



# Manorfield C.E. Primary School

Headteacher: Miss F Clarke BMus (Hons), MA

## Impact of Pupil Premium Grant Expenditure 2017/2018

### Impact of Pupil Premium Grant

- Additional and forensic monitoring and evaluation through accurate and triangulated system of formative and summative assessment
- INSET meetings across the year linked to identified need as well as half-termly phase meetings focussing on attainment and progress of vulnerable pupils
- Ongoing monitoring and evaluation of intervention to allow SLT and class teachers to identify gaps

### Staffing and Support

#### Learning Support Teacher (Phonics interventions)

- 100% of PP Children passed phonics screening check compared to 87.3% of non-PP children. The average score for PP children was 36.5 compared to 36.1 of non-PP children and 33.9 nationally.

#### Senior Teaching Assistants and NNEB (30 hours per week)

- Additional support in EYFS ensured that 4 of the 5 (80%) EYFS pupils in receipt of the PPG achieved a 'Good Level of Development' in comparison to 78.8% of non-PP children.

#### Senior TA, Teaching Assistants & Learning Support Assistants

- Allowance for targeted support through follow-up interventions and groups.

#### Class Teacher

- The additional class teacher in Year 2 allowed for a large cohort of 76 to be split into 3 classes rather than 2 allowing more focus for all children as well as the 12 PP children.

#### Counselling Services

- 18% of children in receipt of the pupil premium grant accessed services from the family outreach worker and/or counselling services. This impacted positively on their home and school life as well as the families of the children.

### OUTCOMES - EXTERNAL ASSESSMENTS

The attainment gap between pupils in receipt of the pupil premium grant and those not in receipt has continued to narrow in the majority of areas: attainment at GLD in EYFS; passing the phonic screening in Year 1; Reading and Writing attainment in Year 2 and Reading, Writing and GPS attainment in Year 6.

EYFS		
% achieving expected	GLD	Commentary
PP (5)	80%	An increase of 13% from last year, above school 'all' pupils and above National figure of 71.5%
All pupils (57)	79%	

Y1	% of pupils who passed	% of pupils who achieved GLD in EYFS who passed	% of pupils who passed	% of pupils who achieved GLD in EYFS who passed	Gap narrowed from 14% to 0%
	ALL PUPILS		PUPILS IN RECEIPT OF PPG		
School	88.5%	100%	100%	100%	



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		KS1 SATs results				
% achieving expected	READING	Commentary	WRITING	Commentary	MATHS	Commentary
PP (10)	60%	Gap has increased slightly from 3% to 8%	67%	No gap between PP and all pupils	72%	Gap reduced from 17% to 12%
All pupils (76)	68%		67%		60%	

KS2 SATs										
% achieving expected	READING	Commentary	WRITING	Commentary	MATHS	Commentary	GPS	Commentary	RWM	Commentary
PP (10)	70%	Gap narrowed from 16% to 5%	80%	Gap narrowed from 28% to 0%	70%	Gap narrowed from 40% to 1%	60%	Gap narrowed from 20% to 15%	60%	Gap narrowed from 30% to 4%
All pupils (56)	75%		80%		71%		75%		64%	

% achieving Greater Depth	READING	Commentary	WRITING	Commentary	MATHS	Commentary	GPS	Commentary
PP (10)	20%	Gap narrowed from 10% to 3%	20%	Gap narrowed from 10% to 7%	20%	Gap has remained at 10% (although in 16'17 0 PP children achieved GDS compared to 10% of non-PP)	20%	Gap has narrowed from 24% to 9%
All pupils (56)	23%		27%		30%		29%	

## OUTCOMES - INTERNAL ASSESSMENTS

YEAR 3				
% achieving expected	READING	WRITING	MATHS	Gaps between PP and non PP children have increased in all subjects since leaving year 2 (Gaps were: Reading 1%, Writing, 11%, Maths 5%)
PP (10)	70%	40%	70%	
All pupils (49)	80%	63%	78%	

YEAR 4				
% achieving expected	READING	WRITING	MATHS	Gaps between PP and Non-PP children have narrowed in writing from 21% to 17%. Gaps in reading have occurred from 0% difference in the previous academic year to 21% difference this year. In maths the gap has reversed from being 4% <i>more</i> PP children achieving expected standard to now 26% less.
PP (8)	63%	63%	50%	
All pupils (49)	84%	80%	76%	

YEAR 5				
% achieving expected	READING	WRITING	MATHS	Gaps between PP and Non-PP children have narrowed in Reading, Writing and Maths this year (previous gaps were 27% for reading, 8% for writing and 18% for maths).
PP (9)	78%	78%	78%	
All pupils (58)	79%	71%	86%	



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The analysis shows that there is not any one curriculum area that pupils in receipt of the PPG need additional support in but that it is different across the cohorts and individual children. Focus will continue to be on narrowing the gap particularly for next year's Year 4 and Year 5 children, supporting pupils with emotional and mental well-being and ensuring a higher percentage of pupils in receipt of the PPG achieve the Expected standard at 'Greater Depth'

ATTENDANCE				
Year Group	ALL	PP	Difference	Comment
EYFS	96.3%	93.6%	-2.7%	Overall attendance for PP children is improving.
1	96.7%	97.4%	+0.7	<b>Academic Year '17/'18</b> Whole School Attendance (all children): <b>96.7%</b> Whole School Attendance (PP children): <b>95.7%</b> Gap: <b>1% difference</b>
2	97.0%	95.4%	-2.4%	
3	97.1%	95.4%	-1.7%	
4	96.6%	95.4%	-1.2%	
5	97.1%	97.2%	+0.2%	<b>Academic Year '16/'17</b> Whole School Attendance (all children): <b>96.6%</b> Whole School Attendance (PP children): <b>94.6%</b> Gap: 2% difference
6	96.1%	95.4%	-0.7%	