

Pupil Premium Analysis Sept 2015-July 2017 (April Budget end 2017) Total Funding for year: £210,389

Pupil Numbers

LAC	3	FSM	156	Total Disadvantaged pupils as a % of the school roll	34%	Total pupil premium spent £204,334
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GAP	Disadvantaged/Non Disadvantaged (difference in Average point scores in <u>English</u>)	Disadvantaged/Non Disadvantaged (difference in Average point scores in <u>Maths</u>)	Disadvantaged/Non Disadvantaged Average Attendance	Disadvantaged/Non Disadvantaged Behaviour	Other Enrichment																																																													
Identified Gap at July 2016	<p>Better Reading Partners –100% made the minimum 3 reading levels of progress and 69% made accelerated progress (+ 6 months in 10 weeks). Reading Recovery Programme 100% made accelerated progress</p> <p>75% of identified Disadvantaged children who failed the Language link assessment had passed by July 16.</p> <p>Whole School Disadvantaged Pupil Data YEAR 1-6</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="6">Percentage of PP children working at ARE in July 2016 :</td> </tr> <tr> <td colspan="2">Reading</td> <td colspan="2">Writing</td> <td colspan="2">Maths</td> </tr> <tr> <td>July 2016 - 49.6%</td> <td>61/123</td> <td>July 2016 – 41.5%</td> <td>51/123</td> <td>July 2016 – 43.1%</td> <td>53/123</td> </tr> </table> <p>KS 2 Progress Data</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>READING</th> <th>WRITING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td>School Disadvantaged</td> <td>-1.48</td> <td>-1.31</td> <td>-1.35</td> </tr> <tr> <td>NATIONAL Non-Disadvantaged</td> <td>+ 0.3</td> <td>+0.1</td> <td>+0.2</td> </tr> <tr> <td>GAP</td> <td>-1.18</td> <td>-1.21</td> <td>-1.15</td> </tr> </tbody> </table> <p>KS1 Disadvantaged Pupil Data School Disadvantaged compared with National Non - Disadvantaged</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">KS1 SATs</th> <th colspan="2">READING</th> <th colspan="2">WRITING</th> <th colspan="2">MATHS</th> </tr> <tr> <th>Sch</th> <th>Na</th> <th>Sch</th> <th>Na</th> <th>Sch</th> <th>Na</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>58%</td> <td>78%</td> <td>52%</td> <td>70%</td> <td>68%</td> <td>77%</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>77%</td> <td>78%</td> <td>77%</td> <td>70%</td> <td>80%</td> <td>77%</td> </tr> </tbody> </table> <p>KS2 Disadvantaged Pupil Data School Disadvantaged compared with National Non – Disadvantaged</p>		Percentage of PP children working at ARE in July 2016 :						Reading		Writing		Maths		July 2016 - 49.6%	61/123	July 2016 – 41.5%	51/123	July 2016 – 43.1%	53/123		READING	WRITING	MATHS	School Disadvantaged	-1.48	-1.31	-1.35	NATIONAL Non-Disadvantaged	+ 0.3	+0.1	+0.2	GAP	-1.18	-1.21	-1.15	KS1 SATs	READING		WRITING		MATHS		Sch	Na	Sch	Na	Sch	Na	Disadvantaged	58%	78%	52%	70%	68%	77%	Non-Disadvantaged	77%	78%	77%	70%	80%	77%	<p>Disadvantaged = 91.2%</p> <p>Non Disadvantaged = 93.3%</p> <p>Whole school 94.5%</p>	<p>Behaviour incidents Disadvantaged = 64 Non Disadvantaged =128 (no permanent exclusions)</p> <p>No of children involved in incidents Disadvantaged =40 Non Disadvantaged =71</p> <p>Exclusions Disadvantaged = 11 Non Disadvantaged = 9</p>	
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	KS2 SATS		READING		WRITING		MATHS		GPS											
			Sch	Na	Sch	Na	Sch	Na	Sch	Na										
	Disadvantaged	45%	71%	45%	79%	60%	75%	50%	78%											
	Non-Disadvantaged	66%	71%	98%	79%	80%	75%	85%	78%											
Action: Funded or part funded by Pupil Premium	ENGLISH Individual pupil support, Reading Recovery with children (£22,950) Intervention teacher supporting Disadvantaged children (5,922) in KS1 SENCo administrative time(50%), supporting staff who support Disadvantaged children (£18,261) 4 Reading support assistants BRP trained (£12,266) Additional teachers to support staff in Year 6 to take group interventions KS2 Intervention teacher PT (£14,057) Class TA % of time with Disadvantaged children- Year R - £4410 Year 1 - £2415 Year 2 - £3150 Year 3 - £4725 Year 4 - £4350 Year 5 - £4515 Year 6 - £4830 Courses to support the teaching of Maths - £1175 SLE Visit – Sarah Morgan (£400) Visit to outstanding school -Maths focus - £165 Speech and Language 50% of time on Disadvantaged children (£4,648) Speechlink & Languagelink - £450 Courses to support the teaching of Reading, Writing and GPS – £1985 Christine Cork Reading recovery registration - £1100				MATHS Group and Individual support and interventions Additional teachers to support staff in Year 6 to take group interventions KS2 Intervention teacher PT (£14,057) Intervention TA supporting Disadvantaged children (£968) in KS1 Class TA % of time with Disadvantaged children- Year R - £4410 Year 1 - £2415 Year 2 - £3150 Year 3 - £4725 Year 4 - £4350 Year 5 - £4515 Year 6 - £4830 Courses to support the teaching of Maths - £1175 SLE Visit – Sarah Morgan (£400) Visit to outstanding school -Maths focus - £165				ATTENDANCE Attendance Officers x 2 47% of attendance time supporting Disadvantaged children (£7,961) Prizes for incentives for reaching 100% attendance (£200) Pupil Premium Courses and Conference (£845) Supervision for TAXI children (£950)				BEHAVIOUR Pastoral staff x 2 45% of time supporting Disadvantaged children (£13,802) Transporting pupil home (£60) Resources for Nests at both sites (£800) Courses to support social, emotional and behavioural needs (£585) Best Behaviour Tea Party (£120)				OTHER ENRICHMENT Visitors to school Scientist Visit PSHE theatre group History Visitors (£2,500) New Cornerstones Curriculum (£4000) School trips and residential subsidies (£510) Turner Contemporary Trip (£190) National Nutcracker Project – coaches to Oasis West and Canterbury (£370) Visit to Fulston Manor Music festival (£30) Go-Kart Engineering project – (£50) Prizes for Science Fair (£100)			

