

# Pupil Premium Report

## Pupil Premium Information as at February 2020

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). It is also given to schools for children who have been looked after continuously for more than six months and children of service personnel.

Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Through this report it can be seen how the pupil premium funding for Smithy Street was spent in the last academic year and how we plan to spend it during the current academic year.

Smithy Street has children with a wide variety of needs. As of September 2018 36% of the total number of children on the school roll qualify for Pupil Premium. The 2018/2019 Year Six cohort was very high in pupil premium numbers and a result of them leaving has seen current pupil premium numbers as of September 2019 slip to 26% (106 pupils). The school is clear that all children should be enabled to achieve to their full potential and detailed records are kept of children's progress and attainment to ensure the progress of all pupils. Pupils needing additional support are identified through regular target setting meetings in phase groups; with the head, deputy and SENCO at Pupil Progress meetings; with other members of staff and external agencies.

### Pupil Premium Spend in the 2018/2019 academic year:

We planned to dedicate this funding to overcome the barrier to learning faced by the majority of pupils receiving this funding with a priority for addressing:

- low aspiration and esteem as learners in pupil premium pupils
- limited access to enrichment activities for pupil premium pupils
- early physical development displayed by pupil premium pupils
- early language development displayed by pupil premium pupils

In addition Smithy Street believes in a whole school approach to raising standards and focus is given to providing smaller teaching groups through the use of extra teachers in year groups or for specialist small group work to lead to improvement in achievement both from pupils receiving the pupil premium and those not.

With the factors above in mind, the school's allocation of the funding, along with details of provision is detailed below:

Focus and Delivery		Reason	Cost
Extra Staffing provided for Pupil Premium Children	Provision of extra teacher in Year Six for small group work	Full time teacher per week to allow focused small group teaching in mornings for Maths and Literacy Groups and one to one sessions and small group teaching with pupil premium priority in afternoons	£57907
	Creation of two HLTA positions	Providing full time specialist intervention support aimed at pupil premium children and ELSA emotional support at targeted children	£55270
	Small group and one to one teaching	2 x 1 hours session weekly for teachers in Year 5 covered to allow small group and one to one teaching aimed at pupil premium children	£2875
	EYFS: Communication, Language and Literacy	8 hours teacher time allocated for development of language in EYFS via Talkboost sessions led by qualified teachers.	£11498
	Learning Mentor	15 hours ring fenced time from learning mentor supporting vulnerable pupils receiving the premium with motivation and emotional issues	£11391
<b>Additional Staffing Planned Spend attributable to Pupil Premium Funding</b>			<b>£138941</b>

Other specialist support allocated for pupil premium children	SLA: Parental Engagement Officer Time (1/3 of total allocation)	33.2% of whole school budget ring-fenced time for family and child support for pupil premium to tackle emotional barriers to learning and home environment barriers to learning	£1448
	SLA: Educational Psychology Time (1/3 of total allocation)	33.2% of whole school budget ring-fenced time for pupils receiving the premium funding for access to Educational Psychologist time for exploring cognitive and psychological barriers to learning	£4400
	SLA Speaking and Listening for EYFS ½ day per week	Focused work with pupils in EYFS already showing signs language delay and Speaking and Listening weaknesses on entry	£7087
	Attendance and (Welfare Officer Support 1/3 of total allocation)	33.2% of whole school budget ring-fenced time for AWO for pupil premium to tackle school attendance of pupil premium children and work with families to raise aspiration towards learning.	£2037
	One to one reading support	Targeted extra support in Key Stage One for reading allowing greater one to one access for pupils to read daily to an adult.	£2568
	Year Six tutoring	Provision of programme of six sessions per pupil premium child in lead up to SATS: 15 eligible pupils	£6000
<b>Specialist Support Planned Spend attributable to Pupil Premium Funding</b>			<b>£23450</b>
Other Spends allocated to Pupil Premium Children	Provision of free and subsidised after school club places	Developing enrichment and opportunity in pupils receiving the premium and ensuring financial constraints do not stop access to clubs.	£3000
	School subsidy for residential trip to Gorsefield	Allowing access to the wider curriculum offered through the Gorsefield residential to pupils receiving the pupil premium payment - raising esteem and self-motivation and belief at the beginning of year six.	£8000
	Pupil Premium Research	Placement of SLT Member Focus Education Course on effective Pupil Premium Spend	£1000
	ELSA Training	Access to training course and associated costs and purchase of resources to support emotional well-being of vulnerable pupils targeted towards those also receiving the pupil premium	£4000
	Parental Engagement	Expenditure on parental engagement to ensure pupil premium families become more involved in school events and support pupils learning at home school partnership	£2000
	Enrichment Spends	Provision of special weeks and performances aimed to supplement learning allowing pupil premium to access activities such as theatre and music performance not provided through home environment	£8000
	Toy Crèche	Support for families with limited income through toy library and crèche to develop play and understanding from early years pupils	£800
Phase leader focus	Allocation of targeted phase leader time for analysis of progress of pupil premium children prior to pupil progress meetings	£3000	
Stepney Partnership	Membership of the Stepney Partnership to allow opportunities of shared practice and shared holiday activities including family homework aimed at pupil premium families	£2000	
<b>Other Planned Spend attributable to Pupil Premium Funding</b>			<b>£31800</b>
<b>Total Planned Spend</b>			<b>£194281</b>
<b>Allocated Budget</b>			<b>£194040</b>
<b>Planned Overspend</b>			<b>(£241)</b>

