

## Derwentwater Pupil Premium Outcomes Report 2016 – 2017

### Objectives for 2016 – 2017:

Academic support targeting pupils from low income families, those who have English as an additional language and those achieving below age related expectations and are in receipt of this additional funding. Many pupils, not only the disadvantaged, will benefit from the funding as we are taking a whole school approach to raising standards, thereby directing interventions and strategies wherever needed.

We have identified pupils who are at risk of not achieving the expected standard in the curriculum of the year group they are in. Additionally, we are targeting support at pupils who are at risk of not making expected progress from their starting point; this includes the more able Pupil Premium.

Pupil Premium funding is also being used to raise the social capital for all pupils to compensate for any social disadvantage; this is particularly important for the more able where a wide range of experiences will promote higher order thinking skills. Cultural visits and workshops in school all provide opportunities to educate pupils. Some pupils are provided with resources to enhance learning at home with parents; this includes a range of personalised learning through home access to learning resource.

Furthermore, some trips are subsidised, if not (on occasions) offered at a nominal fee to some low income families. The Year 6 residential trip is subsidised so that cost is less of a barrier to all pupils being able to experience an adventure holiday; often their first experience of sleeping away from home.

The Pupil Premium funding means that we can target support where it is needed, and ensure that everyone has access to the vast majority of the range of activities on offer, regardless of social background.

## Summary Information: 2016 - 2017

Total number of pupils in the school: 652 pupils	Reception to Year 6: 620 pupils Nursery: 32 pupils
Reception – Year 6: April 2016 – March 2017 £286,440.00  Early Years: September 2016 – August 2017 £2,100  LAC: £1,340 (Pro Rata)	Reception – Year 6: 217 pupils (35%)  Nursery: 7 pupils  LAC: 1
Total Pupil Premium Budget: £289,880.00	Total Number of Pupil Premium pupils: 224 (January 2016)

## Summary of Impact

### Strengths:

- The Year 6 Pupil Premium attainment has improved from the academic year 2015 - 2016 to 2016 - 2017.
- At the end of Reception, more Pupil Premium pupils are achieving a GLD than their in-school counterparts.
- Year 1 and 2 pupil Premium Pupils are outperforming their in-school and national counterparts.
- Key Stage 2 (Year 4, 5 and 6) Pupil Premium pupils are making more than expected progress.
- At the expected standard for mathematics, the Year 6 Pupil Premium pupils are attaining higher than the all national average and their in-school non-Pupil Premium counterparts.
- At the higher standard for mathematics the Year 6 Pupil Premium pupils are attaining higher than the all national average.
- For mathematics our Pupil Premium pupils' progress is higher than the all other pupil national average.
- At the higher standard for ESPG the Year 6 Pupil Premium pupils are attaining higher than the all national average.
- The in school Year 6 Pupil Premium and non-Pupil Premium gaps are diminishing in writing (2%), reading (4%) and EGPS (3%).

### Next Steps:

- Raise the attainment of Pupil Premium pupils in Key Stage 1 and Year 3.
- Raise pupils' attainment and progress in writing.
- Continue to close the Pupil Premium attainment gap with the national all other pupils in reading and writing.
- Focus on increasing the number of Pupil Premium pupils achieving the higher standard in reading, writing and mathematics.

## Reception Data:

	GLD	Reading	Writing	Number	Prime ELGs	Specific ELGs	All ELGs	APS
<b>2015 -2016</b>								
Pupil Premium	75%	88%	75%	94%	81%	75%	75%	35.1
Non-PP	71.6%	82%	76%	81%	74%	74%	72%	33.8
All DPS Pupils	72.2%	83%	76%	83%	76%	74%	72%	34.0
National All								
<b>2016 -2017</b>								
Pupil Premium	66.7%	67%	67%	75%	67%	67%	67%	31.8
Non-PP	64.4%	71%	66%	74%	70%	64%	64%	33.1
All DPS Pupils	64.75	71%	66%	74%	69%	65%	65%	32.9
National All	70.7%	77%	73.3%	79.2%	79%	69.9%	69%	34.5%

**Strengths:** Pupil Premium pupils attain higher than their in-school counterparts in attaining their Good Level of Development, Writing, Number, Specific Early Learning Goals and All Early Learning Goals (ELGs).

