



Pupil Premium Funding

	2016-2017 Estimated numbers	2015-2016 Pupil Numbers	2014-2015 Pupil Numbers
Number of pupils on roll	177	180	180
Pupils eligible for PPG	12 pupils 6.8%	19 pupils 10.6%	17 Pupils 9.4%
Funding per pupil	£1320 (PPG) £1900 (PPG+)	£1320 (PPG) £1900 (PPG+)	£1300 (PPG) £1900 (PPG+)
Total Funding	£25,440	£26,080	£31,006

2016-2017 Funding**£25,440 estimated** funding including PPG+

Impact measured July 2017

PROVISION	IMPACT
A teaching assistant in each class to support the pupils throughout the day with targeted small group intervention. A teaching assistant who specifically targets children in need of extra support	
Release time for SENCo to be out of class more regularly	
Nurture group provision	
A mentor to support emotional difficulties and anger management in children	
A Parent Support Worker for 1 day a week	
Subsidised trips, activities within school and clubs	
Resources to support small group learning	

PROVISION	IMPACT								
A teaching assistant in each class to support the pupils throughout the day A teaching assistant who specifically targets children in need of extra support	End of KS1 data (new assessment standards)								
	ACHIEVED THE EXPECTED STANDARD				WORKING AT GREATER DEPTH				
	All pupils		Disadv pupils		All pupils		Disadv pupils		
	READING	School	National	School	Non Disad. National	School	National	School	Non Disad. National
		90%	74%	67%	78%	33%	24%	22%	27%
	All pupils		Disadv pupils		All pupils		Disadv pupils		
	WRITING	School	National	School	Non Disad. National	School	National	School	Non Disad. National
		87%	65%	67%	70%	20%	13%	11%	16%
	All pupils		Disadv pupils		All pupils		Disadv pupils		
	MATHS	School	National	School	Non Disad. National	School	National	School	Non Disad. National
87%		73%	67%	77%	22%	18%	11%	20%	
All pupils		Disadv pupils		All pupils		Disadv pupils			
Pupil progress: 9 disadvantaged pupils									
READING	<ul style="list-style-type: none"> 100% of pupils made 'MINIMUM SUFFICIENT PROGRESS' 44% of pupils made 'GOOD PROGRESS' 33.3% of pupils made 'VERY STRONG PROGRESS' 								
WRITING	<ul style="list-style-type: none"> 100% of pupils made 'MINIMUM SUFFICIENT PROGRESS' 44% of pupils made 'GOOD PROGRESS' 33.3% of pupils made 'VERY STRONG PROGRESS' 								
MATHS	<ul style="list-style-type: none"> 88.9% of pupils made 'MINIMUM SUFFICIENT PROGRESS' 77.8% of pupils made 'GOOD PROGRESS' 22.2% of pupils made 'VERY STRONG PROGRESS' 								

Phonics Y1 Test

	2013		2014		2015		2016	
	School	National	School	National	School	National	School	National
All pupils	64%	69%	72%	74%	75%	77%	90%	81%
Disadv.	20%	57%	50%	63%	63%	66%	75%	70%

EYFS

EYFSP 3 year trend	2014 GLD			2015 GLD			2016 GLD		
	Sch	Herts	Nat	Sch	Herts	Nat	Sch	Herts	Nat
% attaining good level of development	75%	66%	60%	80%	69%	66.3%	76.3%	69.8%	69.3%

40% of PPG pupils made a good level of development.
90% of PPG pupils made at least expected progress in all areas of learning

Nurture group provision

Specifically targeted for pupils who need additional PSHE support, nurture interaction and support with developing learning and emotional behaviours.
Out of the EYFS PPG children who attended 100% made better than expected progress in PSED across the year, 50% of the group made 7 steps of learning in PSED.
In KS1, 50% of children made at least good progress in reading, writing and maths.

A mentor to support emotional difficulties and anger management in children

Various children supported to enable a positive approach to learning, managing behaviour and emotions.

A Parent Support Worker for 1 day a week

Various families supported throughout the year in either long term capacity throughout the whole year or short interventions lasting 2 to 3 sessions. Support also included attending professionals meeting and home visits.

