



Pupil Premium Report

Pupil premium spending current academic year

SUMMARY INFORMATION

| | | | |
|--|-------------|---|-------------|
| Date of most recent pupil premium review: | Autumn 2019 | Date of next pupil premium review: | Autumn 2020 |
| Total number of pupils: | 204 | Total pupil premium budget: | 63,360 |
| Number of pupils eligible for pupil premium: | 50 | Amount of pupil premium received per child: | 1,320 |

STRATEGY STATEMENT

Our core approach is consistent quality first teaching along with specific and target interventions for identified children.

The overall aim of our pupil premium strategy is:

- To reduce attainment gap between the school's disadvantaged pupils and others nationally and locally
- To raise the in-school attainment of both disadvantaged pupils and their peers

Assessment information KS2

KS2 SATs 2019: Attainment (Expected Standard) :

Reading test, Writing TA, Mathematics test combined:

GVS: 72.4%

LA: 69.7% GAP: + 2.7%

National: 64.8% GAP: +7.6%

KS2 SATs Tests 2019: Attainment (GDS Achieving a high score):

Reading test, Writing TA, Mathematics test combined:

GVS: 10.3%

LA: 13.8 GAP: - 3.5%

National: 10.5% GAP: - 0.2%

| Attainment and Assessments: Expected Standard | School (GVS) | LA | Gap | National | Gap |
|---|--------------|-------|--------|----------|-------|
| Reading Exp.std | 75.9% | 78.7% | -2.8% | 73.2% | +2.7% |
| Writing EXS | 82.8% | 80.3% | +2.5% | 78.5% | +4.3% |
| Maths Exp.std | 72.4% | 82.4% | -10.0% | 78.7% | -6.3% |
| GPS Exp.std | 79.3% | 82.0% | -2.7% | 78.0% | +1.3% |
| Science teacher assessment | % | % | | 82.9% | |

| Attainment and Assessments: Greater Depth | School (GVS) | LA | Gap | National | Gap |
|---|--------------|-------|--------|----------|--------|
| Reading Exp.std | 37.9% | 34.6% | +3.3% | 26.9% | +11.0% |
| Writing EXS | 24.1% | 22.9% | +1.2% | 20.2% | +3.9% |
| Maths Exp.std | 20.7% | 32.9% | -11.8% | 26.6% | -5.9% |
| GPS Exp.std | 44.8% | 41.9% | +2.9% | 35.7% | +9.1% |

Assessment information KS1

KS1 SATs 2019: Attainment (Expected Standard) :

Reading test, Writing TA, Mathematics test combined RWM):

GVS: 76.7%

LA: 66.8% GAP: +9.9%

National: 64.9% GAP: +11.8%

KS1 SATs Tests 2019: Attainment (GDS Achieving a high score):

Reading test, Writing TA, Mathematics test combined (RWM):

GVS: 16.7%

LA: 12.6% GAP: +4.1%

National: 11.2% GAP: +5.5%

KS1 SATs Tests 2019: Attainment Reading test, Writing TA, Mathematics test and science TA (RWMS)

GVS: 76.7%

LA: 66.6% GAP: +10.1%

National: 64.6% GAP: +12.1%

| Attainment and Assessments: Expected Standard | School (GVS) | LA | Gap | National | Gap |
|---|--------------|-------|--------|----------|--------|
| Reading Exp.std | 86.7% | 78.4% | +8.3% | 74.9% | +11.8% |
| Writing EXS | 83.3% | 71.4% | +11.9% | 69.2% | +14.1% |
| Maths Exp.std | 90% | 78.0% | +12.0% | 75.6% | +14.4% |
| Science teacher assessment | 86.7% | 86.3% | +0.4% | 82.3% | +4.4% |

| Attainment and Assessments: Greater Depth | School (GVS) | LA | Gap | National | Gap |
|---|--------------|-------|-------|----------|--------|
| Reading Exp.std | 33.3% | 30.4% | +2.9% | 25.0% | +8.3% |
| Writing EXS | 20.0% | 17.0% | +3.0% | 14.8% | +5.2% |
| Maths Exp.std | 33.3% | 23.8% | +9.5% | 21.7% | +11.6% |

