> <td>23 stepped down to L3</td> </tr> <tr> <td>Level 3</td> <td>38 pupils</td> <td>12 stepped down to L1/2</td> </tr> <tr> <td>Level 1 & 2</td> <td>85 pupils</td> <td></td> </tr> <tr> <td>LAC pupils</td> <td>7</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Time to talk - has been accessed by 52/172 - 30% of our Y2-6 disadvantaged pupils throughout 2017-18 | | Sept 17 | July 18 | Level 4 | 30 pupils | 23 stepped down to L3 | Level 3 | 38 pupils | 12 stepped down to L1/2 | Level 1 & 2 | 85 pupils | | LAC pupils | 7 | | | | | | | | | | |
|--|---|---|---------------------------|------------------------|---------------------------|------------------------|------------------|------------------------|------------------------|-----------------------|-------------------------|---------------------------|---------------------------|---------------------------|------------------|------------------------|------------------------|---------------------|------------------|---------------------------|---------------------------|---------------------------|-----------|------------------------|------------------------|----------------------|
| | Sept 17 | July 18 | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 4 | 30 pupils | 23 stepped down to L3 | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 3 | 38 pupils | 12 stepped down to L1/2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 1 & 2 | 85 pupils | | | | | | | | | | | | | | | | | | | | | | | | | |
| LAC pupils | 7 | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Pupils' have limited experiences beyond their home life and immediate community</p> | <p>Pupils have a breadth of experiences that enable them to contextualize their learning</p> | <p>Provision of real life experiences has enabled children to contextualise their learning in relation to reading comprehension & writing - see below</p> <table border="1" data-bbox="1061 563 2013 708"> <thead> <tr> <th>Y6 disadv pupils</th> <th>SCHOOL 2017 EXS/GDS</th> <th>National 2017 EXS/ GDS</th> <th>SCHOOL 2018 EXS/GDS</th> </tr> </thead> <tbody> <tr> <td>Disadv 50 pupils</td> <td>R - 58/16 W - 65/13</td> <td>R - 77/29 W - 81/21</td> <td>R - 66/22 W - 68/6</td> </tr> </tbody> </table> <p>Visits to Severn Trent, Viking day, Conkers</p> <table border="1" data-bbox="1061 786 2013 932"> <thead> <tr> <th>Y5 disadv pupils</th> <th>SCHOOL Y6 2017 EXS/GDS</th> <th>National 2017 EXS/ GDS</th> <th>SCHOOL Y5 2018 EXS/GDS</th> </tr> </thead> <tbody> <tr> <td>Disadv 38 pupils</td> <td>R - 58/16 W - 65/13</td> <td>R - 77/29 W - 81/21</td> <td>R-55/13 W - 50/5</td> </tr> </tbody> </table> <p>Visits to Anglo saxon day, Coventry museum, Residential</p> <table border="1" data-bbox="1061 1010 2013 1155"> <thead> <tr> <th>Y4 disadv pupils</th> <th>SCHOOL Y6 2017 EXS/GDS</th> <th>National 2017 EXS/ GDS</th> <th>SCHOOL Y4 2018 EXS/GDS</th> </tr> </thead> <tbody> <tr> <td>Disadv 42</td> <td>R - 58/16 W - 65/13</td> <td>R - 77/29 W - 81/21</td> <td>R - 69/7 W - 81/7</td> </tr> </tbody> </table> <p>Visits to Sudbury Hall (history), Attenborough nature reserve, Roman Day, Forest schools, musical instrument</p> | Y6 disadv pupils | SCHOOL 2017 EXS/GDS | National 2017 EXS/ GDS | SCHOOL 2018 EXS/GDS | Disadv 50 pupils | R - 58/16 W - 65/13 | R - 77/29 W - 81/21 | R - 66/22 W - 68/6 | Y5 disadv pupils | SCHOOL Y6 2017 EXS/GDS | National 2017 EXS/ GDS | SCHOOL Y5 2018 EXS/GDS | Disadv 38 pupils | R - 58/16 W - 65/13 | R - 77/29 W - 81/21 | R-55/13 W - 50/5 | Y4 disadv pupils | SCHOOL Y6 2017 EXS/GDS | National 2017 EXS/ GDS | SCHOOL Y4 2018 EXS/GDS | Disadv 42 | R - 58/16 W - 65/13 | R - 77/29 W - 81/21 | R - 69/7 W - 81/7 |
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| Y5 disadv pupils | SCHOOL Y6 2017 EXS/GDS | National 2017 EXS/ GDS | SCHOOL Y5 2018 EXS/GDS | | | | | | | | | | | | | | | | | | | | | | | |
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|---|---------------------------|---------------------------|---------------------------|
| Y3 disadv pupils | SCHOOL Y6 2017 EXS/GDS | National 2017 EXS/ GDS | SCHOOL Y3 2018 EXS/GDS |
| Disadv 26 | R-58/16 W-65/13 | R - 77/29 W-81/21 | R - 77/15 W - 69/8 |
| Black Country museum (history) Greek day, Magna Science | | | |

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|--|---------------------------|---------------------------|---------------------------|
| Y2 disadv pupils | SCHOOL Y2 2017 EXS/GDS | National 2017 EXS/ GDS | SCHOOL Y2 2018 EXS/GDS |
| Disadv 35 | R - 72/14 W -72/7 | R - 79/28 W - 72/18 | R-80/26 W-71/14 |
| Yorkshire wildlife park, Warwick castle, Bosworth water park | | | |

| | | | |
|---|---------------------------|---------------------------|---------------------------|
| Y1 disadv pupils | SCHOOL Y2 2017 EXS/GDS | National 2017 EXS/ GDS | SCHOOL Y1 2018 EXS/GDS |
| Disadv - 30 | R - 72/14 W -72/7 | R - 79/28 W - 72/18 | R - 68/7 W - 64/7 |
| Rosliston Forestry Centre, Butterly Train Museum, Cromford Mill | | | |

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|--|------------------------|----------------------|------------------------|
| FS2 disadv pupils | SCHOOL FS2 2017 GLD | National 2017 GLD | SCHOOL FS2 2018 GLD |
| Disadv - 34 | 50% | 73% | 70% |
| Soft play, Mobile farm visit, Butterfly Farm | | | |

EYFS 2018

In comparison to 2017 EYFS PP outcomes have improved by 20%.

In comparison to National Other, EYFS PP outcomes are 3% below

KS1 2018

In comparison to 2017 KS1 PP outcomes have improved by 8%/12% in reading and -1%/7% in writing.

In comparison to National Other, KS1 PP outcomes are 1% above in reading at EXS, 2% below in GDS reading and in writing are -1%/-4% below

KS2 2018

In comparison to 2017 KS2 PP outcomes have improved by 8%/6% in reading and 3%/-7% in writing.

In comparison to National Other, KS2 PP outcomes are below in reading and writing by -11%/-7% in reading and -13%/-15% in writing

| | | |
|--|---|---|
| <p>Low attendance and persistent absenteeism</p> | <p>Absence & persistent absentee rates are at least in line with national</p> | <p>2017-18 attendance figures show improvements in overall disadvantaged attendance & persistent absence</p> <p>Disadvantaged attendance 95.6% - this has improved from 95.5% in 16-17 and 94.7 from 15-16.</p> <p>Disadvantaged Persistent absence 10% - this has improved from 11.1% in 16-17 and 15.2% from 15-16</p> |
|--|---|---|