



Planned Provision Pupil Premium for 2016-17

Number on Roll (NOR) September 2016: 178

Number of children entitled to Pupil Premium (PP) on roll September 2016: 24

Pupil Premium funding per pupil = £1,320

Total funding September 2016 – July 2017 = £31,680

Note: At Wyton on the Hill Primary School, another grant, known as the Service Premium (£300 per service pupil) is also allocated to the school to support children from service families. This funding stream is reported on separately and a statement accounting for the Service Premium is available on the statutory documents and policies area of the school website.

Planned provision for 2016-17 includes the following:

- 1. Provision of high quality 1:1 or 1:2 narrow the gap tutoring for pupils identified as being at risk of under-achieving in both KS1 & KS2 (70 hours per week)**
- 2. Provision of Learning Mentor hours to look after the welfare of children from vulnerable groups in need (3 hours per week)**
- 3. Provision of group support and withdrawal groups with an experienced teacher for English and Maths to reduce underachievement for pupils in vulnerable groups in Years 2, 4 and 6 (From September to May)**

Planned Provision	Planned Cost	Rationale
Provision of high quality 1:1 or 1:2 narrow the gap tutoring for pupils identified as being at risk of under-achieving in both KS1 & KS2 (90 hours per week)	£21,000	<p>PP pupils across the school have a range of ability. Needs of all pupils are identified through the analysis of half termly assessments and daily class work. This provision will enable targeted support and intervention in core areas according to need.</p> <p>A significant number of pupils at the school have a particular need for support to overcome speech and language difficulties as well as gaps in phonics and reading and the school has trained two Level 3 TAs to specialise in providing intervention work in this area as well as daily individual / small group phonics and reading catch-up programmes.</p> <p>This year provision has also been targeted at pupils under-performing in Maths, through daily maths 'early bird' sessions and Third Space Learning courses.</p>
Provision of group support and withdrawal groups with an experienced teacher for English and Maths to reduce underachievement for pupils in vulnerable groups in Years 2, 4 and 6 (From September to May)	£8,000	<p>School data for Y6 provides evidence that 1:1 and small group support can be an effective means of narrowing gaps, particularly at key transition points, such as Y2, Y4 and Y6. PP pupils in Y2, Y4 and Y6 will be a priority, though (as with all interventions outlined in this plan) the school reserves the right to allocate places to non-PP pupils as well.</p>

Positive Outcomes

- In Year 6, a large percentage of pupils in receipt of Pupil Premium were also on the school Special Educational Needs / Disability register. In July 2017, school data systems and externally marked SATs papers show that the attainment of Pupil Premium candidates in Year 6 with no identified SEND exceeded or was at least in-line with their non-Pupil Premium peer groups:

Year 6 End of Key Stage 2 SATs	Pupil Premium with no SEND % of group Achieving Standard	Pupil Premium with SEND % of group Achieving Standard	Non Premium % Achieving Standard
Reading	100%	50%	85.7%
Writing	100%	50%	76.9%
Mathematics	0%	0%	78.6%
In all three (R,W & M)	0%	100%	76.9%

- Those Pupil Premium Pupils who did not attain 'Standard' made good personal progress, given their starting points on entry and this was evidenced in Pupils' assessment folders, workbooks and the school tracking systems.
- In July 2017, the Year 1 Phonics Check results show that the attainment of the Pupil Premium Group was in-line with their non-Pupil Premium peer groups:

Y1 Phonics Screening Test	Service Premium % Achieving Standard	Non-Service Premium % Achieving Standard
	80%	81%

- In July 2017, End of Key Stage 1 SATs results show that the attainment of the Pupil Premium Group exceeded with their non-Pupil Premium peer groups:

Year 2 End of Key Stage 1 SATs	Pupil Premium % Achieving Standard	Non-Pupil Premium % Achieving Standard
Mathematics	83.3%	70%

- Those Pupil Premium Pupils who did not attain 'Standard' made good personal progress, given their starting points on entry and this was evidenced in Pupils' assessment folders, workbooks and the school tracking systems.

Areas for development:

- Pupils in receipt of Premium undertaking the Year 6 SATs in Maths did not achieve in-line with their Non-Pupil Premium peers, although they had been targeted for support. In 2017-18, a new programme for ensuring targeted pupils make accelerated progress is in place.

Year 6 End of Key Stage 2 SATs	Pupil Premium with no SEND % of group Achieving Standard	Pupil Premium with SEND % of group Achieving Standard	Non Premium % Achieving Standard
Mathematics	0%	0%	78.6%
In all three (R,W & M)	0%	0%	76.9%

- End of EYFS data indicates that this year's Pupil Premium cohort did not achieve in-line with their Non-Pupil Premium peers.

EYFS (End of the Early Years Foundation Stage) Good Level of Development measure	Pupil Premium % Achieving the GLD	Non-Service Premium % Achieving the GLD
	0%	78.6%

- In this case, the cohort had also been identified as requiring support due to late August birth-date. Significant additional support ensured that progress was made across the curriculum, and this will continue into Year 1 to ensure the cohort is on track to achieve end of Year 1 Phonics and end of KS1 standards.

Percentage of Pupils achieving Early Learning Goals by Subject							
Group	PSED	C&L	PD	L	M	UTW	EA&D
Whole class (28)	93%	79%	96%	75%	78%	78%	93%
Pupil Premium	100%	0%	100%	0%	0%	0%	100%

- End of Year 2 data indicates that the Pupil Premium cohort did not perform in-line with their Non-Pupil Premium peers in reading and writing, although they had been targeted for support. In this case, 33.3% of the cohort were boys, who had joined the school late from other settings and did not meet the GLD in their EYFS or their Year 1 Phonics Check. Although they made good personal progress, progress was not accelerated quickly enough for them to catch up with their peers by the time of the test. These have been targeted to ensure that they are on track to be by the end of Year 3. For 2017-18, a new programme for teaching phonics is in place in Year 1 to accelerate the progress of those who do not meet GLD at the end of EYFS. The Key Stage 1 team have implemented a new approach to the teaching of writing for 2017-18, which is designed to motivate and inspire our boys to become good writers.

Year 2 End of Key Stage 1 SATs	Pupil Premium % Achieving Standard	Non-Pupil Premium % Achieving Standard
Reading	50%	80%
Writing	33%	70%
In all three (R, W & M)	33%	60.9%

Planned Provision	Planned Cost	Rationale
Provision of Learning Mentor hours to look after the welfare of children from vulnerable groups in need (3 hours per week)	£3,000	3 hours of Pastoral Learning Mentor support will enable pupils to receive interventions and therapies tailored to their individual needs (including play therapy, Drawing and Talking, Expect Respect, as well as personal interventions plans aimed at improving attendance and engagement) <ul style="list-style-type: none"> The Learning Mentor with Specific Responsibility for Pastoral Interventions will also implement an intervention which enables busy parents to share their children's achievements in school

Positive Outcomes

Engagement:

- Attendance of vulnerable pupils in receipt of pastoral interventions improved this year and cases of persistent absence decreased.
- Engagement of target pupils' families at parents' evenings increased to 92% at the last formal Parents' Consultation Evening of the year.

Observable / Anecdotal Outcomes:

- Parents and teaching staff reported that the vast majority of pupils receiving Pastoral support engaged well with school life and learning in 2016-17.

NB Specific data / case study work to support this statement is available on request, but has not been published online, in order to preserve the anonymity of individuals who may be identifiable from data summaries, particularly in the case of Service Premium pupils with SEND (Special Educational Needs or disability).

Total Cost: £32,000