

2017 - 2018 Pupil Premium Plan

Overview on the school

| Number of pupils premium grant (PPG) received | |
|--|-----------------|
| Total number of pupils on roll | 400 |
| Total number of pupils eligible for PPG includes: | 218 |
| PG received per pupil: 'Ever 6 FSM' (£1320) | £287,760 |
| Amount of PPG received per pupil: Looked after children | £0 |
| Amount of PPG received per pupil: Service Children | 0 |
| Total amount of PPG received | £287,760 |

Main barriers to educational achievement faced by eligible pupils of the school

- Speech, language and communication needs
- Autism
- Pastoral needs e.g. social, emotional and wellbeing
- Housing
- Attendance
- Parental engagement
- Mobility including those New to English/country

How the pupil premium allocation is to be spent to address those barriers and the reasons for that approach

Evaluation reports from the Education Endowment Fund are used to identify the most effective of interventions.

Ongoing evaluation of the impact of approaches/interventions adopted by the school allow us to monitor their effectiveness.

From prior successful implementation, the approaches/interventions below have proven to be effective in closing the gap in progress and attainment of our pupils.

Record of PPG spending by nature of support/project 2017/2018

| Desired outcome | Item/project | (Hours) or FT equivalent | Cost | How will you ensure it is implemented | Staff Lead | Review date | Impact/Lesson/s learned |
|-----------------------------------|--|--|---------|--|-------------------|------------------------|--|
| Achievement for ALL | | | | | | | |
| Close progress and attainment gap | Additional Teacher for Year 1 to close gap for the lowest achieving 20% from YR (Place of Discovery-POD 1) | 1.0 | £51,423 | 4x assessment points per year Interventions are time bound, targeted and pupils are accessed on entry and when exited. All intervention data is analysed to ensure the program is cost effective | Inclusion manager | Each assessment point | Children in the POD made better than expected progress across the board. |
| Close progress and attainment gap | Additional Teacher for Year 2 to close the gap for the lowest achieving and SEND pupils (Place of Discover-POD 2) | | | | Inclusion manager | Each assessment point. | Children in the POD made progress that is broadly in line with their peers and in some cases made even better progress |
| Close progress and attainment gap | Additional teacher for Year 3 due to low outcomes at the end of KS1 | 0.8 | £25,711 | Intervention Teachers and TAs fill in registers and assess children throughout the intervention to ensure steady progress is being made | Inclusion manager | Each assessment point | The majority of the children in Y3 made 3+ points of progress. |
| Close progress and attainment gap | Additional Teacher for Year 6 | 0.8 | £25,711 | | Inclusion manager | Each assessment point | The overwhelming majority of children in Y6 made 3+ points of progress. |
| Close progress and attainment gap | Before and after booster classes | 16 teachers/ TAs 12 weeks £25 per hour | £4,800 | Children's progress is linked to performance management targets for intervention TAs and | Inclusion manager | Each assessment | The overwhelming majority of children in Y6 made 3+ points of progress. |

| | | | | | | | |
|---|--|-----------------------------|---------|--|-------------------|------------------------|--|
| | | | | teachers. | | | |
| Consistently provide feedback that helps pupils know how they are doing and improve and move up to the next level | Dedicated teacher pupil conferencing time. | 16 CTs x 4 assessment point | £12,800 | Half termly work scrutiny Scrutiny of target sheets | Inclusion manager | Each assessment point. | A large majority of the children made 3+ points of progress across the board. |
| Tuition | | | | | | | |
| Accelerate pupils' progress in Literacy | Reading Recovery teacher | 0.5 | £25,711 | Interventions are time bound, targeted and pupils are assessed on entry and when exited. All intervention data is analysed to ensure the program is cost effective. Intervention teachers and TAs fill in registers and assess children throughout the intervention to ensure steady progress is being made. Children's progress is linked to performance management targets for intervention TAs and teachers. | Inclusion manager | Each assessment point | Children in Reading Recovery made better than expected progress across the board. |
| Accelerate pupils' progress in maths of pupils in year 1 and 2 | Numbers count teacher | 0.5 | £25,711 | | Inclusion manager | Each assessment point | The children made 3+ points of progress in maths on average. |
| Accelerate pupils' progress in Literacy and Numeracy through specific intervention such as 1st class@ numbers, ELS. | 2 x Interventions Teaching Assistant | 1.0 Term time | £21,080 | | Inclusion manager | Each assessment point | Children made expected progress. |
| Support for children who are New to English in acquiring basic conversational language in order to access the curriculum. | New to English teacher | 0.5 | | | Inclusion manager | Each assessment point | Children in the NTE made progress across all subjects and in some cases made even better than expected progress. |
| Enrichment | | | | | | | |

