

## **Pupil Premium Impact report – end of 2016-17**

### **Actions**

Pupil premium funding is provided to address the needs of particular groups at risk of underachieving. At Littletown, through **monitoring attendance**, we promote the right of each child to access full-time education. **We provide pastoral support**, following research that emotional wellbeing is the foundation for academic progress. The early school years are when each child develops their sense of self and learns how to relate to other people. Every day, we all aim to ensure that each child feels safe and cared for, so that they can grow in confidence, care for each other and contribute to their community.

**We plan trips and visits** to broaden our children's horizons. **We also arrange for specific clubs, activities or resources to be available**, when children qualify for Pupil Premium support, to ensure equality of opportunity and enjoyment. Through the sciences, sports, arts and from the perspective of different people, places and occupations, we aim to give each child a sense of possibility and aspiration for their future.

In **providing training and support for teachers and teaching assistants**, we give our children as good a foundation as possible in the **core subjects (Reading, Writing and Maths)**, as gateway skills that will enable them to explore the pathways open to them in future. **We provide additional support**, to groups or classes, or in the form of one-to-one support, as required, to meet the needs of our children and **narrow any gap** between the outcomes of children who qualify for Pupil Premium and other pupils.

### **Results**

#### **READING** - % of children reaching Age Related Expectation (ARE).

Stage	PP Group 2015-16	PP group 2016-17	National non PP 2015/16*	Gap 2015-16	Gap 2016-17
EYFS	9 CH 50%	12 CH 50%	80%	30%	30% =
YEAR 1 (PHONICS)	10 CH 80%	7 CH 43%	83%	3%	40% +
KS1	5 CH 20%	11 CH 18%	78%	58%	60% =
KS2	11 CH 27%	17 CH 56%	72%	45%	<b>16% -</b>

(\*awaiting RAISE/equivalent for 2016-17)

#### **WRITING** - % reaching ARE

Stage	PP group 2015-16	PP group 2016-17	National non PP 2015/16	Gap 2016	Gap 2017
EYFS	9 CH 33%	12 CH 42%	75%	42%	<b>33% -</b>
KS1	5 CH 20%	11 CH 36%	70%	50%	<b>34% -</b>
KS2	11 CH 64%	17 CH 50%	79%	15%	29% +

#### **MATHS** - % reaching ARE

Key stage	PP group 2015-16	PP group 2016-17	National non PP 2015/16	Gap 2016	Gap 2017
EYFS	9 CH 55%	12 CH 50%	76%	21%	26% +
KS1	5 CH 40%	11 CH 36%	77%	37%	41% +
KS2	11 CH 36%	17 CH 53%	76%	40%	<b>23% -</b>

### Impact

#### Reading:

- Percentages of EYFS and KS1 children (PP) achieving ARE remain similar to last year.
- We need to ensure additional support for phonics for our Y1 PP group this year.
- There have been more children (with Pupil Premium/PP funding) achieving Age Related expectation (ARE ) by the end of their time with us ( at Key Stage 2), **which has substantially closed the gap in attainment.**

#### Writing:

- There have been more children (with Pupil Premium/PP funding) achieving Age Related expectation (ARE ) in EYFS), **which has closed the gap in attainment.**
- There have been more children (with Pupil Premium/PP funding) achieving Age Related expectation (ARE ) in KS1, ), **which has closed the gap in attainment.**
- We need to support writing for children during their final year.

#### Maths:

- Percentages of EYFS and KS1 children (PP) achieving ARE are lower than last year (EYFS 5 % and KS1 4%)
- Children currently in EYFS and KS1, achieving below ARE, will have additional support for early Maths in the year ahead.
- There have been more children (with PP funding) achieving ARE by the end of their time with us ( at Key Stage 2), **which has substantially closed the gap in attainment.**

Through the range of actions (above) and working together to set targets directly relating to children's specific needs, we aim for children in receipt of Pupil Premium funding to make rapid progress from their starting points, so that the gap in attainment closes year on year.

Overall, compared to the previous year, children at Littletown made better progress from Key Stage 1 to the end of Key Stage 2, during 2016 – 2017.