**Next steps:** To continue to diminish the gap in reading and Prime ELGS attainment.

## Year 1 and 2 Phonics:

Phonics	2015 – 2016		2016 – 2017	
	Derwentwater	National Average	Derwentwater	National Average
Year 1 All	80%	80.5%	81%	81%
Year 1 Pupil Premium			84.2%	
Year 1 Non-Pupil Premium			80.8%	
Year 2 All	95.1%	90%	95.3%	92%
Year 2 Pupil Premium			100%	
Year 2 Non-Pupil Premium			97.6%	

**Strengths:** More Year 1 and 2 Pupil Premium pupils passed their phonics check than their in school counterparts.

## Whole School Progress 2016 -2017

Year 6 July (35 pupils)	2015 – 2016			2016 – 2017				
	DPS PP	DPS All pupils	All pupils Nat	DPS PP	DPS All pupils	All pupils Nat	Nat PP	Nat All other pupils
% achieving at or above in reading, writing and mathematics	43%	55%	53%	57%	62%	61%	48%	67%
% achieving the higher standard in reading, writing and mathematics	0%	12%	5%	2%	11%	9%	4%	11%
% at expected for writing	66%	76%	74%	67%	69%	76%		81%
% at expected for reading	49%	60%	66%	67%	71%	72%		77%
% at expected for mathematics	74%	80%	70%	77%	76.2%	75%		80%
% at expected for EGPS	74%	80%	73%	79%	80%	77%		82%
% at greater depth for writing	9%	22%	15%	5%	13%	18%		21%
% at the higher standard for reading	9%	29%	19%	17%	32%	25%		29%
% at the higher standard for mathematics	11%	24%	17%	19%	25%	23%		27%
% at the higher standard for EGPS	17%	33%	23%	33%	40.5%	31%		36%
% making progress in reading	-2.1	-0.78	0.0	-0.7	0.7	0.0	-0.7	0.3
% making progress in writing	-0.9	-0.02	0.0	-2.1	-1.4	0.0	-0.4	0.2
% making progress in mathematics	1.2	1.36	0.0	0.8	0.5	0.0	-0.6	0.3

Brief Summary	Provision and Duration	Intended Impact	Monitored by	Amount	Impact and Evaluation
<p>Additional teacher working in Years 6 (Ref J)</p>	<p>Smaller class sizes to improve teacher: child ratio, supporting children in core subjects (reading, writing and maths). Release time for Assistant Head to drive outcomes for disadvantaged pupils across Key Stage 1 and Upper Key Stage 2. (All year)</p>	<p>To ensure that disadvantaged pupils are securely working at 'at age related' expectations. To improve progress of disadvantaged pupils against KS1 / EYFS baseline.</p>	<p>UKS2 AHT KS1 AHT Deputy Head Standards Deputy Head Inclusion</p>	<p>£21,000</p>	<p>Y6 Mathematics - Pupil Premium pupils in Y6 achieved a better progress rate than the national all and non-Pupil Premium. Y6 Mathematics - Pupil Premium pupil attainment is above all pupils nationally and is in line with non-Pupil Premium pupils nationally.</p> <p>Year 6 Combine Reading, Writing and Mathematics scores have gone up by 11%.</p> <p>Year 6 reading – Attainment improved by 18% and the gaps are diminished from 11% to 4%.</p> <p><b>Evaluation: We will continue with an extra teacher in Year 6 Mathematics.</b></p>
<p>Teaching and planning support (Ref A)</p>	<p>Additional focused teaching support – through planning support and team teaching led by Subject Leads and Assistant Headteachers (All year)</p>	<p>Utilising expertise, experience and strengths to develop standards of teaching through a collaborative approach has been proven to be effective in raising standards. There will be a focus on team teaching and shared planning.</p>	<p>Monitoring of progress of key children and rolling monitoring and improvement cycle. Evaluation of teaching &amp; learning. Analysis of data.</p>	<p>£50,000</p>	<p>The quality and consistency of teaching and learning within the school has improved.</p> <p>Evidence can be seen in the phonics, mathematics, reading and GLD scores.</p> <p><b>Evaluation: Will continue this</b></p>

Brief Summary	Provision and Duration	Intended Impact	Monitored by	Amount	Impact and Evaluation
			Subject and phase reviews. Book monitoring. Learning walks.		
Leadership lead pupil premium interventions (Ref B)	To provide bespoke interventions for pupils based on their in class gaps.  (April – July 2017)	Pupils to make good progress and gaps to be closed.	SENCo Maths leaders English Leaders All AHTs	£26,000	In impact of intervention data shows that pupils have made good progress. The average outcome was +0.6 which is more than expected. Y3 Maths Intervention 0 (Expected) Y4 Grammar Booster +1 (More than expected) Y5 Grammar Booster +1 (More than expected) Y5 Maths Intervention +1 (More than expected) Y5 5 Reading intervention+1 (More than expected) Y5 Writing Booster +1 (More than expected) <b>Evaluation: We will continue Senior Leadership interventions from September 2017.</b>
Before school prior learning groups. (Ref H)	To ensure that pupils are prepared for the day's learning.  (February 2017 to after SATs week)	Pupils find lessons easier to access.	Maths leaders	£7,500	Y6 Mathematics - Pupil Premium pupils in Y6 achieved 0.9 progress score. Y6 maths - Pupil premium pupil attainment (77%) is above all pupils nationally (75%) and is in line with non-pupil premium pupils nationally.  Children who attended every session achieved expected from baselines of working towards. <b>Evaluation: We will continue these interventions from February 2017.</b>