The impact of the provision is reviewed termly in pupil progress meetings where the progress of pupil premium children is discussed on a class by class basis. Subsequently a termly whole school review of the achievement and progress of pupils receiving the premium is evaluated by the Senior Leadership team, allowing development to the strategy if required

The impact of this spend over the year can be seen via the following tables:

### Achievement by APS of Pupil Premium Pupils v Non Pupil Premium Pupils – Jul 2019

PP Achievement more than 0.5 APS below Non PP	PP Achievement + or – 0.5 APS than Non PP	PP Achievement more than 0.5 APS above Non PP
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Year Group		Reading	Writing	Maths	All
Year 1 (7 PP Pupils 41 Non PP)	PP	18.9	18.4	18.9	18.7
	Non PP	17.8	17.7	17.8	17.8
	Variance	+1.1	+0.7	+1.1	+0.9
Year 2 (13 PP Pupils 46 Non PP)	PP	22.2	22.3	22.2	22.3
	Non PP	19.6	19.5	20	19.7
	Variance	+2.6	+2.8	+2.2	+2.6
Year 3 (23 PP Pupils 36 Non PP)	PP	24.3	24.2	24.7	24.4
	Non PP	24.5	24.3	24.8	24.5
	Variance	-0.2	-0.1	-0.1	-0.1
Year 4 (21 PP Pupils 30 Non PP)	PP	26.7	26.4	27	26.7
	Non PP	27.7	27.6	28.2	27.8
	Variance	-1.0	-1.2	-1.2	-1.1
Year 5 (29 PP Pupils 26 Non PP)	PP	30.3	30.2	30.3	30.3
	Non PP	29.3	28.9	30.2	29.5
	Variance	+1.0	+1.3	+0.1	+0.8
Year 6 (32 PP Pupils 28 Non PP)	PP	32.4	31.9	32.6	32.3
	Non PP	33.4	33.3	33.9	33.6
	Variance	-1.0	-1.4	-1.3	-1.3
Whole School (125 PP Pupils 207 Non PP)	PP	27.6	27.4	27.8	27.6
	Non PP	24.4	24.3	24.8	24.5
	Variance	+3.2	+3.1	+3.0	+3.1

Notes:

- Whilst the whole school average shows achievement of pupil premium children to be higher than non-pupil premium children it is only in Year One, Year Two and Year Five Reading and Writing where that was the case. In Year Three, performance was broadly in line with non-pupil premium pupils. In Year Four and Year Six, the achievement of pupil premium children was lower than that of the rest of the cohort.

