

Pupil premium impact report for 2018/19

In September 2018/19, 7 KS2 out of the 141 pupils at Lambley were eligible for Pupil premium grant (5%) for the whole academic year. 3 Pupils eligible for PP joined us throughout the year.

2 Pupils from EYFS were eligible for Pupil Premium

By the end of the academic year 2018/19 8% of pupils were eligible for Pupil Premium.

Pupils are expected to make 3 or more points of progress across a full academic year. Achieving less than 3 indicates progress has not been at the expected rate irrelevant of their starting point.

Children are able to make expected progress but still not be at Age Related by the end of the academic year, this could be due to significant gaps in learning or low attainment on entry. Intervention and support using Pupil premium grants aims to bridge the gaps and therefore give children the opportunity to make accelerated progress.

We measure how close our Pupil Premium children and Non Pupil Premium children by their average point score across the year

2018/19

Average Point Score (APS)

- 1 = Insufficient progress has been made
- 3 = expected progress has been made
- 4 = Accelerated progress has been made.

Whole school progress

Reading = 3.14 Non pupil premium 3.09

Maths = 2.72 Non pupil premium 3.08

Writing = 2.85 Non Pupil premium 3.07

Currently, Pupils in receipt of Pupil premium grants are not making as much progress as those who do not receive the grant except for in reading which has been a high focus on the school improvement plan. However, it is important to reiterate that due to the small numbers of Pupil premium having just 1 pupil not making the expected progress would have a big impact on the wider whole school data.

Moving forwards teachers are using the Quality First Teaching document to highlight strategies they are using in the classroom to support learning, pupils who are in receipt of Pupil premium grants will be tracked half termly as opposed to termly through discussions with class teacher and SENCO/Head Teacher to ensure that there is sufficient progress made, based on their starting point.

Year 3 = 1 PUPIL PP

	Subject	APS PP and PP+	APS Non PP And Non PP +	Impact of intervention support	Future actions
learn	Reading	PP 3.0	Non PP =2.77	Effectiveness of the intervention is evidenced through case studies and	Develop effective Guided reading approaches across school – in line with the SDP

		1 pupil eligible for PP Aut 2 – Sum 2 = 2		attitudes to learning. Supporting pupils in their ability to be ready to learn has positively impacted on progress. Entry into Year 3 was extremely low with other social needs being more apparent and requiring to be addressed first.	2 hours minimum of reading in school looking at comprehension, inference and skills teaching children how to read. Develop an enjoyment of reading Re vamp the reading challenge. Have a skill of the term to enable children to learn effective methods of reading and finding relevant information to answers SAT s questions. Extend children vocabulary and understanding of what it is they are reading though words of the week.
	Writing	PP = 3.00 1 pupil eligible for PP Aut 2 – Sum 2 = 2	Non PP =2.92	Progress evidenced in case study. From the starting point of intervention progress has been good evidence of independent writing is apparent.	Ensure all learners are continuing to be challenged in their learning. All teachers have high aspirations and expectations for ALL pupils.
	Maths	PP = 3.0 1 pupil eligible for PP Aut 2 – Sum 2 = 2	Non PP =2.78	Good mastery approach to learning is supporting and extending fluency and reasoning within pupils learning – written and mental calculations	To develop work on APE to support the development of verbal reasoning
behaviour	ELSA time			Progress made through the Boxall in bridging areas of deviations of behaviours. Developing an understanding of feelings and emotions and how to control them. Recognising appropriate responses to situations. No longer at risk of exclusion by the end of year 2	To develop the assessment of progress and development in ELSA

Year 4 = 1 pupil PP+ 1 Pupil PP

	Subject	APS PP and PP+	APS Non PP and Non PP+	Impact of intervention support	Future actions
learning	Reading	PP =3.5 1 pupil eligible for PP Spr 2 – Sum 2 = 1	Non PP 3.13	Potential limited Growth Mind sets within those that have the potential to be above expectations.	To target the funding more around accelerating the progress of PP Pre and post interventions to

	Writing	PP=2.50 1 pupil eligible for PP Spr 2 – Sum 2 = 3.5	Non PP =2.88		develop learning and address misconceptions in work.
	Maths	PP=2.5 1 pupil eligible for PP Spr 2 – Sum 2 = 1	Non PP=2.97	Children making expected progress. Interventions need to be focussed to enable children to reach a Greater Depth of learning.	To continue to support the work of the maths SLE to train staff and have a consistent approach to the teaching and learning of maths across school. Bridging gaps in learning. Aiming to push the higher attaining pupils to reach GDS and to scaffold the learning to support other learners in making expected progress across the whole academic year.
behaviour	Nurture TA time		+ Progress	Positive impact recognised on pupil's social and emotional well-being. Work needs to continue as challenges pupils face are deep rooted.	To develop ELSA work and to support the assessments to show impact of work completed by our trained ELSA.

Year 5 = 1 PP (Aut 2 2018 to Sum 2 2019)

	Subject	APS PP and PP+	APS Non PP and Non PP+	Impact of intervention support	Future actions
learning	Reading	PP =2	Non PP 3	Potential limited Growth Mind sets within those that have the potential to be above expectations.	To target the funding more around accelerating the progress of PP Pre and post interventions to develop learning and address misconceptions in work.
	Writing	PP=2	Non PP =3.08		
	Maths	PP =2.0	Non PP= 1.96	Children making expected progress. Interventions need to be focussed to enable children to reach a Greater Depth of learning.	To continue to support the work of the maths SLE to train staff and have a consistent approach to the teaching and learning of maths across school. Bridging gaps in learning. Aiming to push the higher attaining pupils to reach GDS and to

					scaffold the learning to support other learners in making expected progress across the whole academic year.
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Year 6 = 3 PP+ and 1 PP

	Subject	APS PP	APS Non PP	Impact of intervention support	Future actions
learning	Reading	PP+= 3	Non PP = 3.39	Assessment Data evidences only a few PP children in year 6 attaining at the Expected Level or above in their learning. Potential limited Growth Mind sets within those that have the potential to be above expectations. Extreme Social and emotional difficulties especially during transition period and SATs anxiety	To personalise the interventions for pupils more accurately ensuring communication between TA and Teacher is effective in understanding exactly where each pupil is and their next steps to learning to ensure that all children make the expected progress across the year SEMH support Mental health ambassador training
	Writing	PP =3.0	Non PP = 3.21		
	Maths	PP = 2.76	Non PP 3.39		Target more precision teaching with a focus on fluency and to ensure that gaps are bridged through the use of 1:1 intervention – focusing on repetition and multi-sensory approaches to learning. Pre and post interventions to develop learning and address misconceptions in work.
behaviour	Nurture TA time			Positive impact recognised on pupil's social and emotional well-being. Work needs to continue as challenges pupils face are deep rooted.	To develop ELSA work and to support the assessments to show impact of work completed by our trained ELSA.

In Summary

Currently, Pupils in receipt of Pupil premium grants are not making as much progress as those who do not receive the grant except for in reading which has been a high focus on the school improvement plan. However, it is important to reiterate that due to the small numbers of Pupil premium having just 1 pupil not making the expected progress would have a big impact on the wider whole school data.

Moving forwards teachers are using the Quality First Teaching document to highlight strategies they are using in the classroom to support learning, pupils who are in receipt of Pupil premium grants will be tracked half termly as opposed to termly through discussions with class teacher and SENCO/Head Teacher to ensure that there is sufficient progress made, based on their starting point.

A case study is tracking pupil progress and their learning journey to evidence support put in place and a tight expenditure of the PP Grant.

Date of the next review of the school's pupil premium strategy
This will take place in September 2020