Brief Summary	Provision and Duration	Intended Impact	Monitored by	Amount	Impact and Evaluation
After school mathematics interventions. (Ref I)	To provide bespoke interventions for pupils based on their in class gaps.  (December 2016 to July 2017)	Pupils to make good progress and gaps to be closed.	SENCo Maths leaders	£1,600	Y6 maths - Pupil Premium pupils in Y6 achieved a better progress rate than the national all and non-pupil premium.  Y6 maths - Pupil Premium pupil attainment is above all pupils nationally and is in line with non-pupil premium pupils nationally. <b>Evaluation: Will continue and include Year 5 as well.</b>
Phonics Training for staff	To train staff members in delivering RWInc phonics sessions and interventions.  (Two days)	To ensure that pupils made accelerated progress as a result of high quality phonics teaching.	Class teachers TAs RWI Leader	£3,300	This has had a very positive impact. Year 1 84.2% of x 19 children passed their screening. Pupil Premium pupils surpassed their in-school counter parts. 100% of Y2 Pupil Premium pupils passed their screening. 85% of Pupil Premium pupils passed the phonics screening check. All DPS 81%, PP DPS 85% <b>Evaluation: Will continue</b>
Phonic 1-2-1 sessions (Ref K)	To ensure that decoding skills are at age related expectations.  (Daily)	Children pass their phonics screening and improve their decoding skills.	Phonics teachers  RWI Leader  AHT KS1	£7,000	Year 1 84.2% of x 19 children passed their screening. Pupil Premium pupils surpassed their in-school counter parts.  100% of Y2 Pupil Premium pupils passed their screening. 85% of Pupil Premium pupils passed the phonics screening check. All DPS 81%, PP DPS 85% <b>Evaluation: Will continue</b>



Brief Summary	Provision and Duration	Intended Impact	Monitored by	Amount	Impact and Evaluation
1-2-1 Reading (Ref M)	Reception pupils to receive daily 1-2-1 reading.	Reception children arrive in Year 1 at age related expectations	EYFS Leader Designated Nursery Nurses	£9,200	Pupil made good progress from their reading baselines. <b>Evaluation: Will continue</b>
Phonics Workshops for parents (Ref N)	Parents to receive training on how to teach their child how to read. Parents to be bought resources to support them. (Six sessions)	Parents to feel empowered to support their child in reading.	EYFS Leader RWI Leader	£1,000	Parental feedback was positive. Parents requested further training which took place. Pupil enjoyed learning with their parents. <b>Evaluation: Will continue</b>
Reception – Talking box intervention	Vocabulary and communication skills intervention (Three times a week)	Pupils develop their support language. This has been proven to have a high impact on pupil outcomes.	Analysis of data of intervention impact. (Every 6 weeks) SALT EYFS Leader	Cost: £3,000	Pupil made good progress from their reading vocabulary acquisition and communication skills. The impact was +2 <b>Evaluation: Will continue</b>
Nursery –Talking box intervention	Vocabulary and communication skills intervention (Three times a week)	Pupils develop their support language. This has been proven to have a high impact on pupil outcomes.	Analysis of data of intervention impact. (Every 6 weeks) SALT EYFS Leader	Cost: £3000	Pupil made good progress from their reading vocabulary acquisition and communication skills. The impact was +2 <b>Evaluation: Will continue</b>
Library borrowing service.	To set up a Foyer Library so that pupil premium pupils and parents have access to new good quality books to read. (Ongoing)	Pupils to have access to lovely new books to read.	Headteacher AHT Year 5/6 SBM	Cost: £5000	Pupil enjoy reading in the foyer and have said that they love all the new books to read. Some children have asked to borrow books for their older siblings as they do not have access to books in their schools. <b>Evaluation: Will continue</b>