### Progress by APS of Pupil Premium Pupils v Non Pupil Premium Pupils – Jul 2019

PP Progress more than 0.3 APS below Non PP	PP Progress + or – 0.3 APS than Non PP	PP Progress more than 0.3 APS above Non PP
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Year Group		Reading	Writing	Maths	All
Year 1 (7 PP Pupils 41 Non PP)	PP	3.7	3.3	3.3	3.4
	Non PP	2.9	3	2.6	2.8
	Variance	+0.8	+0.3	+0.7	+0.6
Year 2 (13 PP Pupils 46 Non PP)	PP	3.0	3.1	3.0	3.0
	Non PP	3.6	3.3	3.7	3.5
	Variance	-0.6	-0.2	-0.7	-0.5
Year 3 (23 PP Pupils 36 Non PP)	PP	3.2	3.1	3.4	3.2
	Non PP	3	3.1	3.1	3.1
	Variance	+0.2	0.0	+0.3	+0.1
Year 4 (21 PP Pupils 30 Non PP)	PP	2.8	2.8	3.1	2.9
	Non PP	3.1	3.1	3.1	3.1
	Variance	-0.3	-0.3	0.0	-0.2
Year 5 (29 PP Pupils 26 Non PP)	PP	2.9	2.8	2.8	2.8
	Non PP	2.9	2.7	3.0	2.8
	Variance	0.0	+0.1	-0.2	0.0
Year 6 (32 PP Pupils 28 Non PP)	PP	4.0	3.7	3.7	3.8
	Non PP	3.4	3.1	3.2	3.2
	Variance	+0.6	+0.6	+0.5	+0.6
Whole School (125 PP Pupils 207 Non PP)	PP	3.3	3.1	3.2	3.2
	Non PP	3.2	3.1	3.1	3.1
	Variance	+0.1	+0.0	+0.1	+0.1

Notes

- Progress of pupil premium children was broadly in line with the non-pupil premium cohort members in all subjects in Year Three Four and Five and stronger in all subjects in Year Six and in Reading and Maths in Year One.
- In Year Two progress was lower for pupil premium pupils however in small sample size the group had high attainment with all seven reaching national expectations.

End of Key Stage Two Achievement and Progress Data for Pupil Premium Children against the cohort

More than -6% from 2019 national results Groups: more than 0.6 APS points difference		between 0 and -6% from 2019 national results Groups: between 0 and 0.6 APS points difference		Above 2019 national results Groups: Better than the group compared to				
Subject/Aspect		2019 Results (%)  Colour coded comparison: Smithy vs national 2018	2019 National results (%)	2019 results for pupil premium (national in brackets)	2019 results for non-pupil premium (national in brackets)	2019 in-school gap PP vs non PP	2019 Smithy PP vs national non- PP	
	Reading % MEETING (EXS) +	76	73	68 (62)	85 (78)	PP -17	SS -10	
	Reading % EXCEEDING (GDS)	28	27	19 (17)	37 (31)	PP -18	SS -12	
	Writing % MEETING (EXS) +	79	78	68 (68)	93 (82)	PP -25	SS -24	
	Writing % EXCEEDING (GDS)	22	20	16 (11)	30 (24)	PP -14	SS -8	
	Mathematics % MEETING (EXS) +	88	79	84 (67)	93 (84)	PP -9	SS =	
	Mathematics % EXCEEDING (GDS)	33	27	16 (16)	52 (32)	PP -36	SS -16	
	Reading & Maths test & Writing TA % MEETING (EXS) +	72	65	61 (51)	85 (71)	PP -24	PP -10	
	Reading & Maths test & Writing TA % EXCEEDING (GDS)	19	11	10 (5)	30 (13)	PP -20	PP -3	
	GPS MEETING (EXS)+	74	78	61 (67)	89 (83)	PP -28	SS -22	
	GPS EXCEEDING (GDS)	31	36	19 (24)	44 (41)	PP -25	SS -22	
	APS/ASS	Reading APS AVERAGE SCALED SCORE	105	104	103 (102)	107 (105)	PP -4	SS -2
		GPS APS AVERAGE SCALED SCORE	105	106	102 (104)	108 (107)	PP -6	SS -5
		Mathematics APS AVERAGE SCALED SCORE	105	105	101 (102)	110 (106)	PP -9	SS -5

