

Central Primary School

Pupil Premium Funding 2017 2018 Projected Allocation £96,662



Allocation of funds to interventions and provisions		
1	Additional Teaching in Year 6 (Part Funded by Pupil Premium)	£10,000
2	Additional Teaching in Year 5 (Part Funded by Pupil Premium)	£10,000
3	Additional Teaching in Year 4 (Part Funded by Pupil Premium)	£10,000
4	Additional Teaching in Year 3 (Part Funded by Pupil Premium)	£10,000
5	Additional Teaching in Year 2 (Part Funded by Pupil Premium)	£10,000
6	Additional Learning Assistant Time Years 1 – 3 (Part Funded by Pupil Premium)	£18,000
7	LSA Interventions (Part Funded by Pupil Premium)	£6,687
8	Breakfast Club/ After School Club (Part Funded for Pupil Premium Pupils)	£4,304
9	Training and Leadership (Linked to Pupil Premium)	£4,100
10	Additional enrichment support (i.e. contribution towards trips)	£5,059
11	Musical instrument lessons	£1,512
12	Additional Release Time for Planning, Assessment and Discussions	£5,000
13	Counselling and therapy services (Part Funded for Pupil Premium Pupils)	£2,000
Total		£96,662

Action Plan 2017 - 2018 and Impact Summary

School Focus/ Planned Impact on Pupils	Actions to achieve	Costs Plan	Actual Costs	Evidence and Actual Impact on pupils	Sustainability and Next Steps
1> To ensure that PPG pupils make outstanding progress throughout the school <i>-Pupils who make outstanding progress can narrow the attainment gap between them and national averages</i> <i>-Outstanding progress indicates pupils who are striving to their potential</i>	<ul style="list-style-type: none"> -Additional Teaching across the school (Part Funded by Pupil Premium) -Additional Learning Support Staff in YR – Y3 (Part -funded by Pupil Premium) -Additional Teacher Interventions -LSA Interventions (Part Funded by Pupil Premium) <p><i>Evidence suggests (EEF website) that smaller groups can benefit pupil progress. Teachers are more able to focus on specific pupils needs. We have found that the impact we can have in smaller groups makes a marked impact on pupils focus and learning.</i></p> <ul style="list-style-type: none"> -Focus on Phonics in KS1 and EYFS smaller groups (Year 1 involved in <i>Hertsforlearning</i> Phonics project) -Further develop reading for pupils across KS2. (Development of guided reading/ vocabulary and inference) 	£50,000 £18,000 £3,600 £6,687		<p>Pupils are making strong progress and in some groups (Year 1 & Year 5) eligible pupils are making progress above all pupils.</p> <p>The impact indicates that split teaching profiles are having a big impact on pupil achievement and these have been further expanded to Year 2 and 4 for 2017 – 2018.</p> <p>The phonics results improved in 2017 but to improve these further we will be working on the Herts for Learning phonics project to further develop phonics to increase attainment in the screening check 2018</p> <p>Reading is a whole school focus and data March 2017 indicates that PPG reading is rapidly improving with strong progress across the school.</p>	Continue to support and refine PPG support through smaller group teaching.
2> To support readiness for learning <i>-Pupils who are ready to learn are more able to acquire and learn effectively</i> <i>-Pupils who feel safe in school are able to learn and develop</i>	<ul style="list-style-type: none"> -Learning Mentor Assistants (Part Funded by Pupil Premium) -Counselling/ Therapy services -All staff to support pupils well-being through warm and encouraging presence - Breakfast Club/ After School Club (Part Funded for Pupil Premium Pupils) - Homework clubs/ reading clubs - Time to talk with staff (as needed) 	£10,000 £2,000 £4,304		<p>Pupils are making strong progress and in some groups (Year 1 & Year 5) eligible pupils are making progress above all pupils.</p> <p>Year 5 and Year 1 are making outstanding progress.</p>	Continue to evaluate how interventions work to support pupils
3> To enrich the curriculum provision for PPG pupils <i>-Pupils should be given the opportunities to experience and develop their skills</i>	<ul style="list-style-type: none"> -Musical instrument lessons -Development of opportunities (Challenge Cup/ Dance events/ Art Showcase/ Shakespeare performance) -Additional enrichment support (i.e. contribution towards trips) 	£1,512 £5,059		<p>Pupils are making strong progress and in some groups (Year 1 & Year 5) eligible pupils are making progress above all pupils.</p>	Continue to provide enrichment to support UW in PPG pupils
4> To facilitate teachers and support staff to enable pupils to learn well through a differentiated curriculum provision <i>-Teachers benefit from time to ensure that their curriculums build on prior learning</i> <i>-Focused reviews of pupil work allows a greater shared knowledge that can enhance progression</i>	<ul style="list-style-type: none"> -Additional Release Time for Planning, Assessment and Discussions -Training and Leadership (Linked to Pupil Premium) 	£5,000 £4,100		<p>Pupils are making strong progress and in some groups (Year 1 & Year 5) eligible pupils are making progress above all pupils.</p> <p>Lesson Study work will link into this objective during Autumn 2017.</p>	

September 2017 Review

Progress		All	FSM/ PPG	Progress		All	FSM/ PPG	Progress		All	FSM/ PPG
Y6	R	13.3	13.0	Y5	R	10.2	10.8	Y4	R	7.4	7.4
	W	13.4	13.3		W	10.4	11.3		W	7.2	6.6
	M	13.2	12.7		M	10.0	10.3		M	7.4	6.8

Progress		All	FSM/ PPG	Progress		All	FSM/ PPG	Progress		All	FSM/ PPG
Y3	R	2.5	2.7	Y2	R	7.4	7.0	Y1	R	4.1	4.3
	W	2.5	2.5		W	7.1	7.0		W	4.0	4.0
	M	2.5	2.2		M	7.0	7.0		M	3.7	4.7

Summary of main barriers to main educational achievement faced by eligible pupils

The data from July 2017 indicates that pupils are performing well (outstanding progress) in most year groups.

