

Pupil Premium Impact Statement

2018-19

Pupil Premium allocation at Pinewood:

For 2015-16, our school received an allocation of £71,280 plus £7,600 for 4 Looked After Children.

For 2016-17, our school received an allocation of £69,960 plus £5,700 for 3 Looked After children and £600 for 2 service children

For 2017-18, our school received an allocation of £59,400 plus £9,500 for 5 Looked After children and £600 for 2 service children

For 2018-19, our school received an allocation of £54,129 Pupil premium plus £9,200 for 4 Looked After Children and £900 for 3 service children

Number of Pupil Premium Children in each Year group 2018-19 updated 16.07.19

September 2018	PP number	Proportion of cohort
F2	17/52	33%
Y1	22/55	40%
Y2	19/57	33%

Outcomes for Pupil Premium Pupils

Pinewood Disadvantaged Pupils	2016 Pupil Premium children who reached National standard or above	2017 Pupil Premium children who reached National standard or above	2018 Pupil Premium children who reached National standard or above	2019 Pupil Premium children who reached National standard or above
Reading	48% (non PP 76%)	67% (non PP 82%)	67% (non PP 85%)	56% (non PP 85%)
Writing	33% (non PP 58%)	50% (non PP 79%)	50% (non PP 79%)	50% (non PP 83%)
Maths	38% (non PP 70%)	56% (non PP 89%)	67% (non PP 82%)	63% (non PP 78%)
% of PP children who passed the Phonics Screening test Y1	77% (non PP 94%)	63% (non PP 90%)	56% (Non PP 88%)	75% (non PP 100%)

Progress

PP children make good progress and often accelerated progress in all areas at Pinewood

	2015	2016	2017	2018	2019
Early Years Foundation Stage % of Pupil Premium children achieving a Good Level of Development	38% (Non PP 65%)	39% (Non PP 67%)	47% (Non PP 77%)	72% (Non PP 64%)	38% (Non PP 81%)

Progress

- Progress has been at least good and mostly better than good (accelerated) in all areas of GLD over the past 4 years. Starting points have been very low for this group of pupils so attainment has been lower than national even though accelerated progress has been made.
- PP children have performed well in terms of GDS in Y2 and have made accelerated progress.

Impact of Interventions

Resource	Detail	Cost each term	Intended outcome	Monitoring	Actual Impact of 2018-19 strategy
Additional TA support	1:1 support for reading, read praise prompt Pre teaching sessions and post teaching with targeted children	£1300	Additional reading and 1:1 sessions 2/3 pms each week	Observations through intervention monitoring. RPP records	Children have met targets in reading, writing and math. We are above national 2018 in phonics Y1, reading Y2 and writing. 93% of disadvantaged children have made good progress in reading, writing and maths overall with 20% making accelerated progress. The children who made small steps progress are both children with high level additional needs but have made progress along the progression steps.
Additional TA support	Supporting quality first teaching in the classroom	£15,000	PP children meet targets for the year	PP review meetings and progress reports by Head teacher	
Breakfast Club Maths and catch up maths groups after school.	Groups identified and invited to free breakfast club for Maths	£1300 each term	Greater % of PP children achieving expected standard. All making good and often accelerated progress	PP review meetings and progress reports by Head teacher Intervention monitoring reports Observations of the intervention	As a result of this intervention all groups of children have made good/accelerated progress. 10/16 63% of disadvantaged children reached National standard or above in maths at the end of KS1 2019
Breakfast Club Reading	Groups identified and invited to free breakfast club for Reading	£1300 each term	PP children achieving expected standard and all making good and often accelerated progress	Reading intervention monitoring, monitoring of progress and attendance at club	As a result of this intervention all groups of children have made good/accelerated progress 100% made at least good progress, 67% made accelerated progress. All children met their targets 9/16 50% reached national standard in reading, a further 2 children should catch up by the end of year 3.
Release time for pupil feedback	Teachers to meet with pupils weekly to give feedback about their writing/maths	Part of TA school budget spend	Children clear of how to improve their work evidenced in books	Book looks Monitoring of feedback Pupil progress data	The progress made in books for each disadvantaged pupils is excellent show in book looks and work scrutinies. Examples have been kept to demonstrate the progress made. Books show that children respond to feedback and feedback is manageable for teaching staff and in line with work load guidelines.
Language lead additional support overseeing interventions across the unit	Language lead to have 1 hour a week release time to oversee language development needs and intervention in the early years	£150 per term	Improve CLL in PP children so that all children make accelerated progress from	Language lead monitors provision across the unit. EYFS lead monitors progress data and	All but one child has made good progress but the majority have made accelerated progress in CLL. In listening and attention 75% made accelerated progress. 80% made accelerated progress in understanding and in speaking.

			starting points	intervention data	100% of EAL children made accelerated progress in communication and language.
ELSA training and then TA working with targeted children	Training on emotional coaching 3pms per week with identified pupils to address barriers to learning arising from social / emotional difficulties	£2145 per term	Emotional health and wellbeing needs of identified pupils will have been met, in turn supporting their academic development	Through pupil progress review meetings, tracking using the identified framework, questionnaires and parental views & general observations of the child.	Whilst difficult to monitor levels or academic progress children have become calmer and less anxious in the classroom and participate in school life. Feedback from this session have been very positive. These are now being monitored through the Autistic Progression Framework to show targeted areas and ways to show progress. These areas include social interaction, communication and sensory processing. Children and parents have been very positive around how this has supported their children. Comments from parents have included, "He has really started to understand his emotions better." "He really enjoys going". Mum: "I can't thank you enough for the support that you have given her." Children generally seem more emotionally ready to learn in classrooms. It has been so successful a greater proportion of school budget has been placed into ELSA.
Maths challenge group GDS after school club	Higher ability PP children focus	£200	Greater % of PP exceed NS	PP review meetings and progress reports by Head teacher	All targeted children made good or better progress resulting in 25% of disadvantaged pupils achieving GDS in maths
Multimodal Literacy project. Music tuition	Project to expose wider exposure to books and literacy.	£400 per term	LAC/PP children accessing multimodal projects and the arts	DHT to monitor through observations, records kept, multimodal productions	Social interaction and language acquisition and the raising of self-esteem. Increase in Literacy skills and music skills.
Trip contributions, visitors, miscellaneous support	School pays towards the cost of some trips and residential visits to enable parents to afford to send children on trips and residential visits.	£500 each term	PP children accessing visits and visitors to school	Office manager to monitor spend	All PP children to have experienced a school trip, a theatre company and visitor into school. 74% of disadvantaged pupils experienced time away from home camping on residential. All experienced an extra-curricular opportunity. Also all Y2s got to undertake clay work with a local artist. 4 also take up music individual tuition opportunities.
	Total	£22,295 each term			