| | | | | | | | |
|--|--|---|--------|---|-----------------------------|------------------------|---|
| Improve the quality of pupils writing by giving them a context and purpose for writing | Curriculum trips | Min of one trip per half term per class | £5,000 | Half termly whole work scrutiny TLL half termly work scrutiny Impact of trips blogs | Curriculum manager (AR) | Ongoing | A large majority of children across the school made 3+points in writing. |
| To foster independence and collaboration | Residential trip for year 6 | | £6,800 | Learning during residential linked to unit of work for the term | Head of phase (HV) | Ongoing | Children who attended residential trips developed their independence, Growth Mindsets and their resilience. |
| Support for pupils who lack support at home e.g parents do not have the skills to support children's | Lunchtime homework club | 10 hours per week x38 weeks | £4,500 | Half termly review of homework club | Curriculum manager (AR) | ongoing | Children in lunchtime homework club developed their independence research skills and their public speaking and presentation skills. This gave children without ICT in the home, fair access to technology and produced homework of a high standard. |
| Higher achievers and talented provision | | | | | | | |
| To nurture and develop musical skills of talented pupils | Year 6 music award: Cello/violin /guitar (THAMES) | 1.5hrs x 38 weeks | £4,000 | Specialist music teachers teaching lesson | Performing arts leader (OU) | Annually | Children performed in several London wide concerts and events, developing their confidence and performance skills. |
| To challenge/stretch higher achieving pupils in literacy | E1 schools partnership scholars programme | 34weeks annually | | E1 Heads half termly review meetings | Lit TLL (AE) | Each assessment point. | Children developed their thinking and reasoning skills |
| To challenge/ stretch higher achieving pupils in science | E1 schools partnership science ambassadors programme | Summer team | | | Science TLL (HM) | Each assessment point | Children were experts learners and taught their peers. |
| Assessment and Advise | | | | | | | |

| | | | | | | | |
|--|---|--------------------|---------|---|----------------------------|----------|---|
| Assessment of pupils with additional needs | Education al psychologist | 11 days per year | £9,120 | Termly reviews | Inclusion manager | Termly | Seven children were assessed for further support by the EP. |
| Assessment and intervention for pupils with language and communication needs | Speech and language therapist | 1 day x38 weeks | £28,000 | Annual review meetings | Inclusion manager | Termly | The S&L therapist worked directly with 6 children and oversaw 31 children in groups run by TAs across KS1 and KS2. |
| Assessment and intervention for pupils with specific literary needs | Specific literacy difficulty teacher | 0.2 x 38 weeks | £22,000 | | Inclusion manager | Termly | The SPLD worked directly with 12 children and undertook assessments on a further 6 children and provided training for staff. |
| Support children with barriers to learning e.g. social skills, concentration, confidence and self esteem | Pastoral team: SideBeside/Learning mentor | Annual SLA | £35,000 | | Inclusion manager | Termly | 18 children received therapeutic support weekly, new children were linked with their peers through lunchtime clubs, 22 Talktime sessions were held and the Learning Mentor worked with 16 children with barriers to learners. |
| Attendance | | | | | | | |
| Support in improving pupils attendance and punctuality | Attendance and welfare SLA | 0.1 | £6,100 | Fortnightly AWA/HSLO review meetings Annual attendance analysis and report | Attendance leader and HSLO | Annually | Attendance was 96.6%. The attendance team reduced the number of persistent absentees. |

How the school is to measure the impact and effect of its expenditure of the pupil premium allocation

Pupil assessment data from four assessment points across the school year is rigorously analysed and interrogated to ensure the pupils are making good or accelerated progress.

Date of the school's next review of its pupil premium strategy

December 2019

Pupil Premium Impact

Percentage of KS2 pupils achieving Expected and above

| | Mathematics Reading & Writing | | Mathematics | | Reading | | Writing (TA) | |
|---------------------------|-------------------------------|-------|-------------|-------|----------|-------|--------------|-------|
| | School % | Nat % | School % | Nat % | School % | Nat % | School % | Nat % |
| All pupils (50) | 82 | 64 | 92 | 76 | 84 | 75 | 90 | 78 |
| Disadvantaged pupils (35) | 83 | 70 | 91 | 81 | 86 | 80 | 91 | 83 |

