

South Molton United Church of England Primary School School's Pupil Premium Profile 2017-18

Total number of pupils in the school	169
Number of PP-eligible pupils:	46 (27%)
Amount per pupil:	Approx £1320
Total pupil premium budget:	£61,200

Evidence of school performance

<p>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</p>	<p>Last Ofsted Report November 2012</p> <p>“The achievement of pupils in receipt of support from the pupil premium is very similar to that of their peers in school, and better in some cases.”</p> <p>“The governing body has been involved in strategic decision making, for example in agreeing changes to the deployment of staff, and in the spending of the pupil premium which has been used effectively and appropriately, for example to provide additional small group support for those pupils who need it.”</p>
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Summary of school's performance data:

School Performance data shows that attainment gaps are closing within school and against national as a result of the impact of pupil premium spending to close gaps and improve outcomes for children entitled to pupil premium.

- Provisional 2017 KS2 Outcomes (15 children) show
- 53% of PP children attained EXS in reading, 60% in GPS, 67% in writing and 73% in maths. 47% attained EXS in R+W+M combined.
- Attainment at Greater Depth was 0% in reading and maths, 21% in GPS and 14% in writing.
- The progress measures show PP reading progress was -1.70, +1.43 for writing and +0.37 for maths.
- Attainment and progress show as significant improvement for disadvantaged pupils and represent a significant narrowing of the gap to national for NPP children.
- In EYFS (4 children) 50% achieved GLD. 75% achieved EXS in reading and maths and 50% achieved EXS in writing. All pupils in receipt of PP funded made better than expected progress from their start points.
- 2016 Data (12 children): 50% of PP children attained EXS in reading, 50% in maths, 58% in GPS and 33% in writing with 25% attaining EXS in R+W+M combined. The progress measure for PP group was -2.81 in reading (+1.57 if three children who did not sit the test are not included), -3.88 in maths (-0.97 if two children who did not sit the test are not included) and -5.12 in writing (-1.7 if three children at pre KS are not included).

Prior to this, there was a strong trend of improving outcomes for disadvantaged pupils

- **Attainment in reading, writing and maths at level 4+ has increased year on year from 50% in 2013 to 71% in 2015.**
- **Attainment in reading at level 4+ has increased year on year from 59% in 2012 to 86% in 2015.**
- **Attainment in writing at level 4+ has increased year on years from 50% in 2013 to 86% in 2015.**
- **Attainment in maths at level 4+ has fluctuated in the last four years, but attainment at level 4+ rose from 60% in 2014 to 79% in 2015.**
- **Attainment in GPS at level 4+ has risen year on year from 0% in 2013 to 64% in 2015.**
- **Progress data shows that 2LP in reading has improved year on year from 50% in 2013 to 85% in 2015.**
- **2LP in writing has improved year on year since 2013 from 50% to 100% in 2015.**
- **2LP in maths has fluctuated but improved from 67% in 2014 to 85% in 2015.**

SUMMARY OF 2017 END OF KS2 DATA FOR DISADVANTAGED CHILDREN

COHORT OF 15 CHILDREN

	R+W+M COMBINED	READING	WRITING	MATHS	SPAG
ATTAINMENT	47% EXS+	53% EXS+ 0% GDS	67% EXS+ 14% GDS	73% EXS+ 0% GDS	60% EXS 21% GDS
PROGRESS	N/A	-1.63 NPP = -1.01	+2.10 NPP =+ 2.35	+0.23 NPP =-1.21	N/A

All figures at EXS+ represent an improvement on the previous academic year and all of the progress measures show and improvement.

SUMMARY OF 2017 EYFS DATA FOR DISADVANTAGED CHILDREN

50% of Disadvantaged children achieved a good level of development.

75% of disadvantaged children achieved Expected or better in reading. 25% achieved Exceeding

75% of disadvantaged children achieved Expected or better in maths. 25% achieved Exceeding

50% of disadvantaged children achieved Expected or better in writing. 25% achieved Exceeding

Focus	Barriers to Learning	Pupil Premium Use and Amount Allocated	Chosen Strategies	Success Criteria	How impact is measured	Impact
Reading	<p>Lack of engagement in reading.</p> <p>Low prior reading attainment</p> <p>Lack of confidence with reading</p> <p>Limited vocabulary</p>	<p>Continue Accelerated Reader Subscription</p> <p>£1600 p.a.</p>	<p>Accelerated Reader used to motivate, encourage, support and engage pupils to read more widely and to enable staff to monitor quality and depth of reading. Last academic year, this disproportionately benefited PP children.</p>	<p>90%+ of PP children to see their reading age increase by more than their actual age thus narrowing attainment gap.</p> <p>90%+ of PP children to improve their percentile rank against the national thus narrowing attainment gaps.</p>	<p>STAR Reader Test four or five times per year to monitor impact on standardised reading ages and percentile ranks.</p> <p>Regular monitoring of reading habits on Accelerated Reader.</p>	
Reading	<p>Lack of engagement in reading.</p> <p>Low prior reading attainment</p> <p>Lack of confidence with reading</p> <p>Limited vocabulary</p>	<p>Proportion (30%) of Devon Schools Library Service Subscription</p> <p>£900 per year based on percentage of Pupil Premium Children</p>	<p>Devon Schools Library Service to provide high quality, rich texts to inspire reading.</p>	<p>Regular use of high quality, rich texts in guided reading and independent reading.</p> <p>Monitoring of reading shows children reading more widely.</p>	<p>Monitoring of guided reading, through GR task books and independent reading from Accelerated Reader.</p>	
Reading	<p>Low prior reading attainment</p> <p>Lack of confidence with reading</p>	<p>Proportion of salary: 30% of TA budget</p> <p>£30581</p>	<p>Daily targeted reading interventions for pupils who have identified needs.</p>	<p>All children in interventions to improve their word reading age by more than the time elapsed as measured by SALFORD Reading Test and STAR</p>	<p>Weaker readers, SALFORD word reading test to supplement other data.</p> <p>STAR Reader Test 5</p>	

