



## Pupil Premium Strategy Impact Overview 2018-2019

Academic year or years covered by statement	2018-19 ( from 2018 as this is the academic year for the last published data)
Pupil Premium Allocations	
2017- 2018	£55, 440
2018- 2019	£55, 440
Publish date	12 <sup>th</sup> July 2021
Review date	Not applicable New strategy document for 2021- 2022 written July 2021
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Pupil premium lead	Stephanie Lock - Assistant head Teacher
Governor lead	Millie Southworth

### Disadvantaged pupil performance overview for last academic year for which results were published (2018- 2019 Academic Year)

Strategy Aim			
To remove or minimise the negative gap between DPP and other pupils, against school and national measurements, in all nationally measured summative assessments			
Outcome			
End of Key Stage One- Expected and above Published end of KS1 School and National Data 2019			
	Reading	Writing	Maths
Whole Cohort	93%	93%	93%
Other Children ( i.e. non DPP)	97%	96%	97%
DPP	76%	84%	79%
Difference- School Other and DPP	21%	12%	18%
National Other	78%	73%	79%
<p>This cohort had high levels of inward pupil mobility within the DPP cohort, many of whom join in the latter stages of Year 2</p> <p>There were children with persistent and significant SEN with the DPP cohort who made good individual progress but did not meet national benchmarks</p>			

The percentage of DPP Children who achieved expected or above was better in our school than all other children nationally in reading and writing and equal in maths

Phonics Screening Check  
Published School and National Data 2019

Whole Cohort	88%
Other Children ( i.e. non DPP)	87%
DPP	100%
Difference- School Other and DPP	Plus 13%
National Other	74%

The percentage of DPP Children who achieved the expected standard was better in our school than all other children in our school, and nationally.

Early Years Foundation Stage profile  
Good Level of Development  
Published School and National Data 2019

Whole Cohort	96%
Other Children ( i.e. non DPP)	95%
DPP	100%
Difference- School Other and DPP	Plus 4%
National Other	84%

The percentage of DPP Children who achieved the expected standard was better in our school than all other children in our school, and nationally.

Strategies used to promote attainment and progress for disadvantaged pupils for  
2018-2019

Strategy	Activity / Outcome
Class sizes are kept small with high levels of teaching assistant support to enable effective delivery of evidence based strategies by the staff who know the children best.	Average class size 20 All classes had a TA ( in four classes this TA is trained to HLTA level) All teachers produced termly documentation on support provided for each individual child. Staff training on metacognition.