



Pupil Premium Grant Expenditure: Report to parents: 2017 - 2018

Overview of the school

Total number of pupils on roll	233
Total number of pupils eligible for PPG	18
Amount of PPG received per pupil	1320
Total amount of PPG received	£23,670

Nature of support 2017/2018

At Ladbroke JMI School, we have used our Pupil Premium to impact on the standards of pupils throughout the school in all year groups. The gap has closed in reading and writing but still remains with maths in particular.

Money is being used to increase staffing across the school so that children can be targeted and supported earlier. Attendance will be monitored closely as there is a pattern emerging with poor attendance and achievement. Maths in particular is a focus for support as this area of the curriculum is proving more stubborn to address. We have increased the support as this had the most impact last year with raising standards.

<u>Pupil Premium 2017/2018</u>	
Pupil Premium Received:	
Budget Allocation	£23,670
Additional Allocation	0
Total Allocation	£23,670
Expenditure:	
RWI grouping and intervention	£4,590
KS1 Targeted Support	£2,618
KS2 Targeted Support (NEW)	£8,420
Emotional Wellbeing	£4,500
Support for trips	£1,500
Support for enrichment	£1,000
Attendance Initiatives (NEW)	£500
Total Allocated	£23,128
Amount unallocated to date:	£542

The impact of these interventions is tracked by the SENCO and Headteacher through half termly meetings with adults leading interventions. Where little or no impact can be seen, changes will be made to provision. The unallocated amount will be reviewed mid-way through the year as IMPACT begins to show. The full IMPACT will be reviewed in September 2018.

Impact of Intervention and Pupil Premium Funding

Progress and Achievement

END of KS2 (Y6)

	All	PP	Other	Gap	Comment
Reading	86%	83%	80%	+3	For the second year running the % achieving the standard in reading has increased. This year it was increased by 19% and is now a positive difference
Writing	69%	50%	83%	-33	This is an area of concern across the school and we have highlighted it in our school improvement plan for 2018-2019
Maths	86%	83%	81%	+2	We are continuing to close the gap between disadvantaged children and other pupils. The % achieving the standard has also continued to increase from 50% to 83%. We now have a positive difference

No children achieved greater depth and this will be a focus of our targeted work in 2018-2019

Across KS2

Across KS2 the percentage of disadvantaged children achieving the expected standard at the end of the year was:

(14 children)	% at EXS	Progress Scores KS1 – KS2	Comment
Reading	71%	+6.0	% remains consistent from last year but the progress made across year groups is strong
Writing	43%		Writing is an area for focus in the next years improvement plan
Maths	64%	+2.37	The % remains the same but the progress has increased from 1.8 to 2.37

END of KS1 (Y2)

There were only 2 pupils in this cohort who meet the disadvantaged pupil criteria.

	All	PP	Progress	Comment
Reading	93%	100%	+3	The targeted support of the children has resulted in them both achieving the standard in reading and writing. In maths, the child who did not achieve the standard had a lot of gaps to close due to very poor attendance in FS2 and Y1. The support is due to continue in 2018/19 through Pupil Premium Funding
Writing	83%	100%		
Maths	+1	50%		

Phonics Test (Y1)

100% of Y1 disadvantaged pupils achieved the phonics standard

100% of Y2 disadvantaged pupils who retook the test achieved the phonics standard

EYFS

There were no EYFS children who met the disadvantaged pupil criteria

Emotional Wellbeing: Zones of Regulation

Pupil Voice

These are some of the comments given by children at the end of the Sessions:

'If zones had been on in reception, I would have come every year'

'It really helped me and I was very happy every Thursday afternoon and was excited about it'

'I've loved Zones of Regulation since the start. It was one of my favourite things in the week – I even got a little too excited sometimes!'

'Zones of regulation has helped me through the year so much. It's like the best thing that would help me'

'I've started to thinking that what you've taught us that it really helps because some of the methods you've taught us – like think before you do – I've started to think before doing actions'

'I've liked it every week after it's done I'm excited because it's something to look forward to'

'I find it really helpful because before when I got really angry I would shout, hit out and stuff, but now I don't do this anymore'

'I liked that every week, if something had upset me, I could tell you (zones teacher)'

'It's helped me with my confidence because I used to be scared to share things but through the weeks I've become a lot stronger in myself'

'I like the fact that what we say stays in the group'

'Please, please, please, please – times 1 million – can we do this in Year 6'

'It just helped me release so much'

One parent responded after the sessions:

'My child has really enjoyed this programme. I feel she has got a huge amount out of it. She is definitely more open to talking about her feelings and how to respond when she is angry'