

Stow Heath Primary School

Impact of the Pupil Premium Spend

2016-2017



Early Years

What provision was there?

- There were 12 pupils in Reception in receipt of the PPG out of cohort of 60 with an equal 50/50 split of boys and girls who were PP.
- Proportion of SLT salary used to target pupils based on individual needs.
- Additional RWI lessons planned into curriculum with further interventions for identified pupils.

What was the impact of the provision?

- ✓ PP pupils attained higher than non PP pupils in Reading, Writing and Maths
- ✓ Clear upward trend over 3 years in the % of PP pupils achieving a good level of development.
- ✓ Upward trend from 2016 to 2017 in the % achieving a good level of development for both PP boys (48% to 58%) and PP girls (65% to 73%)

Next Steps for 2017-2018

- **Increase the % of PP boys achieving a good level of development so that the gap is narrowed between PP girls and boys in the Early Years.**

Phonic Check (Year 1)

What provision was there?

- There were 22 pupils (13 boys and 9 girls)
- Regular half termly assessment of Phonics with subsequent regrouping.
- Additional teachers/TAs and Senior Leaders deployed to key groups of pupils following assessments
- Planned focused interventions to ensure those at risk of not passing the check did pass.

What was the impact of the provision?

- ✓ 18% more PP pupils passed the Phonic Check in 2017 than in 2016 (50% to 68%)
- ✓ The gap between PP and non PP narrowed from 37% in 2016 to 8% in 2017
- ✓ All PP girls passed the Phonic Check in 2017. This is a 43% increase on 2016 outcomes and demonstrates an upward trend for PP girls in the Phonic Check over time.
- ✓ There was a 15% gain in the number of PP pupils who achieved a 2+ at the end of EYFS and the number of PP pupils achieving the expected standard in the Phonic Check. (EYFS 2+ 53% to 68% Y1 Phonics)

Next Steps for 2017-2018

- **Increase the % of PP boys reaching the expected standard of the Phonic Check to narrow the gap with PP girls through the targeting and intervention of this identified group. Increase % of PP boys who pass the check to around 75%.**

Key Stage One

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What provision was there?	<ul style="list-style-type: none"> • Regular half termly Pupil Progress Meetings held with subsequent regrouping. • Additional teachers/TAs and Senior Leaders deployed to key groups of pupils following assessments • Planned focused interventions to ensure those at risk of not passing the check did pass.
What was the impact of the provision?	<ul style="list-style-type: none"> ✓ Progress from EYFS to the end of Key Stage 1 shows that more PP pupils were at ARE by the end of Key Stage 1: Reading +10%; Writing +8%; Maths +22%. ✓ At the end of EYFS, 33% of PP pupils achieved a good level of development. The combined RWM for PP pupils at the end of Key Stage 1 was 48%, an increase of 15%.
Next Steps for 2017-2018	<ul style="list-style-type: none"> ➤ Narrow the gap in attainment of PP boys and PP girls. PP girls attained better than PP boys. (Reading gap – 26%, Writing gap – 53%. Maths – 28%)

Key Stage Two	
What provision was there?	<ul style="list-style-type: none"> • Regular half termly Pupil Progress Meetings held with subsequent regrouping. • Additional teachers/TAs and Senior Leaders deployed to key groups of pupils following assessments • Planned focused interventions to ensure those at risk of not passing the check did pass.
What was the impact of the provision?	<ul style="list-style-type: none"> ✓ Progress from Key Stage 1 to the end of Key Stage 2 show that more PP pupils were working at ARE by the end of Key Stage 2: Reading +10%, Writing +10% and Maths +10% ✓ There was an increase on 2016 outcomes for the % of PP pupils reaching expected standard in Reading and Writing.
Next Steps for 2017-2018	<ul style="list-style-type: none"> ➤ Increase the % of PP pupils who achieve expected standard in Reading, Writing and Maths so that the gap with those not eligible for PP narrows in school and with those pupils nationally.