	<p>INSET - £1200</p> <p>Visit to Outstanding PP school - £165</p> <p>Power of Reading (£1500)</p>																															
<p>Impact</p>	<p>Reading – Of the 12 Disadvantaged children who received Better Reading Partnership intervention 92% made the minimum 3 reading levels of progress and 66% made accelerated progress (+ 6 months in 10 weeks) and 59% caught up with their peers. A further 41 Disadvantaged children were identified for daily reading and of the 4 Disadvantaged children who received the Intensive Reading Programme all made accelerated progress and had significantly closed the gap with their peers.</p> <p>100% of identified Disadvantaged children who failed the Language link assessment had passed by July 17.</p> <p>Whole School Disadvantaged Pupil Data YEAR 1-6 Attainment – Pupil Premium children working at ARE in July 2017</p> <table border="1" data-bbox="293 687 938 919"> <thead> <tr> <th>READING</th> <th>WRITING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td>51.6% 64/124</td> <td>40.3% 50/124</td> <td>46% 57/124</td> </tr> <tr> <td>72.5% 190/262 (not PP)</td> <td>65.6% 172/262 (not PP)</td> <td>71.4% 187/262 (not PP)</td> </tr> <tr> <td></td> <td>(not PP)</td> <td></td> </tr> </tbody> </table> <p>Disadvantaged whole school data showed that the gap had decreased in Reading and Maths from last year, however in Writing the gap has not closed as much.</p> <p>KS 2 Progress Data</p> <table border="1" data-bbox="293 1051 994 1286"> <thead> <tr> <th></th> <th>READING</th> <th>WRITING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td>School Disadvantaged</td> <td>-1.37</td> <td>-0.23</td> <td>-0.91</td> </tr> <tr> <td>NATIONAL Non-Disadvantaged</td> <td>+ 0.33</td> <td>+0.17</td> <td>+0.23</td> </tr> <tr> <td>GAP</td> <td>-1.04</td> <td>-0.06</td> <td>-0.68</td> </tr> </tbody> </table> <p>The disadvantaged children at Eastchurch made progress which is broadly in line with the non-disadvantaged nationally. The difference between the progress made by the disadvantaged children at Eastchurch and the non dis-advantaged nationally has diminished in comparison to last years results</p> <p>KS1 Disadvantaged Pupil Data</p>	READING	WRITING	MATHS	51.6% 64/124	40.3% 50/124	46% 57/124	72.5% 190/262 (not PP)	65.6% 172/262 (not PP)	71.4% 187/262 (not PP)		(not PP)			READING	WRITING	MATHS	School Disadvantaged	-1.37	-0.23	-0.91	NATIONAL Non-Disadvantaged	+ 0.33	+0.17	+0.23	GAP	-1.04	-0.06	-0.68	<p>Disadvantaged = 91.2%</p> <p>Non Disadvantaged = 93.3%</p> <p>Whole school 94.5%</p> <p>The whole school average has increased by 0.2% this year.</p> <p>The average difference between Disadvantaged pupils and Non Disadvantaged children however has decreased from 3.4% (2014-2015) to 2.1% (2015-2016).</p>	<p>Behaviour incidents Disadvantaged = 64 Non Disadvantaged =128 (no permanent exclusions)</p> <p>No of children involved in incidents Disadvantaged =40 Non Disadvantaged =71</p> <p>The number of incidents involving Disadvantaged children has increased due to the implementation of our new behaviour policy and more stringent recording methods.</p> <p>The gap between Disadvantaged and non Disadvantaged has decreased and less Disadvantaged children have been involved in incidents.</p> <p>Exclusions Disadvantaged = 11 Non Disadvantaged = 9</p> <p>The number of exclusions has increased however this is attributed to 5</p>	<p>All Disadvantaged children had access to a variety of enrichment activities that enhance their knowledge and understanding of the world.</p> <p>The Arts Mark project enabled students to experience cultural events they would never have the chance to experiencing normally such as seeing a ballet, going to an art gallery, hearing an orchestra play as well as being given the opportunity to express themselves creatively through art, dance and music</p> <p>Improved understanding of the world of engineering through Go-Kart project</p>
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School Disadvantaged compared with National Non - Disadvantaged