Subsidised trips, activities within school and clubs	Families supported financially and supported so our most vulnerable children are able to take part in trips and clubs.
Resources to support small group learning	Ad hoc resources to support with small group learning across all areas of the curriculum including the nurture group. Purchases include numicon and Cuisenaire to support with maths and guided reading books to support with Literacy.

2014-2015 Funding

£31,006 indicative funding including PPG+

Impact measured July 2015

PROVISION	IMPACT																									
<p>A teacher to support with 1:1 tuition with focus pupils, one session per week.</p> <p>A teaching assistant in each class to support the pupils throughout the day.</p> <p>A teaching assistant who specifically targets children in need of extra support in year 1 and Y2.</p> <p>A teaching assistant who gives support to children in small groups, to</p>	<p>KS1 End of year data</p> <p>Gap closed between our children and other children nationally.</p> <table border="1" data-bbox="465 767 1379 1072"> <thead> <tr> <th></th> <th>Number in Cohort</th> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>Non-PPG</td> <td>50</td> <td>18.8</td> <td>17.4</td> <td>18.4</td> </tr> <tr> <td>PPG</td> <td>10</td> <td>17.8</td> <td>16.2</td> <td>18.2</td> </tr> <tr> <td>Within school gap</td> <td></td> <td>-1</td> <td>-1.2</td> <td>-0.2</td> </tr> <tr> <td>Gap between school's disadvantaged pupils' APS and national (non-disadvantaged) APS</td> <td></td> <td>+0.7</td> <td>+0.4</td> <td>+1.3</td> </tr> </tbody> </table> <p>Yr2 – Percentage of children in receipt of Pupil Premium funding achieving L2+ in reading, writing and maths & percentage making at least expected progress across KS1</p> <ul style="list-style-type: none"> • 100% pupils achieved Level 2+ in reading and writing • 100% pupils achieved Level 2+ in mathematics • Of these pupils 40% achieved Level 3 in reading, 20% achieved level 3 in writing and 50% achieved Level 3 in maths • 100% pupils are making at least expected progress. 		Number in Cohort	Reading	Writing	Mathematics	Non-PPG	50	18.8	17.4	18.4	PPG	10	17.8	16.2	18.2	Within school gap		-1	-1.2	-0.2	Gap between school's disadvantaged pupils' APS and national (non-disadvantaged) APS		+0.7	+0.4	+1.3
	Number in Cohort	Reading	Writing	Mathematics																						
Non-PPG	50	18.8	17.4	18.4																						
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Gap between school's disadvantaged pupils' APS and national (non-disadvantaged) APS		+0.7	+0.4	+1.3																						

support PSE development through games and play activities and a lunch time club.

Introduction of a nurture group

Phonics Y1 Test

	2013		2014		2015	
	School	National	School	National	School	National
All pupils	64%	69%	72%	74%	75%	77%
Disadv.	20%	57%	50%	63%	63%	66%

EYFS

EYFSP 3 year trend	2013 GLD			2014 GLD			2015 GLD		
	Sch	Herts	Nat	Sch	Herts	Nat	Sch	Herts	Nat
% attaining good level of development	51.7%	61%	52%	75%	66%	60%	80%	69%	66.3%

100% of PPG pupils made a good level of development.

A mentor to support emotional difficulties and anger management in children.

Various children supported to enable a positive approach to learning, managing behaviour and emotions.

A Parent Support Worker for 1 day a week.

Various families supported throughout the year in either long term capacity throughout the whole year or short interventions lasting 2 to 3 sessions.

Subsidised trips, activities within school and clubs

Families supported financially and supported so our most vulnerable children are able to take part in trips and clubs.

Outcomes of funding from 2013/2014

Yr2 - Percentage of children in receipt of Pupil Premium funding achieving L2+ in reading, writing and maths & percentage making at least expected progress across KS1

- 7 of 8 (88%) Level 2+ in reading and writing
- 8 of 8 (100%) in mathematics
- 8 of 8 (100%) making at least expected progress. FSM pupils have made more progress than non-FSM across the Key Stage in mathematics and similar progress to non-FSM in reading but less in writing.