Brief Summary	Provision and Duration	Intended Impact	Monitored by	Amount	Impact and Evaluation
Additional TA provision in core subjects daily (KS1)	To provide targeted in-class support & withdrawal interventions for disadvantaged pupils. (Daily)	To increase the number of disadvantaged pupils achieving age related expectations in core subjects.	KS1 AHT  Deputy (Standards)  Deputy (Inclusion)	£65,400	In Year 2 mathematics Pupil Premium pupils are achieving in line with other higher ability pupils at the higher standard. There is no gap.  Y2 at greater dep there is only a 2% difference between DPS 23% and the national average 25%. 100% of Y2 Pupil Premium pupils passed their screening. 85% of Pupil Premium pupils passed the phonics screening check. All DPS 81%, PP DPS 85% <b>Evaluation: Will continue</b>
Subscription to Third Space maths tuition (Ref O)	30 Upper Key Stage 2 pupils identified as at risk of not working 'at age related expectations' in core subject of maths. (Weekly)	Access to 1:1 tuition using an evidenced based intervention programme to ensure that accelerated progress is made so that disadvantaged pupils are securely working at 'at age related' expectations. Intervention takes place at the end of the day so that children do not miss out on class time with their teachers.	Maths leaders  Deputy Head (Inclusion)  Class Teachers  UKS2 AHT  Deputy Head Standards	£21,000	Pupils made good progress. The impact size was as expected. Each child has a report of their progress in all aspects covered.  The impact size was +0.5 (More than expected) <b>Evaluation: Will continue and include Year 5 as well.</b>

Brief Summary	Provision and Duration	Intended Impact	Monitored by	Amount	Impact and Evaluation
After School Clubs Access (Ref T)	Two spaces allocated to pupil premium eligible children in each club termly. (Termly)	Developing self-esteem of children who may have talents in other areas which will help them develop their confidence across the whole curriculum. Impact will be measured by pupil voice questionnaires.	Deputy Head for inclusion	£2,500	Pupil feedback was that they enjoyed the clubs.  Parents were pleased at their children's enjoyment and the skills which they developed. <b>Evaluation: Will continue</b>
Pyramid Club	After school nurture group targeted at disadvantaged pupils in Y5 and Y6 who internalise their difficulties leaving them vulnerable to mental health problems in the future and underperformance at school. (10 weeks)	Intended to help raise the children's self-esteem and confidence by developing their problem-solving skills. Supported the emotional well-being of disadvantaged pupils by helping them to find supportive friend.	UKS2 AHT UKS2 Class teachers  SENCo  Deputy Head (Inclusion)  English Leader KS1	£3,000	The average outcome was +2 which is expected.  Pupils felt more confident and enjoyed the learning activities. <b>Evaluation: Will continue</b>
Reading Eggs and Reading Eggspress subscription	Online phonics and reading support programme. In addition to being used for before and after school	To improve outcomes for pupils at risk of missing Y1 phonics screen.	SENCO  Communication Champion	£1,600	Pupils made good progress. The impact size was as expected. Each child has a report of their progress in decoding and comprehension skills. <b>Evaluation: Will continue</b>

Brief Summary	Provision and Duration	Intended Impact	Monitored by	Amount	Impact and Evaluation
(Ref U)	interventions, it can be used in class as part of Guided Reading lessons. Equally, can be used at home by children who have internet access. Provides an excellent model of phonics development, linking this closely to reading. (annual)	To improve reading outcomes for Y1 – Y6 for pupils at risk of missing end of year expectations.	Class Teachers  Deputy Head (Inclusion)		
Counselling Service (Ref W)	To provide 1:1 and group therapeutic interventions (annual)	To secure emotional well-being of disadvantaged pupils so that they are better able to focus on learning during lesson times.	Deputy Head (Inclusion)  Deputy Head (Standards)  Therapist  SENCO	£7,900	The impact size was +2, more than expected. Baseline surveys from parents and pupils show good impact. <b>Evaluation: Will continue</b>
Parent Support Advisor (Ref Q)	To provide guidance and advice to parents and carers on supporting their children at home. (annual)	Improving links with parents to increase their involvement in school life. To deliver tailored workshops, for example on reading, healthy eating,	Deputy Head (Inclusion)  SENCO	£33,000	Parental feedback is good. Parents accessed the service regularly. Pupil's behaviour and emotional wellbeing improved as a result. <b>Evaluation: Will continue</b>

Brief Summary	Provision and Duration	Intended Impact	Monitored by	Amount	Impact and Evaluation
		parenting skills to help parents know how best to improve children's outcomes.			
Activities and experiences (Ref Y)	Funding for participation in wider school activities (annual)	To enable full participation in all school activities so that disadvantaged pupils can take advantage of the same opportunities available to their peers, enabling them to acquire life skills and improve their self-confidence.	Deputy Head (Inclusion)  SBM	£2,500	Pupils enjoyed the experiences and still talk about them. They had opportunities which they never would have had and have grown in confidence. <b>Evaluation: Will continue</b>
Wrap Around Care (Ref Z)	Funding for wrap around care at school (annual)	To ensure children from disadvantaged families enjoy a healthy breakfast and to provide opportunities for parents to take up employment, improving quality of life and outcomes for these children.	Deputy Head (Inclusion)  School Business Manager	£2,500	Pupils' behaviours improved. They had a calmer start to the school day. The difference was noticeable in their focus in lessons. <b>Evaluation: Will continue</b>
<b>Total Spend:</b>				<b>£271,800</b>	<b>Total Funding: £289,880</b>