				reader test. Assessments show increased reading skills and confidence.	times per year.	
Phonics EYFS and Y1	Low pre reading skills Difficulties in decoding words Lack of confidence with phonics	HLTA Salary proportion to work across EYFS and year to support delivery of phonics. £7000 p.a.	Pre and Post Teach Phonics interventions for EYFS and KS1 to ensure that pupils make good progress in acquiring sounds and are able to blend.	Number of pupils passing year 1 phonics screen is significantly above national average. Number of pupils achieving Expected or better in EYFS reading is above national average.	Class teachers and KS1 Lead to monitor phonics provision and attainment half termly and adjust interventions.	
Reading	Lack of confidence with reading Limited vocabulary	Proportion of TA budget as all TAs timetabled to maximise number of children reading with adults for guided reading. 30% of TA budget	Additional Guided Reading Sessions for children identified as needing it to improve their reading attainment and narrow gaps. Children taught how to read longer more challenging novels.	Assessment Data to show that outcomes for children in receipt of PP funding to be improving and in school progress and attainment gaps to be narrowing rapidly.	STAR Reader Test 5 times per year. Termly reading progress tests and teacher assessment.	
Reading	Limited Vocabulary	£1500 Training Budget Advisor led CPD for teachers and TAs on developing complex reading skills. Two teachers- Vocabulary Development CPD	Impact on whole school guided reading approaches and teaching of vocabulary	Observations to show level of challenge and appropriate complex reading strategies. Attainment data to show improvement, especially higher attainers	STAR Reader Test 5 times per year. Termly reading progress tests and teacher assessment.	

Reading	High/Middle Prior Attainment in Reading	Additional Teacher timetabled to provide groups. 2 hours per week. £2340 p.a.	Target Guided Reading Sessions for Higher Attainers and Middle Attainers. Intervention to focus on developing depth and accuracy in written comprehension. Use of Accelerated Reader to support high quality independent reading.	Year 6 data to show that proportion of pupils achieving GDS in reading is in line with current national figure.	STAR Reader Test 5 times per year. Termly reading progress tests and teacher assessment.	
READING, WRITING AND MATHS		Proportion of Subject Leader Release Time 12 days per annum: £1950	Subject Leaders for English and Maths to monitor PP outcomes and provision through the year.	Monitoring to show good teaching and positive impact of actions on PP attainment and progress.	Monitoring Calendar	
READING, WRITING AND MATHS	Low Prior Attainment Lack of confidence Key skills not secure	TA to work in year 3/4 class to support individuals and small groups in receipt of PP. £1170 p.a.	TA to provide in class and pre teaching and post teaching catch up support to pupils in year 3/4 class.	Monitoring to show positive impact of TA provision on outcomes for individual pupils and small groups.	Data analysis and monitoring.	
Maths	Low prior attainment Lack of confidence n maths Reluctance to ask for help	3 hours per week intervention with pupils in years 5 and 6. £1575 p.a.	3 x 30 minute small group maths intervention aimed predominately at PP children to build their confidence and basic skills in maths and address gaps in previous learning.	Assessment data to show that children in intervention are rapidly moving towards the expected standard in maths.	Half Termly assessment analysis. Weekly arithmetic tests to show improving scores as children build	

	Gaps in previous learning				their basic skills.	
MATHS		1 HOUR PER WEEK Teacher led INTERVENTION FOR Higher Attainers in year 6 focused on complex problem solving and reasoning. £1170 p.a.	1 hour per week small group maths focusing on GDS and more complex aspects of the curriculum to challenge the high attainers.	Assessment data, pupil dialogues and work scrutinies show children are on track to achieve GDS in year 6.	Data analysis Half termly assessments	
Maths	Low confidence Weak mental maths skills Insecure understanding of key concepts Gaps in previous learning	Proportion of TA budget (30%)	Teaching assistants used to provide pre-teaching and post teaching catch up to enable pupils to work at the expected standard. Targeted interventions for pupils not yet working at the expected standard.	Assessment data to show pupils in receipt of PP rapidly narrowing gaps and moving towards the national standard. Observations and book scrutinies to show PP children improving key skills and making good progress.	Half termly assessments Half Termly Pupil Progress meetings. Weekly arithmetic test show improving trends.	
Maths	Low confidence Weak mental maths skills Insecure understanding of key concepts Gaps in previous learning	Mathletics subscription £750 per annum	Subscription to Mathletics to provide high quality homework tasks and in class work as well as motivating children.	Data from Mathletics to show high usage amongst PP children and greater engagement with maths homework.	Half Termly Assessments Half Termly Pupil Progress meetings.	