Assessment information EYFS

| | School 2017 | School 2018 | School 2019 | LA 2019 | GAP | National 2019 | GAP |
|--|--------------|--------------|---------------|---------|-------|---------------|--------|
| Cohort | 30 | 29 | 25 | | | | |
| Good level of Development | 73.3% | 79.3% | 80% | 73.3% | +1.7% | 71.8% | +8.2% |
| Average Total Point Score | 36.9 | 36.5 | 38.0 | 37.1 | +0.9 | 34.6 | +3.4 |
| All goals: At least expected | 73.3% | 79.3% | 80% | 77.8% | +2.2% | 70.7% | +9.3% |
| Prime Goals: At least expected | 80.0% | 82.8% | 92.0% | 85.6% | +6.4% | 79.2% | +12.8% |
| COM & LANG: At least expected | 90.0% | 82.8% | 92.0% | 88.1% | +3.9% | 82.2% | +9.8% |
| PHYS: At least expected | 83.3% | 93.1% | 100.0% | 92.3% | +7.7% | 87.1% | +12.9% |
| PSE: At least expected | 93.3% | 93.1% | 100% | 90.2% | +9.8% | 84.8% | +15.2% |
| Specific: At least expected | 76.7% | 79.3% | 84.0% | 78.9% | +5.1% | 71.4% | +12.6% |
| LITERACY: At least expected | 83.3% | 79.3% | 84.0% | 80.1% | +3.9% | 73.4% | +10.6% |
| MATHS: At least expected | 83.3% | 79.3% | 84.0% | 86.0% | -2.0% | 78.5% | +5.5% |
| UTW: The World At least expected | 90.0% | 93.1% | 100% | 92.0% | +8.0% | 83.9% | +16.1% |
| EXP: Arts & Des At least expected | 96.7% | 93.1% | 100% | 93.9% | +6.1% | 87.2% | +12.8% |

EYFS

| EYFS | | | | |
|---------------------------------|--|---------------------|----------------------------|------------------|
| | Pupils eligible for pupil premium (PP) | Pupil Premium | Pupils not eligible for PP | |
| | EYFS PP | National Average PP | School Average | National average |
| Good level of development (GLD) | 40% | 56% | 90% | 74% |
| Reading | 67% | 62% | 95% | 79% |
| Writing | 67% | 59% | 90% | 76% |
| Number | 67% | 66% | 90% | 82% |
| Shape | 83% | 69% | 100% | 84% |

| YEAR 1 PHONICS SCREENING CHECK | | | |
|--------------------------------|--------------------------------|----------------------------|------------------|
| Pupils eligible for PP | National Average Pupil Premium | Pupils not eligible for PP | National average |
| 33% | 70% | 79% | 76% |

Pupil Premium data – KS1 and KS2

| END OF KS1 | | | | |
|--|------------------------|--------------------------------|----------------------------|------------------|
| | Pupils eligible for PP | National Average Pupil Premium | Pupils not eligible for PP | |
| | Year 2 PP Data | National average PP | School average | National average |
| % achieving expected standard or above in reading, writing and maths | 63% | 49% | 82% | 79% |
| % making expected progress in reading | 75% | 54% | 91% | 79% |
| % making expected progress in writing | 63% | 53% | 91% | 73% |
| % making expected progress in maths | 75% | 61% | 86% | 79% |

| END OF KS2 | | | | |
|--|------------------------|---------------------|----------------------------|------------------|
| | Pupils eligible for PP | National average PP | Pupils not eligible for PP | |
| | Year 6 Data PP | National average PP | School average | National average |
| % achieving expected standard or above in reading, writing and maths | 33% | 39% | 91% | 84% |
| % making expected progress in reading | 33% | 54% | 95% | 78% |
| % making expected progress in writing | 50% | 53% | 91% | 83% |
| % making expected progress in maths | 33% | 57% | 91% | 84% |

Barriers to learning

| BARRIERS TO FUTURE ATTAINMENT | |
|--|--|
| Academic barriers: (issues addressed in school such as low levels of literacy/maths) | |
| A | Lower attainment particularly in Number across the school. |
| B | Lower phonic knowledge and understanding (Year 1 children scored more on the nonsense words than real words) children's exposure to vocabulary needs to be widened, to recognise real words. |
| C | Teaching needs to be geared to improving long term memory, demonstrating understanding and knowledge across curriculum subjects |

| ADDITIONAL BARRIERS | |
|---|---|
| External barriers (issues which require action outside school such as home learning environment and low attendance) | |
| D | Children have low maths scores on entry to the EYFS |
| E | Children have poor vocabulary on entry to the EYFS |
| F | Persistent Absences and children late to school |

| INTENDED OUTCOMES | | |
|-------------------|---|--|
| Specific outcomes | | Success criteria |
| A | Attainment in number is increased across the school. Children able to recall and apply their knowledge rapidly and accurately to mathematical problems. | Quality first teaching in number, including precision teaching. |
| B | Phonic attainment is increased – more children passing the phonics screening | Phonics interventions led by Senior teachers 4 times a week. |
| C | Children's Vocabulary is demonstrated through spoken and written form | Teaching and planning to make explicit subject specific words and academic words Children have many different opportunities to use a range of vocabulary across a variety of mediums. |
| D | Children can retain information and apply their learning across curriculum, improving long term memory. | Teaching is geared to long term memory and to integrating knowledge into larger ideas – in the form of 'knowledge organisers'. |