		Subject/ Aspect	2019 Results (percentile rank)	2019 National results (%)	2019 results for pupil premium (national in brackets where available)	2019 results for on-pupil premium (national in brackets where available)	Colour coded: 2019 results for in-school gap PP vs non PP	Colour coded 2019 Smithy PP vs national non- PP		
<b>KS1 to KS2 Progress</b>	VA ranks /Progress Measure	Reading AVERAGE PROGRESS MEASURE		+2.9	0.0	+3.6 (-0.6)	+2.9 (+0.3)	PP +0.7	SS +3.3	
		Writing AVERAGE PROGRESS MEASURE		+2.2	0.0	+2.2 (-0.7)	+2.3 (+0.3)	PP -0.1	SS +1.9	
		Mathematics AVERAGE PROGRESS MEASURE		+3.1	0.0	+2.8 (+0.7)	+3.5 (+0.4)	PP -0.7	SS +2.4	
	Average Progress from Overall Prior Attainment	Reading	Low Prior Attain	+0.4	0.0	+0.5	-10.0	PP +10.5		
			Middle Prior Attain	+3.9	0.0	+3.8	+3.8	PP =		
			High Prior Attain	+2.0	0.0	+2.0	+2.7	PP -0.7		
		Writing	Low Prior Attain	+2.1	0.0	+2.1	-0.1	PP +2.2		
			Middle Prior Attain	+1.7	0.0	+1.7	+2.5	PP -0.8		
			High Prior Attain	+3.5	0.0	+3.5	+2.7	PP +0.8		
		Maths	Low Prior Attain	+0.3	0.0	+4.1	-10.2	PP +16.3		
			Middle Prior Attain	+2.8	0.0	+2.1	+4.2	PP -2.1		
			High Prior Attain	+5.4	0.0	+5.4	+5.4	PP =		
		Reaching Expected Level from Overall Prior Attainment	Reading	Low Prior Attain	13	16	13	0	PP +13	
				Middle Prior Attain	92	70	82	75	PP +7	
				High Prior Attain	92	97	92	100	PP -8	
	Writing		Low Prior Attain	13	15	13	0	PP +13		
			Middle Prior Attain	85	78	85	92	PP -7		
			High Prior Attain	100	99	100	100	PP =		
	Maths		Low Prior Attain	38	19	50	0	PP +50		
			Middle Prior Attain	94	77	95	92	PP +3		
			High Prior Attain	100	99	100	100	PP =		
	RWM Comb		Low Prior Attain	13	7	17	0	PP +17		
			Middle Prior Attain	76	58	76	75	PP +1		
			High Prior Attain	92	95	67	100	PP -33		
	Reaching Higher Level from Overall Prior Attainment	Reading	Low Prior Attain	0	1	0	0	PP =		
			Middle Prior Attain	21	14	21	25	PP -4		
			High Prior Attain	69	56	69	100	PP -31		
		Writing	Low Prior Attain	0	0	0	0	PP =		
			Middle Prior Attain	9	7	9	8	PP +1		
			High Prior Attain	77	49	77	70	PP -7		
		Maths	Low Prior Attain	0	1	0	0	PP =		
			Middle Prior Attain	15	13	10	25	PP -15		
			High Prior Attain	92	58	100	90	PP +10		
		RWM Comb	Low Prior Attain	0	0	0	0	PP =		
			Middle Prior Attain	6	2	5	8	PP -3		
			High Prior Attain	69	29	67	70	PP -3		

### In school attainment comparison:

In general attainment of pupil premium children was weaker than their peers:

- Pupils receiving premium payment performed significantly behind those not receiving the pupil premium payment in:
  - Reading at the expected level (-17 percentage points)
  - Reading at the higher level (-18 percentage points)
  - Writing at the expected level (-25 percentage points)
  - Writing at the higher level (-14 percentage points)
  - Mathematics at the expected level (-9 percentage points)
  - Mathematics at the higher level (-36 percentage points)
  - Combined reading Writing and Mathematics at the higher level (-24 percentage points)
  - Combined Reading Writing and Maths at the expected level (-20 percentage points)
  - GPs at the expected level (-28 percentage points)
  - GPS at greater depth (-25 percentage points)