KS1 SATs	READING		WRITING		MATHS	
	Sch	Na	Sch	Na	Sch	Na
Disadvantaged	62%	79%	43%	72%	57%	79%
Non-Disadvantaged	75%	79%	68%	72%	75%	79%

KS2 Disadvantaged Pupil Data

School Disadvantaged compared with National Non – Disadvantaged

KS2 SATS	READING		WRITING		MATHS		GPS	
	Sch	Na	Sch	Na	Sch	Na	Sch	Na
Disadvantaged	35%	77%	54%	81%	42%	80%	46%	82%
Non-Disadvantaged	86%	77%	74%	81%	77%	80%	77%	82%

In comparison with 2016 the difference in attainment for disadvantaged children at Key Stage 1 was diminished in Reading but increased in Writing and Maths. In Key stage 2 the difference was diminished in Writing but increased in the other areas. This was due to the very high number of disadvantaged children in the year group (35%) of which 48% moved into the cohort after KS1 SATs.

children, 2 of which were Disadvantaged. Measures taken to support these children included a managed move, input from the Swale Inclusion Service and working with parents. High Needs funding was applied for, for 3 children.

Action for next academic year

English

Reading support teacher to continue with regular tracking, identification and intervention management for children needing reading support.

Whole school focus on Spelling

Whole school approach to Handwriting with recovery programme for those with fine motor control difficulties

To analyse need based on speech/language link results and target support

Purchase BLAST and additional resources to improve vocabulary of children

Renew subscription to Power of Reading to use as basis for literacy teaching to improve enthusiasm and attainment for vulnerable groups in reading and writing.

Maths

Improve quality of whole class Maths teaching through greater exposure to problem solving through Mastery approach

EEF TA Training on supporting the Mastery Approach within the classroom

Use the EEF website to identify which interventions/ support will be most cost effective but with the highest impact

Ensuring all classes have adequate resources to teach maths effectively

Use the barriers to learning reports and liaise with SENCO to identify interventions children are receiving

Booster Groups for year 6

SLE support to ensure all learners are able to access high quality maths teaching

Collaboration focus on attendance across the Island. Whole Island policy. Attendance officers to review procedures and take swift action on attendance issues and penalty notices. Continue to implement Sol attendance tracker.

Weekly rewards for good attendance.

To offer support to vulnerable families struggling with attendance. Increased involvement from Pastoral staff/School Nurse, EH teams as necessary.

Employ new TA for Nest support and provide training

Continue to offer high quality Social, emotional and behavioural support.

Use of Boxhall profile to track well-being.

Refer children with behavioural difficulties to LIFT to access specialist support

Liaise with Inclusion and attendance service.

Make use of TRACKS provision where children are at risk of permanent exclusion

Improve outdoor environment and resources for outside areas

Provide additional learning experiences.

Identify a suitable trip/ learning experience for disadvantaged to participate in.

Opportunities for Golden Ticket sessions to celebrate the success of disadvantaged children

Go Kart project

Improve access/interest levels in Science

	Booster groups for Year 6			EH notifications for vulnerable children	
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