

Previous Academic Year: 2016/17

Pupil Premium Impact Statement: 2016/17

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria?	Lessons learned
<p>Improvements in lessening the gap between PP and non-PP pupils across the curriculum and all year groups: To provide wider learning opportunities across the curriculum. To improve progress of individual children/ groups in reading, writing and maths. To improve writing, reading and writing attainment across the school. To increase number of children reaching Expected standard the end of KS1 and expected standard at the end of KS2 in reading, writing and mathematics. To monitor progress of individual children in reading, writing and maths. To provide bespoke support for children with SEN and emotional problems. To use a more consistent approach with assessment, investing in training and assessment programme.</p>	<p>Staff training on improvement of phonics, Reading, Writing, Assessment: the aim to identify and provide bespoke intervention to acquire basic skills in line with other students. Purchase of SLAs and resources to support SEN and those with challenging behaviour.</p>	<p>We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met.</p> <p>EYFS 25 % (4 children in the cohort only) children eligible made the GLD.</p> <p>Phonics in Year 1- 50% of the PP children made the EXS at the screening (3 of 6 children). At the Y2 resit 100% children made the standard (2 children).</p> <p>KS1: 50 % children eligible made EXS standard in RWM (4 children in the cohort).</p> <p>KS2: 7 children in cohort of 13 were eligible for PP- R- 14% W- 29% GPS- 57% M- 29%</p>	<p>What we need to do:</p> <p>Greater emphasis on Reading and bespoke intervention for PP children required.</p> <p>Better resources for reading and the assessment of reading.</p> <p>Intervention for PP children with Phonics.</p> <p>Attendance management to improve.</p> <p>Focus on language development skills in EYFS.</p> <p>Utilise services to support with challenging behaviour.</p> <p>Consider assessment approaches.</p>