

## Evaluation of PP outcomes 2016-18

Improve the percentage of children who achieve mastery at KS1 in all areas

	Reading Sch	Disadvantaged	Writing Sch	Disadvantaged	Maths Sch	Disadvantaged
2016 - 17	21%	11%	12%	5%	18%	11%
2017 -18	14%	9%	9%	5%	16%	18%

We are yet to see the achievement we would like in KS1 with children reaching the 'greater depths' in each subject. Pupil Premium (disadvantaged) children are out performing in Mathematics. Children achievement in writing has stayed at a consistent level, but in reading we saw a decrease in both NPP and PP groups.

Ensure that our in school gap for PP and NPP children in KS1 narrows for Reading and Maths

	Reading Sch	Disadvantaged (PP)	National (PP)	Maths Sch	Disadvantaged (PP)	National (PP)
2016 - 17	72%	79%	79%	75%	79%	79%
2017 -18	66%	77%	79%	70%	82%	80%

Develop better parental engagement in children's learning in FS

Over the last two years a range of opportunities have been developed to better engage parents. These have included

**Curriculum Meetings** – Held termly to inform parents of main focus of learning. Very interactive session with resources and visuals available. Photographs of the children are used to explain the learning.

**Reading workshops** – Held twice a year to support parents to have a better understanding of how we teach reading. Parents are given a pack of resources to support their children at home, with website and books recommended for parents to use.

**Story Café** – Held Termly to encourage a love of literacy. Parents are encouraged to make resources for books, play games and meet other parents.

**Play Partnering** – Every child will have an opportunity in a school year. Camera and letter go home and children and family are encourage to share important news about what they do at home. A week of learning opportunities around the child's interests are then developed. Parents are informed of what their child has been doing and how they can support at home.

**Coffee Mornings to share 'learning journey' books** – Held twice a year as an informal 'drop in' to have a look at learning journey books, displays in the classroom and to talk informally with the staff in FS.

**Maths Workshop** – Has been trialled in Nursery. Focus was on number and how to support their children at home.

**Attendance meeting with SLT** – All new parents attend a meeting with the phase lead and/or Headteacher to talk about the importance and expectations of regular attendance.

Opportunities for parent's to support in class – Where parents show an interest in supporting they have been encourage by class teachers. A number of parents now support on a regular basis.

Attendance at the above sessions has been improving. The vast majority of parents attend the Story Cafes, which have been very successful.

Every parent has attended their child's play partnering session.

The least well attended has been the curriculum meetings and FS staff are continuing to work on ways to improve this.

To improve the percentage of children (PP) achieving expected standard at KS2

	Reading	Writing	Maths
2016 - 17	54%	85%	62%
2017 -18	49%	60%	54%

To ensure that more able pupil premium continue to achieve at above ARE, resulting in achieving greater depth at KS2.

Progress from KS1 to KS2 (More able children (all) who achieve the Greater Depth at KS2)

	Reading cohort	Achieving Mastery	Writing cohort	Achieving Mastery	Maths cohort	Achieving Mastery
2016 - 17	5	100%	2	100%	3	100%
2017 -18	10	30%	11	27%	7	29%

PP children who achieve Greater Depth at KS2

	Reading	Writing	Maths
2016 - 17	8%	31%	5%
2017 -18	9%	9%	6%

*Due to these concerning results we are now initiating a termly RAP (Raising Achievement Plan) process. We are ensuring that the monitoring and assessment are robust and that teachers are being better supported to raise attainment for all pupils in KS2.*

To reduce the number of PP children who are identified as PAs

	No of PP children identified as PA	Percentage of School	National Average
207/18 To Spring 2018	32	19.6	17.2%
2016/17	21	11.4%	15.7%
2015/16	No figures available	14%	15.1%

Although the number of PP children who are identified as PAs has not decreased, we are continuing to work with families, involving the EWO and our pastoral care team. Systems are being revised to track particular groups with support from phase leads.

There is now a termly action plan which is review with EWO and then leads to targeted attendance meetings with families causing concern.

We have now developed a system of 'early alert' where families who are in danger of becoming PAs are informed and support put in place.

To ensure that the designated PP governor is informed and enabled to hold the school to account

The chair of governors is the designated PP governor and due to her absence the school has been supported governors with the information they need to challenge the pupil premium spend. The focus for the Spring Governors Meeting is Pupil Premium, where spend and evaluation is reported. Learning walks are used to observe spend in action and to speak to key members of staff. The Autumn Term Meeting is focused on standards and attainment and informs the PP evaluation. Each term phase leaders report to governors on key actions of their phase, which includes information on PP children.