

## **Evaluation Pupil Premium Funding by Outcomes 2016-2017. Funds in total £89,880.**

At Trimley St Mary Primary school, the school deprivation indicator and number of children entitled to pupil premium funding within school is below the national average. Group size therefore, needs to be considered and numerical data treated cautiously especially when making comparison with National averages. The following table looks at the progress of each child individually showing in green where the schools actions have made a positive impact upon pupils learning based upon the pupil's progress between outcomes measured at the end of EYFS, Yr1 phonics and End of Key stage 1 and 2. Further detailed statistical analysis can be found on the link to the Ofsted dashboard .The school knows that its work needs to continue to close the gap between the achievement of disadvantaged pupils and that of non- disadvantaged pupils. Whilst these pupils make positive progress there still remains a gap in attainment between these pupils and the national benchmark.

### **What has worked well?**

In evaluating its actions to date other than the over- riding provision of quality first teaching; additional support and opportunities to learn outside of the school's curriculum have been made significant impact upon the progress of pupils. Consistent use of support staff providing feedback and addressing errors and misconceptions has made impact upon pupil progress for all children. The most significant aspect of the schools work has been the impact of that focussed upon reading; where children at the end of Ks1 entitled to receive Pupil premium funding, exceeded the national benchmark for attaining the age- related expectation and at the end of KS2 where the progress of pupils entitled to receive pupil premium funding is above that of pupils not directly in receipt of funding. We also know that higher achieving pupils entitled to the funding exceeded that of the national benchmark for working at greater depth in reading.

Through this funding, the school sources other agencies to support children within their families and own personal contexts. This on-going work accessed by individuals has supported the breaking down of barriers to aspects such as communication and development of speech and language; attendance, mental health related issues such as anxiety, family break down and developing parental capacity by providing a range of opportunities for families to learn together. The work of staff building relationships with families and home liaison working, co-ordinating agencies and sourcing when there is deficit, have been vital in identifying barriers to learning, enabling solution based outcomes for an increasing number of children and families.

### **What needs to be developed further?**

We know that the attainment of these pupils is below that of the national benchmark in all three core subjects and that further effective pedagogy needs to be implemented into Quality First Provision. The schools' raising attainment plan details the actions across the key subjects as well as through the entitlement policy and the breadth of the whole curriculum. Additional strategies and pedagogical approaches have been identified through gap analysis and self - evaluation in subjects such as maths SPAG and writing.

Through the schools hidden curriculum and PSHE, we also know that we need to further build children's resilience and emotional well- being; equipping them with strategies to enable them to focus upon their learning and build their stamina for challenge. Some strategies focus upon developing children's self- worth, positive presentation and contribution to the school community. The strategy for 2017-2018 details the interventions and supplementary opportunities for individual children to enable this to happen. The plan also details further ways to enable pupils to demonstrate their learning where a barrier exists, especially those pupils who are underachieving.

### **Progress End of EYFS and end of Yr1 outcome in phonics test.**

Child	Good Level of Development at end of EYFS	Year one phonics
Child1	No	WA
Child2	No	WA
Child3	No	D
Child4	No	WA
Child5	Yes	WA

## Progress End of EYFS , Yr1+ Y2 Phonics, end of Key Stage One

Child	Good Level of Development EYFS	Year One Phonics	Year Two Phonics	Reading	Writing	Maths
Child1	Yes	WA	WA	WA	WA	WA
Child2	No	WT	WA	WA	WT	WT
Child3	Yes	WA	WA	WA	WA	WA
Child4	No	WA	WA	WA	WA	WT
Child5	No	WT	WA	WA	WT	Foundations
Child6	No	WA	WA	WA	WA	WA
Child7	Yes	WA	WA	GD	WA	GD
Child8	No	D	D	WT	WT	Foundations

## Progress KS1 to KS 2

*This table compares the impact of the schools use of the funding to support pupils based upon the outcomes at age 7 and then 11.*

*The National marker for making expected progress regardless on funding entitlement is 0.0. Green indicates a score better than expected.*

Child	Attainment						Progress		
	Yr2 Reading	Yr6 Reading	Yr2 Writing	Yr6 Writing	Yr2 Maths	Yr6 Maths	Reading	Writing	Maths
Child1	P7	D	P6	D	P8	D	+0.86	+1.15	+0.24
Child2	2C	WT	1	WT	2C	WT	+0.57	-2.96	-5.66
Child3	2B	WT	2C	WT	2B	WT	-3.03	-8.30	-5.49
Child4	3C	GD	2A	GD	2A	GD	+10.65	+7.68	+3.52
Child5	2A	WA	2B	GD	2B	WA	+4.14	+1.03	+5.84
Child6	No Data	GD	No Data	WA	No Data	WA			
Child7	2C	WA	2C	WA	2C	WA	+3.84	-5.62	+3.34
Child8	3	GD	2A	WT	3	GD	+2.52	+6.24	+4.28
Child9	2A	GD	2C	GD	2B	GD	+14.05	+2.05	+11.62
Child10	2C	WA	2C	WT	1B	WT	+5.86	-1.2	-2.05
Child11	2C	WA	1B	WA	1B	WA	+13.86	+10.80	+5.95
Child12	1	WT	1	WA	1	WT	+0.03	+14.57	+0.07
Child13	2C	GD	1	WT	1	WA	+17.86	-1.2	+6.95
Child14	1	WT	1	WT	1	WT	+0.73	+2.57	-1.93

*The table below indicates the average progress of those pupils entitled to funding compared to all children in the cohort.*

Group	Reading	Writing	Maths
Entitled to PP Funding 14	+5.6	+1.44	+1.62
All pupils 57	+4.7	+2.74	+3.8

Overall, progress for pupils in reading is above that of pupils who were not entitled to receive the funding demonstrating significantly the removal of any gap, although still positive that in writing and maths is below that of other pupils. The school needs to close the gap further to address the gap in attainment.