

Impact of Pupil Premium Spending

2016 – 2017

Pupil Premium money is split into three areas of need according to the priorities for that individual. These are Academic, Personal Welfare and Enrichment. Many children are reached through more than one of these areas.

Academic Achievement: Provisional outcomes for 2017

YEAR 6

	National 2017	Whole School 2017	Pupil Premium 2017	Pupil Premium Progress	Non Pupil Premium 2017	Non Pupil Premium Progress	Attainment Gap 2017
Read ARE	71%	77%	77% (17/22)	-0.3	77% (33/43)	-2.4	0
Maths ARE	75%	74%	64% (14/22)	-1.2	79% (34/43)	-0.5	-15
Writing ARE	76%	78%	74% (17/22)	-0.6	79% (34/43)	-1.3	-5
Grammar, Punctuation & Spelling	77%	89%	82% (18/22)		93% (40/43)		-11

This provisional data (taken from DfE Checking data 2017) shows outcomes for July 2017 with some comparative figures to national outcomes.

The rates of progress in reading and writing have either completely or significantly closed the gap in achievement with their peers in school. Children have benefited from their selection for interventions, and reading training provided to all staff has resulted in improved rates of progress for children. This has in turn had an impact in writing as well. The impact in Year 6 was that Pupil Premium children produced outcomes in-line or better than children nationally.

Outcomes for all children in maths have significantly improved this year with last year's outcomes being below national; this year the school is in line with national. This is an area that must remain a focus particularly to ensure that Pupil Premium children manage to match their achievement in reading and writing with that in maths.

The school continues to develop practice in Philosophy 4 Children and the impact is visible on the quality of debate and discussion that takes place in classrooms. Most significantly is the confidence children have gained through having a strong voice in class – this ultimately impacts on outcomes. The school has now achieved Bronze Award status meaning P4C is embedded in practice. This is evident during any triangulation/ observations that take place.

Children are keen to be challenged which is evident through discussion and observations of classroom practice – a positive mindset underpins the drive to create 'resilient, reflective thinkers'. This developing view is evident in discussions with parents and parent view questionnaires.

Welfare Outcomes:

The Attendance Officer is partially funded from this money and as such she is always on hand to offer advice and challenge families over the children's attendance. The figures for the school are in-line with National at 96.7%. This continues to be an improving area. With regards to those children holding an entitlement to pupil premium, the number of persistent absentees has reduced from 17.2% in 2016 to 10% in 2017. This remains a priority until figures come in line with those without an entitlement.

The Nurture Team of a Learning Mentor and A Home Family Support Worker are also partially funded by Pupil Premium. They have supported at varying levels 62% of all pupil premium children in 2016 and 33% in 2017 – caseloads are still made up from largely pupil premium children. The support can involve intensive periods of support

where a child may become part of their caseload (interventions on self-esteem, anger etc) or temporary short term nurture.

Enrichment Outcomes:

IT is a valuable resource for all children but is often a way in to reach a child who may find learning a challenge. This year pupil premium has assisted in ensuring that resources for a stimulating curriculum are available and that children who struggle to engage have access to a range of technology at all times.

All year groups plan off site visits to broaden the experiences of children and this in turn leads to opportunities that engage children with the curriculum. These have included trips to Winchester Science Museum, Stansted House, SeaCity Museum, Harry Potter Studios, Minstead, Spinnaker Tower, Butser Farm, Kings Theatre, Fairthorne, Marwell Zoo and Fort Purbrook. This money has ensured that we remain totally inclusive in our approach by making trips affordable through subsidy or in some cases cost fully covered.

In addition to this, opportunities for onsite learning through visitors and activities such as the Egyptians in Y3, meeting animals from the rainforest in Y4 and the visiting planetarium in Y5. This goes hand in hand with the P4C approach which enables all children to create a growth and positive mindset when faced with challenges in their learning.

Money has been spent to ensure a range of after school and extracurricular activities such as the dance club, chess netball and football is offered. The school continues to support children to enable them to attend residential in Y4 and Y6 (Minstead and Fairthorne) further developing opportunities for children to explore and challenge the world around them and developing independence.