Progress Score from Key Stage 1 to Key Stage 2

| Reading | | |
|---------------------------|--------|----------|
| Expected progress | | |
| | School | National |
| All pupils (50) | 7.0 | 0.3 |
| Disadvantages pupils (35) | 6.9 | 0.3 |

| Writing | | |
|---------------------------|--------|----------|
| Expected progress | | |
| | School | National |
| All pupils (50) | 7.4 | 0.3 |
| Disadvantages pupils (35) | 7.6 | 0.3 |

| Maths | | |
|---------------------------|--------|----------|
| Expected progress | | |
| | School | National |
| All pupils (50) | 6.4 | 0.3 |
| Disadvantages pupils (35) | 6.2 | 0.3 |

2017 - 2018 Progress across the school

3 points is 'Expected Progress' Above 3 points is 'More than Expected Progress'

Year 1

| Attainment AP4 2017-18 19.0 Points | | | | | Progress AP4 2017-18 3.0 Points | | | | | Year 1 Indigo |
|---------------------------------------|------|------|------|------|------------------------------------|-----|-----|-----|-----|------------------------|
| R | W | S | M | AVE | R | W | S | M | ALL | |
| 18.5 | 18.6 | 18.6 | 18.7 | 18.6 | 3.3 | 3.4 | 3.4 | 3.6 | 3.4 | All (30) |
| 17.7 | 18.0 | 18.0 | 18.1 | 17.9 | 3.4 | 3.5 | 3.5 | 3.7 | 3.5 | Disadvantaged (15) |
| 19.2 | 19.2 | 19.2 | 19.2 | 19.2 | 3.3 | 3.4 | 3.4 | 3.4 | 3.4 | Non-disadvantaged (15) |

| Attainment AP4 2017-18 19.0 Points | | | | | Progress AP4 2017-18 3.0 Points | | | | | Year 1 Sapphire |
|---------------------------------------|------|------|------|------|------------------------------------|-----|-----|-----|-----|------------------------|
| R | W | S | M | AVE | R | W | S | M | ALL | |
| 18.9 | 18.8 | 18.8 | 19.1 | 18.9 | 3.3 | 3.1 | 3.1 | 3.3 | 3.2 | All (30) |
| 18.8 | 18.6 | 18.6 | 19.2 | 18.8 | 3.5 | 3.0 | 3.0 | 3.2 | 3.2 | Disadvantaged (10) |
| 18.9 | 18.9 | 18.9 | 19.1 | 18.9 | 3.2 | 3.2 | 3.2 | 3.3 | 3.2 | Non-disadvantaged (20) |

Year 2

| Attainment AP4 2017-18 22.0 Points | | | | | Progress AP4 2017-18 3.0 Points | | | | | Year 2 Lilac |
|---------------------------------------|------|------|------|------|------------------------------------|-----|-----|-----|-----|-----------------------|
| R | W | S | M | AVE | R | W | S | M | ALL | |
| 21.4 | 21.5 | 21.2 | 21.5 | 21.4 | 3.3 | 3.5 | 2.9 | 3.1 | 3.2 | All (30) |
| 21.9 | 21.9 | 21.7 | 21.9 | 21.8 | 3.3 | 3.5 | 2.9 | 3.1 | 3.2 | Disadvantaged (24) |
| 19.7 | 19.7 | 19.1 | 19.9 | 19.6 | 3.0 | 3.5 | 2.9 | 3.0 | 3.1 | Non-disadvantaged (6) |

| Attainment AP4 2017-18 22.0 Points | | | | | Progress AP4 2017-18 3.0 Points | | | | | Year 2 Violet |
|---------------------------------------|------|------|------|------|------------------------------------|-----|-----|-----|-----|-----------------------|
| R | W | S | M | AVE | R | W | S | M | ALL | |
| 21.0 | 20.9 | 20.6 | 20.9 | 20.9 | 2.8 | 2.8 | 2.9 | 2.6 | 2.7 | All (29) |
| 21.1 | 20.9 | 20.7 | 20.9 | 20.9 | 2.8 | 2.7 | 2.9 | 2.6 | 2.7 | Disadvantaged (23) |
| 20.8 | 21.0 | 20.5 | 20.8 | 20.8 | 2.5 | 3.2 | 2.8 | 2.3 | 2.7 | Non-disadvantaged (6) |