READING, WRITING AND MATHS	Insecure understanding of key concepts Gaps in previous learning	Resources to support interventions and work at home. £800	Range of CGP resources to support in school interventions and homework.	Progress of children in these subjects. Interventions are well resourced and effective.	Half termly assessments Observations Pupil Progress meetings	
Writing and Grammar, Spelling and Punctuation	Gaps in previous learning Weak spelling skills Limited Vocabulary	Proportion of TA budget (30%)	Teaching assistants used to provide pre-teaching and post teaching catch up to enable pupils to work at the expected standard. Interventions where needed for spelling as this holds back writing.	Assessment data to show pupils in receipt of PP rapidly narrowing gaps and moving towards the national standard. Observations and book scrutinies to show PP children improving key skills and making good progress.	Half termly assessments Half Termly Pupil Progress meetings.	
FOUNDATION STAGE	Limited Vocabulary and Delayed Speech	Infant Language Link Speech Link £300 based on proportion	Used to accurately diagnoses speech and vocabulary needs and put in place programme of support as required.	Data from programme to show good progress. Observations and assessments to show impact of work based on diagnostics.	Half termly reviews with SENCO. Ongoing observations.	
FOUNDATION STAGE	Low Baseline Attainment in Reading and Early Writing	1:1 Time with teacher Release by TA 3 hours p.w. £1216	TA support (2 hours p.w.) to go into class during continuous provision times to allow teacher to work with target children.	Ongoing observations show narrowing of gaps. Monitoring of reading, writing and maths through observations	Pupil Progress Meetings Ongoing observations.	

				and assessment.		
FOUNDATION STAGE	<p>Low self esteem and lack of confidence</p> <p>Difficulties self regulating</p> <p>Lack of engagement in school</p> <p>Lack of resilience</p>	<p>Family Compass</p> <p>Programme: Developing Emotional Resilience</p> <p>Summer Term: £1648</p>	<p>2 hours per week of work with Family Support workers, supporting individuals and groups and working with parents.</p>	<p>Supported children show greater engagement with school, more confidence and better self regulation, leading to improved outcomes.</p>		
FOUNDATION STAGE	<p>POORLY DEVELOPED GROSS MOTOR SKILLS impacting on self regulation, behaviour and academic development.</p>	<p>FUN FIT intervention</p> <p>Additional Day of TA in reception equivalent.</p> <p>Half day of EYT to analyse need and support staff to target intervention most effectively.</p> <p>£2440</p>	<p>20 minutes daily of FUN FIT and gross motor activities to develop co-ordination and gross motor skills to support self regulation and academic development.</p>	<p>Improved gross motor outcomes evident leading to improvements in fine motor skills, self regulation, behaviour and reading and writing.</p>		
Pastoral and Behaviour for Learning	<p>Low self esteem and lack of confidence</p> <p>Difficulties self regulating</p> <p>Lack of engagement in school</p> <p>Lack of resilience</p>	<p>TA Pastoral Support</p> <p>4 hours per week £1824</p>	<p>4 hours per week of support from THRIVE trained TA to support children to self regulate and improve behaviour for learning, thus improving outcomes.</p> <p>2 hours per week of work with Family Support workers,</p>	<p>Supported children show greater self regulation, confidence and improved behaviour for learning, leading to positive impact on pupil attainment outcomes.</p> <p>Supported children show greater</p>	<p>Monitoring of pupil outcomes.</p> <p>Pupil Progress meetings.</p>	

		Family Compass Programme: Developing Emotional Resilience £1648	supporting individuals and groups and working with parents.	engagement with school, more confidence and better self regulation, leading to improved outcomes.		
Pastoral and Behaviour for Learning	Low self esteem and lack of confidence Difficulties self regulating Lack of engagement in school Lack of resilience	£400 to subsidise cost of Year 6 Residential Trip for 4 pupils.		Increased confidence and self esteem.	Behaviour for learning skills to show development.	
Extra Curricular	Lack of opportunities	£3000 to subsidise and fund extra curricular opportunities for disadvantaged children such as music lessons, sports and clubs.	No child to be unable to attend a club or take part in activity because of lack of funding.	Increased confidence and self esteem. Greater aspiration	Wide range of disadvantaged children accessing extra curricular opportunities.	

This action plan was discussed with two governors responsible for PP on Friday 6th October.

Interims reviews and evaluations will take place at the end of the autumn, spring and summer terms to monitor the impact of the spend.

Dates to be confirmed.