

Pupil Premium Impact Statement

2017-18

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 11.01.19

January 2019	PP number	Proportion of cohort
F2	18/34	53%
Y1	25/56	45%
Y2	15/55	27%

Outcomes for Pupil Premium Pupils

Pinewood Disadvantaged Pupils	2015 Pupil Premium L2+	2015 Pupil Premium L2B+	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
Reading	86% (non PP 100%)	76% (non PP 96%)	48% (non PP 76%)	67% (non PP 82%)	67% (non PP 85%)
Writing	86% (non PP 93%)	67% (non PP 86%)	33% (non PP 58%)	50% (non PP 79%)	50% (non PP 79%)
Maths	90% (non PP 93%*)	62% (non PP 86%)	38% (non PP 70%)	56% (non PP 89%)	67% (non PP 82%)
Please note that the expectations of the new curriculum shifted considerably in 2016					
% of PP children who passed the Phonics Screening test Y1		68% (non PP 84%)	77% (non PP 94%)	63% (non PP 90%)	56% (Non PP 88%)

Progress

School tracking shows disadvantaged pupils made accelerated progress in Reading and Writing in KS1 2016-18, and good progress in Maths.

	2015	2016	2017	2018
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%)

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.
- This year pupil premium children performed better than Non-Pupil Premium in the Foundation Stage.

Impact of Interventions

Resource	Detail	Impact 2017/18
Breakfast club reading intervention	Children working below national expectations were invited to school at 8am for additional learning support and a free breakfast. Read Praise Prompt reading intervention was delivered with highly skilled TAs in Y2. 11 year 2 children attended throughout the year.	All made at least good progress throughout the year. 73% made accelerated progress (the only children who did not make accelerated progress were either SEN or are being monitored. 64% (7/11) went on to achieve the national standard in reading.
Maths Breakfast Club	Children working below national expectations were invited to school at 8am for additional learning support and a free breakfast. Maths pre and post teaching and key skills were delivered with highly skilled TAs in Y2. 11 year 2 children attended throughout the year.	All made at least good progress. 82% made accelerated progress and 73% went on to achieve the national standard in Maths.
Reading – Read Praise Prompt	Read Praise Prompt reading intervention – 1:1 reading with the TA 2/3 times per week. Y2	12 year 2s received this intervention. All made accelerated progress in reading and all achieved the national standard in reading.
Reading – Read Praise Prompt	Read Praise Prompt reading intervention – 1:1 reading with the TA 2/3 times per week. Y1	10 children- With the exception of 1 SEN child all made good progress with half making accelerated progress.
DHT small group teaching	Y2 small maths group focus as part of quality first teaching. Y2 small writing group focus as part of quality first teaching. Y1 writing and maths groups	Y2 Maths – 8/8 100% made accelerated progress and 88% achieved the national standard in Maths. Y2 Writing -7/8 88% made accelerated progress and 7/8 88% achieved the national standard in writing. 4/6 67% made accelerated progress.
ELSA training and then TA working with targeted children	Training on emotional coaching (6 day training) and then 2 hours a week work with identified pupils to address barriers to learning arising from social / emotional difficulties	Feedback from this sessions have been very positive. For specific children achievements have ranged from more attentive listening, speaking in groups and sharing feelings to children who once struggled emotionally now supporting others. The children have said things such as “ELSA has helped me with my mood, it has made me happier” “I like seeing (talking) to adults more”. Comments from parents have included, “he likes the colour breathing, he does it at home”. “It has been helping him at the moment understand incidents that have been going on outside of school. 15 children took part over the year either in 1:1 sessions or groups. Due to progress seen, three children stopped being targeted whilst the remaining children had all shown progress in aspects of their emotional development. As a result of this intervention the children have become calmer and less anxious in the classroom. Children’s self-esteem has been improved and they seem more resilient in their learning.
Maths challenge group GDS	Higher ability PP children focus After school club delivered by the Maths lead.	8/8 100% achieved GDS in Maths
Borderline boys writing group	Head Teacher writing group 1xlunchtime per week with reluctant boys Year 2 writing group.	Attitudes toward writing changed and children were asking to come along to the group to write. This meant their attitudes improved in class and 4/6 went on to achieve national standard in writing.