



Prior Weston Primary School and Children's Centre
Pupil Premium Impact Report for academic year 2016 / 17

1. Changes in attainment gap from Autumn 16 to Summer 17 – pupil premium vs all children – % working at or above expectations

Year group	Subject / aspect	Gap between children entitled to pupil premium funding (PPF) and all children - Autumn 2016	Gap between children entitled to pupil premium funding (PPF) and all children - Summer 2017	Change in gap	Notes
Rec (11/60)	CLD	-22.9	-17.8	narrowed	Gaps have narrowed in areas of CLD (Communication and Language Development) and PD (Physical Development), however in area of PSED (Personal, Social & Emotional Development) the gap has widened. The reason being that this cohort has a high level of children with SEN – ASC, Speech and Language and Social and Emotional needs.
	PD	-17.8	-7.0	narrowed	
	PSED	-0.3	-17.8	widened	
Y1 (23/57)	Reading	-2.3	+1.9	closed	All gaps have narrowed or closed. Daily Supported Reading has had a clear impact in raising attainment in reading. The gap has also narrowed in writing and maths. These subjects were taught daily in small groups each with an adult, which has been effective. A good transition plan was in place for the reception children moving into year 1.
	Writing	-17.0	-2.3	narrowed	
	Maths	-8.4	-4.9	narrowed	
Y2 (22/58)	Reading	-11.1	-4.9	narrowed	The gap has narrowed in Reading; some children continued with Daily Supported Reading whilst the rest of the class were taught reading in small groups. In writing, teachers attended a range of training. Moderation sessions have taken place across the school which has had a positive impact on raising children's attainment. In Maths the gap has widened and will therefore be a focus for next year.
	Writing	-8.7	-5.4	narrowed	
	Maths	-6.6	-8.3	widened	
Y3 (19/59)	Reading	-11.8	-6.2	narrowing	Destination Reader was introduced in Years 3-6 and this has had a positive impact on reading in all years. Children with Pupil Premium Funding will be a particular focus in Writing and Maths in this year group next year.
	Writing	-9.1	-15.7	widened	
	Maths	0.3	-2.9	widened	
Y4 (24/55)	Reading	-6.3	-5.8	narrowed	The gap has narrowed or closed in all areas.
	Writing	-12.4	-11.3	narrowed	
	Maths	-3.0	+5.7	closed	
Y5 (33/60)	Reading	-5.7	-5.2	narrowed	All gaps have narrowed as a result of quality first teaching with both teachers having participated in the Outstanding Teacher Initiative. Some children also took part in Third Space weekly Maths tutoring.
	Writing	-9.1	-6.7	narrowed	
	Maths	-8.2	-6.4	narrowed	
Y6 (29/58)	Reading	-8.6	-1.7	narrowed	Significant improvements in all areas as a result of a focus in this year group. There has been an additional Year 6 teacher teaching across both classes, Third Space for online Maths tutoring has been put into place as well as booster lessons.
	Writing	-12.1	-1.8	narrowed	
	Maths	-10.3	0.0	closed	



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2. Pupil Premium spending 2016 / 2017:

Area	Cost
Support for children and families:	
Extended Day Co-ordinator	£20,000
Senior Leadership Roles:	
Interventions Manager	£20,000
Interventions:	
Reading Recovery Teacher	£30,000
Outstanding Teacher Intervention	£10,000
Additional Year 6 Teacher	£45,000
Additional Teaching Assistants	£64,000
Third Space Maths	£20,000
Enrichment:	
PE Specialist Teacher	£20,000
London Music Masters	£5,000
Total Pupil Premium Funding	£234, 800

3. Impact of Pupil Premium spending and next steps:

Last year we continued to decrease the gap in attainment between each cohort and those children in receipt of Pupil Premium Funding in most areas. The gap in Reading narrowed or closed which shows the impact of Daily Supported Reading for those children in Year 1 and some in Year 2 as well as Destination Reader in Key Stage 2. As a result both programmes will continue next year. Initiatives to improve teachers practice and subject knowledge are proved to be effective in improving attainment as well as key interventions like Third Space. In some year groups there is clearly work still to be done and we will focus on these areas next year.

Next steps:

- Embed Destination Reader across Key Stage 2 as it was introduced across the phase from January 2017.
- Focus on provision and progress in maths for children in year 2 and year 3 (children in Y3 and Y4 2017/2018)
- Focus on provision and progress in writing for children in year 2 and year 3 (children in Y3 and Y4 2017/2018)
- Building relationships with families and offering support – new Family Welfare role
- Psychotherapy sessions for individuals where their emotional and social development is a barrier to learning
- Continue with interventions and enrichment
- Focus on early identification and support
- Train staff so they are equipped to deliver Philosophy for Children