- Year 3 (now Year 4) are a group that need to make accelerated progress in the academic year 2017 – 2018
- Pupils in Year 4 (Year 5) are making slightly less progress than all pupils.
- Phonics results and KS1 results are lower than national

These groups will form a key part of our pupil premium work in addition to the outlined plan from April 2017.

How we will update our spend on Pupil Premium to address these barriers and the reasons for this.

- Year 3 (now Year 4) will have a split teaching profile delivered by 3 outstanding teachers, allowing pupils to have focused work and further attention from the teacher. We have found our smaller group profiles make accelerated progress and this is supported by the EEF research, although a costly intervention reducing class sizes makes a big difference to the individual pupil and our pilot of Year 4 split groups make a large impact on our Year 4 (now Year 5) allowing their progress to catch up with All pupils in the cohort in reading.
- Year 4 (now Year 5) will continue to have their split teaching profile to enable them to continue to make accelerated progress in Year 5. The cohort will also take part in a Shakespeare for Schools festival to support their engagement and to enrich their vocabulary and writing. The EEF and research (Hall & Thompson, 2017) indicate that engagement in the Arts can have an impact on educational performance. And we believe that this combination will further diminish the difference between the eligible pupils and all pupils. We can see this impact in our Year 5 (now Year 6 data).
- We will review our phonics teaching in Year 1 to enable pupils to have a longer time (45 minutes) and this work will link directly to their reading. This project will be supported by Herts for Learning and their research on linking guided reading and phonics to increase the rapid acquisition and retention of phonics to support decoding and reading.

- To raise KS1 attainment we will split the Year 2 cohort into three groups to accelerate the progress of pupils to raise attainment. While this group are performing well against All pupils it is important to raise the attainment of this group at KS1 in 2018. The EEF research indicates that reducing class sizes can have a positive impact on pupil attainment.
- Lesson Study work will also be undertaken in all year groups with teachers focus on developing their pedagogy to support learning outcomes for all pupils. Lesson Study has been found to be collaborative way to develop and strengthen teacher subject and pedagogic knowledge (Dudley, 2013). This focused work will refine teaching to support eligible pupils to make rapid progress and diminish the difference between eligible pupils and their peers.

How we will measure the impact of the pupil premium?

We will review the effectiveness of the impact of our pupil premium through our pupil outcomes reviewing how pupils have progressed in these interventions in December 2018.

The Lesson Study work will be reviewed during and after the Lesson Study lessons with teachers sharing their work throughout their cycles and afterwards.

The next review date

March 2018 following the March 2018 Data collection.

March Review 2018

Progress		All	FSM/ PPG	Progress		All	FSM/ PPG	Progress		All	FSM/ PPG
Y6	R	12.8	13.8	Y5	R	8.8	9.5	Y4	R	4.4	4.7
	W	12.3	13.3		W	8.8	9.3		W	4.6	4.7
	M	12.9	12.6		M	9.3	9.8		M	4.4	4.2

Progress		All	FSM/ PPG	Progress		All	FSM/ PPG	Progress		All	FSM/ PPG
Y3	R	2.1	2.0	Y2	R	6.4	5.8	Y1	R	2.9	4.3
	W	1.9	2.0		W	6.1	5.8		W	2.9	3.0
	M	2.0	2.0		M	6.0	6.3		M	2.6	3.7

The data from March 2018 indicates that pupils are performing well (outstanding progress) in all year groups.

- Year 4 PPG pupils are performing strongly compared to all pupils but Year 4 progress needs to continue to increase to be as strong as all other year groups.
- PPG pupils in Year 6, Year 5, Year 3 and Year 1 are progressing more rapidly than all pupils and progress in Year 2 is outstanding for PPG pupils
- Phonics results in 2017 were lower than national
- 2017 pupil outcomes indicate that PPG pupils performed better at Central than Nationally.

Summary of main barriers to main educational achievement faced by eligible pupils

- Need to further accelerate Year 4 and Year 3 PPG progress so that it is very strong like in Years 1, 2, 5 and 6.
- Promote attainment in phonics in Y1 and Y2

How we will update our spend on Pupil Premium to address these barriers and the reasons for this.

- Year 3 will have full time classroom support from Sept 2018 to support their progression in Year 4.
- Year 4 will have a split teaching profile delivered by 3 outstanding teachers, allowing pupils to have focused work and further attention from the teacher. We have found our smaller group profiles make accelerated progress and this is supported by the EEF research, although a costly intervention reducing class sizes makes a big difference to the individual pupil and our pilot of Year 4 split groups make a large impact on our Year 4 (now Year 5) allowing their progress to catch up with All pupils in the cohort in reading.
- Year 5 will continue to have their split teaching profile to enable them to continue to make accelerated progress in Year 5. The cohort will also take part in a Shakespeare for Schools festival to support their engagement and to enrich their vocabulary and writing. The EEF and research (Hall & Thompson, 2017) indicate that engagement in the Arts can have an impact on educational performance. And we believe

that this combination will further diminish the difference between the eligible pupils and all pupils. We can see this impact in our Year 5 (now Year 6 data).

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How we will measure the impact of the pupil premium?

We will review the effectiveness of the impact of our pupil premium through our pupil outcomes reviewing how pupils have progressed in these interventions in July 2018

The Lesson Study work will be reviewed during and after the Lesson Study lessons with teachers sharing their work throughout their cycles and afterwards.

The next review date

September 2018 following Summer Data updates.