



## PUPIL PREMIUM ALLOCATION SUMMARY 17-18: £249,580

| RESOURCES FOR FMS6 PUPILS  | COST: SALARIES & RESOURCES |
|--|----------------------------|
| BREAKFAST CLUB   | £9000                      |
| EWO/CP/VULNERABLE PUPILS: TA GRADE 8                               | £36624                     |
| INTERVENTION TA: 2X GRADE 5: BRP, SUCCESS@MATHS, READING INFERENCE | £47782                     |
| WALLSEND INTERVENTION TEAM   | £12500                     |
| MORE ABLE KS2 SATS BOOSTER   | £2500                      |
| DYSLEXIA INTERVENTION TA: GRADE 5                                  | £23891                     |
| NUTURE GROUP TA: GRADE 5   | £23891                     |
| THRIVE APPROACH: TRAINING & IMPLEMENTATION                         | £3000                      |
| ECC/ECAR: U3 + TLR 2B  | £42471                     |
| TRIP & VISITS; CURRICULUM ENRICHMENT                               | £15000                     |
| ICT FOR LEARNING RESOURCES   | £35000                     |
| OUTDOOR EDUCATION ; LEARNING RESOURCES; OPAL                       | £33500                     |
| HOMEWORK CLUBS   | £2500                      |
| MUSIC TUITION  | £5000                      |
| DENBIGH ACADEMY FOR PERFORMING ARTS (DAPA)                         | £3000                      |
| <b>TOTAL SCHOOL SPENDING FOR DISADVANTAGED PUPILS</b>              | <b>£292,159</b>            |

***Money is allocated specifically to raise standards in attainment and achievement through academic support or ensuring are ready for learning:***

- **ACADEMIC INTERVENTION:** support targeted to those pupils identified through tracking reviews who are at risk at falling behind in attainment and progress scores
- All aspects of intervention are tracked and progress is measured to ensure programmes of intervention have a positive impact on learning and raise standards in attainment and achievement, so that all pupils make satisfactory progress and the large majority of pupils make good or better progress. Therefore no pupil is at risk of falling behind because they are some way vulnerable
- **BREAKFAST CLUB** ensures a good start to the day for vulnerable pupils
- **NURTURE** work through the **THRIVE APPROACH** will ensure socially and emotionally vulnerable pupils are confident and secure within themselves and ready for learning
- Grade 8 TA responsible for **Education, Welfare and Child Protection** to ensure vulnerable pupils educational and care needs are met.
- Money allocated to enrich learning, in order that children have maximum high quality experiences to support their learning for example **Forest Schools** and **Outdoor Play and Learning (OPAL)** strategies

***SEE ALSO THE PUPIL PREMIUM STRATEGY STATEMENT 2016/2017 TO GIVE DETAILED ALLOCATIONS OF SPENDING***



## PUPIL PREMIUM IMPACT ANALYSIS 2016 – 2017

*Expected progress is 4 steps over the year.*

| YEAR GROUP | SUBJECT | % MAKING EXPECTED PROGRESS |
|------------|---------|----------------------------|
| YEAR 1     | READING | 71%                        |
|            | WRITING | 63%                        |
|            | MATHS   | 63%                        |
| YEAR 2     | READING | 88%                        |
|            | WRITING | 83%                        |
|            | MATHS   | 83%                        |
| YEAR 3     | READING | 100%                       |
|            | WRITING | 100%                       |
|            | MATHS   | 100%                       |
| YEAR 4     | READING | 86%                        |
|            | WRITING | 76%                        |
|            | MATHS   | 90%                        |
| YEAR 5     | READING | 81%                        |
|            | WRITING | 91%                        |
|            | MATHS   | 81%                        |
| YEAR 6     | READING | 100%                       |
|            | WRITING | 100%                       |
|            | MATHS   | 100%                       |

*There was no significant difference in progress rates between FSM 6 pupils and their year group counterparts*

**Y1 PHONICS 2017:** there was **no significant difference in performance** between disadvantaged pupils and the rest of the cohort. Disadvantaged pupils **performed better** than their **Local Authority** counterparts.

**KS1 2017 SATS:** there was **no significant difference** in performance between FMS6 pupils at DCPS with disadvantaged pupils nationally, in Reading, Writing and Maths combined.

**KS2 2017 SATS:** FMS6 pupils at DCPS **performed significantly higher** than disadvantaged pupils nationally in Reading, Writing and Maths, and also in combined RWM. KS2 disadvantaged pupils perform **broadly in line with non-disadvantaged pupils** nationally.