Year 3

| Attainment AP4 2017-18 25.0 Points | | | | | Progress AP4 2017-18 3.0 Points | | | | | Year 3 Gold |
|---------------------------------------|------|------|------|------|------------------------------------|-----|-----|-----|-----|-----------------------|
| R | W | S | M | AVE | R | W | S | M | ALL | |
| 25.1 | 24.9 | 24.8 | 24.9 | 24.9 | 3.1 | 3.3 | 3.1 | 3.0 | 3.1 | All (28) |
| 24.9 | 24.9 | 24.6 | 24.7 | 24.8 | 3.0 | 3.3 | 3.1 | 3.0 | 3.1 | Disadvantaged (20) |
| 25.7 | 25.2 | 25.3 | 25.4 | 25.4 | 3.1 | 3.2 | 3.1 | 3.1 | 3.1 | Non-disadvantaged (8) |

| Attainment AP4 2017-18 25.0 Points | | | | | Progress AP4 2017-18 3.0 Points | | | | | Year 3 Orange |
|---------------------------------------|------|------|------|------|------------------------------------|-----|-----|-----|-----|------------------------|
| R | W | S | M | AVE | R | W | S | M | ALL | |
| 24.1 | 24.2 | 24.2 | 24.6 | 24.3 | 3.1 | 3.3 | 3.4 | 3.4 | 3.3 | All (25) |
| 24.4 | 24.4 | 24.3 | 24.5 | 24.4 | 3.2 | 3.2 | 3.2 | 3.1 | 3.2 | Disadvantaged (12) |
| 23.8 | 24.0 | 24.1 | 24.8 | 24.2 | 3.0 | 3.5 | 3.7 | 3.7 | 3.5 | Non-disadvantaged (13) |

Year 4

| Attainment AP4 2017-18 28 Points | | | | | Progress AP4 2017-18 3.0 Points | | | | | Year 4 Amber |
|-------------------------------------|------|------|------|------|------------------------------------|-----|-----|-----|-----|------------------------|
| R | W | S | M | AVE | R | W | S | M | ALL | |
| 27.8 | 27.1 | 27.7 | 28.0 | 27.7 | 3.0 | 3.1 | 3.2 | 3.6 | 3.2 | All (23) |
| 28.0 | 27.6 | 28.0 | 28.1 | 27.9 | 2.8 | 2.9 | 2.8 | 3.3 | 3.0 | Disadvantaged (13) |
| 27.6 | 26.5 | 27.4 | 27.9 | 27.3 | 3.4 | 3.3 | 3.6 | 4.0 | 3.6 | Non-disadvantaged (10) |

| Attainment AP4 2017-18 28.0 Points | | | | | Progress AP4 2017-18 3.0 Points | | | | | Year 4 Saffron |
|---------------------------------------|------|------|------|------|------------------------------------|-----|-----|-----|-----|-----------------------|
| R | W | S | M | AVE | R | W | S | M | ALL | |
| 27.6 | 27.1 | 27.4 | 27.4 | 27.4 | 2.5 | 3.1 | 2.9 | 3.2 | 3.1 | All (24) |
| 27.5 | 27.1 | 27.4 | 27.3 | 27.3 | 2.5 | 3.2 | 3.0 | 3.1 | 3.0 | Disadvantaged (16) |
| 27.9 | 27.1 | 27.4 | 27.6 | 27.5 | 2.6 | 2.9 | 2.8 | 3.4 | 3.3 | Non-disadvantaged (8) |

Year 5

| Attainment AP4 2017-18 31.0 Points | | | | | Progress AP4 2017-18 3.0 Points | | | | | Year 5 Emerald |
|---------------------------------------|------|------|------|------|------------------------------------|-----|-----|-----|-----|------------------------|
| R | W | S | M | AVE | R | W | S | M | ALL | |
| 30.1 | 29.6 | 30.4 | 30.6 | 30.2 | 3.0 | 3.1 | 2.6 | 3.3 | 3.0 | All (28) |
| 31.2 | 30.8 | 31.4 | 31.3 | 31.2 | 3.0 | 3.0 | 2.7 | 3.2 | 3.0 | Disadvantaged (15) |
| 28.9 | 28.3 | 29.3 | 29.7 | 29.0 | 3.1 | 3.3 | 2.5 | 3.5 | 3.1 | Non-disadvantaged (13) |

| Attainment AP4 2017-18 31.0 Points | | | | | Progress AP4 2017-18 3.0 Points | | | | | Year 5 Jade |
|---------------------------------------|------|------|------|------|------------------------------------|-----|-----|-----|-----|-----------------------|
| R | W | S | M | AVE | R | W | S | M | ALL | |
| 30.5 | 29.9 | 30.7 | 30.3 | 30.4 | 3.2 | 3.5 | 3.1 | 3.4 | 3.3 | All (28) |
| 30.2 | 29.6 | 30.5 | 29.9 | 30.0 | 3.2 | 3.5 | 3.0 | 3.5 | 3.3 | Disadvantaged (17) |
| 30.8 | 30.5 | 31.1 | 31.0 | 30.8 | 3.2 | 3.4 | 3.3 | 3.4 | 3.3 | Non-disadvantaged (1) |