Planned expenditure for current academic year

| ACADEMIC YEAR | | | | | |
|--|---|--|--|--|----------------------------|
| Quality of teaching for all | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| To maintain quality first teaching in reading and writing. | All pupils to achieve the expected level or better in reading and writing | Analysis of internal data shows that Pupil premium pupils made more progress in years 1, 3 and 5 in reading. Pupil premium pupils made the same or more progress in writing, compared to their non pupil premium peers in all years except year 6. Non-PP pupils attained higher in reading and writing in all years in except year 5. | Monitor quality first teaching through lesson observations Intervention impact will continue to be monitored and evaluated. Pupil process meetings track every pupil to check they are making good or better progress and attainment | All staff Head teacher Deputy head teacher English lead | 2020 |

| | | | | | |
|--|--|--|---|--|--------------------|
| <p>To maintain quality first teaching in maths</p> | <p>All pupils to achieve the expected level or better in maths demonstrating pupil understanding and use of mathematical vocabulary.</p> | <p>Analysis from the data, children in KS1 achieved well in their SATs scores achieving higher than Surrey and National.</p> <p>For those children achieving the expected standard at the end of KS2 2019 there was a -10% gap compared to other schools in Surrey and a -6.3% gap compared to National.</p> <p>There is also a gap in children achieving greater depth. More children need to achieve higher scores to show a secure mathematical knowledge and understanding by the end of KS2</p> | <p>Introduction of pre-teaching of maths for those children who are on the cusp of achieving age related expectations to enable them to achieve expected by the end of the academic year.</p> <p>Continue to raise parent engagement through the maths mornings.</p> <p>Teachers to embed the use of question stems and use of mathematical vocabulary.</p> <p>Use learning walks and lesson observations to explore how working walls and mathematical vocabulary is used by all staff throughout each year group.</p> <p>Talk with the children about their understanding of how they use mathematical vocabulary to explain their reasoning during a range of different maths lessons.</p> | <p>All staff Head teacher Deputy head teacher Maths lead</p> | <p>Half termly</p> |
| <p style="text-align: right;">Total budgeted cost:</p> | | | | | <p>None</p> |

| Targeted support | | | | | |
|--|--|--|--|---|----------------------------|
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Target specific children who can be supported with quality first teaching tailored to their learning needs | Pupil premium children meet the expected standard in maths | 1:1 tuition has been used as a strategy for four years now. 2018-2019 data shows that 7 out of 8 children achieved the standard or better. EYFS data clearly shows maths as the only area to improve. | Senior teachers deliver and monitor progress over the academic year. | Head teacher Deputy Senior teachers: Maths lead English lead Senco | Weekly |
| Targeted intervention support in phonics | Curriculum based interventions alongside quality first teaching will accelerate both the progress and attainment | The percentage of children who pass the phonics screening is currently below local authority and national data. Our internal analyse shows that children did better at reading nonsense words rather than with real words. This is also why vocabulary has an important focus within the curriculum development across subjects this year. | We are investing heavily this year with senior leaders tutoring around a third of the class. Sessions have been planned for either four or five times a week. We are also giving further training to all teaching assistants to ensure quality first teaching is delivered by all staff. Phonics workshops are led by our experienced Reception and Year 1 teachers. | Head teacher Deputy Senior teachers: EYFS lead Year 1 teacher and Senior lead | Half termly |
| To frequently monitor Attendance data to liaise with children and their families along with our designated EWO | To improve the percentage of pupils persistently absent | Our attendance data shows that persistent absence is still a concern. The attendance rate is important because pupils are more likely to succeed in their learning when they attend school consistently. | Continue to implement the robust systems of monitoring attendance | Attendance leads All staff | Half termly |
| Total budgeted cost: | | | | | 88,000.00 |

| Other approaches | | | | | |
|---|--|---|--|---|---|
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Continue to ensure identified children are supported with their learning and emotional behaviours | Pupils can access learning because their basic needs are met | All staff have awareness of pupils social, emotional and mental health needs. Training has included mental health awareness, attachment and anxiety CPD delivered by a representative from the Primary Mental Health Service. We understand that children may experience a mental health difficulty at any point in their lives and as a school we cater for this regardless of background. We know a key strategy is teaching the children to be resilient and this is embedded through our day to day work on 'Building Learning Power' by Professor Guy Claxton. In addition we also know that children growing up in economically disadvantaged environments is linked to poorer Social, Emotional, and Behavioural outcomes for children (Treanor 2012). | ELSA and learning mentor sessions are planned in advance and is created specifically to suit the child's individual need and interests. These can be one to one or in small groups for 20-30 minutes. The children are set achievable goals that are reviewed at regular interviews. | Learning mentor ELSA (a specialist teaching assistant who is trained to support children in the development of their emotional literacy). SALT Senco | The Senco regularly meets with both the LM and ELSA to review individual children's progress. |
| | | | | | |
| Total budgeted cost: | | | | | 8,500.00 |