### National attainment comparison:

- Pupils eligible for the Pupil premium performed broadly in line the national average for non-pupil premium children in:
  - Maths at the expected level (equal percentage) Combined Reading, Writing and Maths combined at the higher level (-3 percentage points)

- Reading average point score (-2 points)
- Pupils eligible for the Pupil premium performed below the national average for non-pupil premium children in:
  - Reading at the expected level (-10 percentage points)
  - Reading at the higher level (-12 percentage points)
  - Writing at the expected level (-24 percentage points)
  - Writing at the higher level (-8 percentage points)
  - Mathematics at the higher level (-16 percentage points)
  - Maths average point score (-5 points)
  - Combined Reading, Writing and Maths combined at the expected level (-8 percentage points)
  - GPS at the expected level (-22 percentage points)
  - GPS at the higher level (-22 percentage points)
  - GPS average point score (-5 points)

### In school progress comparison

In general progress of pupil premium children was stronger than their peers:

- Pupils receiving the pupil premium average progress measure was higher than those who do not receive the premium in Reading (+0.1 points)
- Pupils receiving the pupil premium average progress measure was slightly lower than those who do not receive the premium in Writing (-0.3 points) and lower Maths (-0.5 points)
- Pupils receiving the pupil premium average progress measure was lower than those who do not receive the premium in Maths (-1.8 points) although above National averages at 2.3
- The percentage of pupils receiving the pupil premium with a positive progress measure was higher than those not receiving the premium in Reading (+4 percentage points), Writing (+3 percentage points) but lower in Maths (-15 percentage points)
- The percentage of pupils receiving the pupil premium with a progress measure of more than 5 was higher than those not receiving the premium in Reading (+7 percentage points and equal in Writing but lower in Maths (-7 percentage points)

### National progress comparison:

- Pupils eligible for the Pupil premium progress measures were significantly above the average for non-pupil premium children in:
  - Reading (+3.3 points), Writing (+1.9 points) and Mathematics (+2.4 points)

Smithy Street is now involved in the Mayor of London's Schools for Success programme which identifies approximately 6% of London primary schools and secondary schools, who have achieved strongly in providing for previously low attaining pupils who are in the main recipients of the pupil premium.

### **End of Key Stage One Data Achievement and Progress Data for Pupil Premium Children against the cohort**

		Subject/Aspect	2019 Results (%)	2019 National results (%)	2019 results for pupil premium (national in brackets)	2019 results for non-pupil premium (national in brackets)	2019 in-school gap PP vs non PP	2019 Smithy PP vs national non-PP
			Colour coded comparison: Smithy vs national 2018		Colour coded comparison: Smithy vs 2018 national where available	Colour coded comparison: Smithy vs 2018 national where available		
KS1 Attainment	NC level	Phonics Yr 1 (32/40 pass mark)	76	82	86 (84)	76 (84)	PP +10	PP +2
		Phonics Yr 2 (32/40 pass mark)	86	91	100 (85)	83 (93)	PP +17	PP +7
		Reading % MEETING (EXS) +	78	75	100 (62)	71 (78)	PP +29	PP +22
		Reading % EXCEEDING (GDS)	15	25	29 (14)	11 (28)	PP +18	PP +1
		Writing % MEETING (EXS) +	75	69	100 (55)	67 (73)	PP +33	PP +27
		Writing % EXCEEDING (GDS)	12	15	29 (7)	7 (17)	PP +22	PP +7
		Mathematics % MEETING (EXS) +	73	76	100 (62)	64 (79)	PP +36	PP +21
		Mathematics % EXCEEDING (GDS)	17	22	21 (12)	16 (24)	PP +5	PP -3
		R M & W Combined % MEETING (EXS) +	69	65	100 (50)	60 (69)	PP +40	PP +31
		R M & W Combined % EXCEEDING (GDS) +	10	11	21 (5)	7 (13)	PP +14	PP +8

