

## Strategy and Impact Statement for Academic Year 2015/16

A retrospective summary of the strategies used for 2015-16 as follows:

PP = Pupils Eligible for Pupil Premium Funding

Non- PP – Pupils not eligible for Pupil Premium Funding

EYFS = Early Years Foundation Stage

### **.Strategy Increased Teacher to Pupil Ratio and Teaching Assistant Support**

- Differentiated groups and group work in all year groups
- Setting in Y2-Y6
- Adult to pupil ratio is increased in Nursery, Reception, Y2 & Y6, facilitating 3 sets in Y2 and Y6 for English and maths.
- TA led intervention groups
- TA direct support for PP pupils during maths and English

### **IMPACT:**

#### **KS2 2016 % diff from national attainment**

PP Reading -30% ( all-14)

PP Writing -16% (all -2)

PP Maths -30% (all -13%)

PP Reading progress -0.39; other -0.18

PP Writing progress – 2.92; other -0.93

PP Maths progress -0.75; other -0.01

#### **End KS2 in school gaps between PP & Non PP meeting expected standard:**

PP reading 42% Non PP 58%

PP Writing 63% Non PP 78%

PP Maths 46% Non PP 64%

#### **KS1 2016 diff from national attainment**

PP Reading -20 ( all -6)

PP Writing -20 ( all -5)

PP Maths -27 (all -9)

PP EYFS GLD FSM 55%; non FSM 72% ( improved from 2015& 14)

#### **End KS1 in school gaps between PP & Non PP meeting National Standards**

PP reading 58 % Non PP 75%

PP Writing 50% Non PP 67%

PP Maths 50% Non PP 72%

#### **Y1 Phonics**

PP Y1 Phonics disadvantaged 58% ; other 68%

**Early Years**

EYFS GLD FSM 55%; non FSM 72%  
 ( improved from 2015& 14)

Within the school in years 1, 3, 4 & 5 significant gaps remain in attainment

**Summary of impact:**

**Staffing structure of adults within the school and the related provision for teaching and intervention has not closed the gaps sufficiently and needs to be reviewed. The exception to this is in EYFS where there is an improving picture but gaps remain.**

<b>Additional Strategies and Impact</b>	
<ul style="list-style-type: none"> <li>• Full time Safeguarding officer to support pupil wellbeing and overall safeguarding concerns</li> </ul>	<p><b>Despite overall gaps remaining in attainment and progress, without this crucial support underpinning pupils' learning, they would have been less able to access their learning. Pupils have been well supported and protected. Attendance however remains a barrier to learning and the school's approach to this needs to be reviewed.</b></p>
<ul style="list-style-type: none"> <li>• Full time qualified Counselling available in school</li> </ul>	<p><b>As above</b></p>
<ul style="list-style-type: none"> <li>• Early support for listening and attention</li> </ul> <p>Early support for .Speech programmes delivered as part of the School Readiness project</p>	<p><b>Effective in ensuring gaps begin to close</b></p>
<ul style="list-style-type: none"> <li>• Nurture facility</li> </ul>	<p><b>Despite overall gaps remaining in attainment and progress pupils social and emotional skills have been very well supported.</b></p>
<ul style="list-style-type: none"> <li>• Subsidised residential visit for Y6</li> </ul>	<p><b>Pupils were able to access an experience they would not have been able to otherwise which supports equality of opportunity and their ongoing self esteem and attitudes to learning.</b></p>
<ul style="list-style-type: none"> <li>• Music SLA to support instrumental tuition</li> </ul>	<p><b>Pupils were able to have equal access to music tuition without which they would have been denied crucial experiences. Direct correlation to narrowing the attainment gap is not easily proven but supports pupil self esteem.</b></p>

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**As above**

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- Early support for .Speech programmes delivered as part of the School Readiness project

**Effective in ensuring gaps begin to close**

- Nurture facility

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