

# Pupil Premium Impact Statement for Academic Year 2017 – 2018



1. Summary information					
<b>School</b>	Terling CofE Primary				
<b>Academic Year</b>	2017 - 2018	<b>Total PPG budget</b>	Sept 17 -Mar 18    £11,440 Mar 18 – July 18 <u>£3,920</u> Overall total        £15,360	<b>Date of Impact Statement</b>	Nov 2018
<b>Total number of pupils</b>	90	<b>Number of pupils eligible for PP</b>	9		

2. Progress and Attainment 2018	Terling CofE Primary	National Total Averages
<b>End of KS2 2018 (2 of 14 pupils)</b>	<i>Pupils eligible for PPG</i>	
% achieving expected standard or above in reading	100%	75%
% achieving expected standard or above in writing	100%	78%
% achieving expected standard or above in mathematics	100%	76%
% achieving expected standard in combined reading, writing and maths	100%	64%
Average progress scores for making expected progress in reading	-1.94	0.31
Average progress scores for making expected progress in writing	1.83	0.24
Average progress scores for making expected progress in mathematics	-1.3	0.31
<b>Year 1 phonics check results</b>	<b>100%</b>	<b>83%</b>
<b>Year 2 phonics check results</b>	<b>N/A</b>	

<b>End of KS1 2018 (0 of 11 pupils)</b>		
% achieving expected standard or above in reading	N/A	
% achieving expected standard or above in writing	N/A	
% achieving expected standard or above in mathematics	N/A	
% making expected progress in reading ( <i>as measured in the school</i> )	N/A	
% making expected progress in writing ( <i>as measured in the school</i> )	N/A	
% making expected progress in mathematics ( <i>as measured in the school</i> )	N/A	
<b>EYFS end of 2018 (0 of 16 pupils)</b>		
Achieved a Good Level of Development	N/A	

### 3. Additional comment on Data

- In the year 2017-18 there were no pupils eligible for PPG with the EYFS or KS1
- At the end of KS2 the attainment of our disadvantaged children was above national averages for disadvantaged children in reading, writing and maths.
- KS2 progress measures show disadvantaged children at Terling progressed better than non-disadvantaged children at Terling in all subject areas
- The combined score for reading, writing and maths for disadvantaged children was 100% and the national 2018 figure was 70%

### 4. Review of expenditure

<b>Academic Year</b>	<b>2017 - 2018</b>			
<b>i. Quality of teaching for all</b>				
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Pupils to make progress in-line / accelerated progress – to reduce barriers to learning – leading to strong metacognitive learning skills, leading to higher levels of engagement and resilience for learning.</p>	<p>Learning Mentor to continue to support in class for a period of sessions – covering R/W/M</p> <p>Continued training and monitoring of assessment triangulation.</p> <p>Clear embedded non-negotiable expectations based on high aspirations for all children</p>	<p>Data evidence shows that PPG children made better progress in reading, writing and maths than children not eligible for the PPG in 2017-18. However, this progress was not in line with national progress measures.</p> <p>Pupil progress meeting records show pupils have higher levels of engagement and are more willing to make mistakes.</p> <p>Training for staff on monitoring and assessment triangulation has given staff a better understanding of the cycle and how each is fed into the other. Planning shows that teachers are looking at ongoing assessments and feeding them into future learning.</p> <p>Children’s work is of a high standard across all subject, not just within core areas of learning.</p>	<p>Learning mentor support has impacted on the progress of our PPG children and this approach should continue. More rigorous monitoring of the progress PPG are making should be in place to ensure their progress is in line with national expectations.</p> <p>The growth mind set work should continue and a continued focus on challenging yourself and the acceptance that it is good to make mistakes and ‘have a go’.</p> <p>A continued focus on ‘golden standard’ should continue so that those high aspirations continue to be evidence across all subjects.</p>	<p>£10,931</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired Outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>For pupils to be confident / demonstrate high self-esteem / good behaviours / friendships</p>	<p>Change 4 life / Supported friendships groups for boys &amp; girls. One to one support with Learning mentor</p>	<p>Behaviour records and Learning Mentor records show that the ‘Empowering Girls and Boys’ groups have had a positive impact on those children’s self-confidence and the ability to solve social problems.</p> <p>Behaviour records show a reduction in incidents both outside and within the classroom</p> <p>Pupil progress meeting records reflect children’s improving confidence and self esteem</p>	<p>The Learning Mentor’s work with Empowering Boys and Girls should continue as children’s needs change through the term.</p> <p>Parent feedback from the Empowering Boys and Girls groups has been positive</p>	<p>£2,133</p>

<b>iii. Other approaches</b> (enrichment and experiences)				
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
For all pupils to participate in all educational activities / visits – including residential & off sight learning / cluster groups TANGO educational during the weekend / have the correct equipment to support or enhance their learning.	1.Supporting the cost of educational visits for families unable to make a contribution; 2. Uniform for individuals to enable them to feel part of the school community; 3. Extra-curricular clubs for individuals / activities in and outside of school / weekends.	All pupils (both PPG and non-PPG) have taken part in educational activities and extra-curricular clubs  Pupil voice meetings show children enjoy clubs and are keen to take part	Important to ensure all pupils can access educational visits and extra-curricular clubs as they wish so this approach should continue.	£1,660
			Total Cost	£14,724