KS1 Progress	EYFS to Expected Level at KS1	Reading	EYFS Emerging	21	37	100	15	PP +85
			EYFS Expected	96	96	100	100	PP =
			EYFS Exceeding	100	100	100	100	PP =
	Writing		EYFS Emerging	33	38	100	25	PP +75
			EYFS Expected	93	96	100	93	PP +7
			EYFS Exceeding	100	100	100	100	PP =
	Maths		EYFS Emerging	14	39	100	14	PP +86
			EYFS Expected	90	91	100	90	PP +10
			EYFS Exceeding	100	100	100	100	PP =
	EYFS to Greater Depth at KS1	Reading	EYFS Emerging	0	0	0	0	PP =
			EYFS Expected	4	11	0	4	PP -4
			EYFS Exceeding	89	73	80	100	PP -20
	Writing		EYFS Emerging	0	0	0	0	PP =
			EYFS Expected	4	11	0	4	PP -4
			EYFS Exceeding	100	79	100	100	PP =
	Maths		EYFS Emerging	0	0	0	0	PP =
			EYFS Expected	17	16	0	17	PP -17
			EYFS Exceeding	71	57	75	67	PP +8

Notes

Phonics/Pupil Premium:

- The Year One pupils who receive premium payments were broadly in line with those who do not (-6 percentage points).
- The Year Two retakes saw pupil premium recipients move further ahead of the rest of the cohort (+17 percentage points) with all pupil premium pupils reaching the standard.

Reading, Writing and Mathematics/ Pupil Premium:

- The attainment for Pupil Premium children at key stage one was far higher than non-pupil premium with all seven pupil premium children reaching the expected level meaning they +20 points over non pupil premium children in Reading, +33 percentage points in Writing and +36 percentage points in Maths
- At then higher level Pupil Premium children performed above non pupil premium children in Reading (+18 percentage point) and Writing (+22 percentage points) and broadly in line with non-pupil premium children in Mathematics (although still +5 percentage points on non-pupil premium children)
- This results in Pupil premium children vastly out performing non pupil premium in combined scores at the expected level (by 40 percentage points) and at the higher level (+14 percentage points)
- Further national data available later in Autumn term

#### **Pupil Premium Spend in the 2019/2020 financial year:**

The pupil premium allocation for Smithy Street for the 2019/2020 financial year will be £194,040 although this will be lower for the 2019/20 academic year as the January census will see far fewer pupils eligible. We plan to dedicate this funding to overcome the barrier to learning faced by the majority of pupils receiving this funding with a priority for addressing:

- low aspiration and esteem as learners in pupil premium pupils
- limited access to enrichment activities for pupil premium pupils
- early physical development displayed by pupil premium pupils
- early language development displayed by pupil premium pupils

In addition Smithy Street believes in a whole school approach to raising standards and focus is given to providing smaller teaching groups through the use of extra teachers in year groups or for specialist small group work to lead to improvement in achievement both from pupils receiving the pupil premium and those not. With the factors above in mind, the school's allocation of the funding, along with details of provision is detailed below:



Focus and Delivery		Reason	Cost
Extra Staffing provided for Pupil Premium Children	Provision of extra teacher in Year Six for small group work	Full time teacher per week to allow focused small group teaching in mornings for Maths and Literacy Groups and one to one sessions and small group teaching with pupil premium priority in afternoons	£57907
	Provision of two HLTA positions	Providing full time specialist intervention support aimed at pupil premium children and ELSA emotional support at targeted children	£55270
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	EYFS: Communication, Language and Literacy	8 hours teacher time allocated for development of language in EYFS via Talkboost sessions led by qualified teachers.	£11498
	Learning Mentor	15 hours ring fenced time from learning mentor supporting vulnerable pupils receiving the premium with motivation and emotional issues	£11391
<b>Additional Staffing Planned Spend attributable to Pupil Premium Funding</b>			<b>£141816</b>
Other specialist support allocated for pupil premium children	SLA: Parental Engagement Officer Time (1/3 of total allocation)	33.2% of whole school budget ring-fenced time for family and child support for pupil premium to tackle emotional barriers to learning and home environment barriers to learning	£1448
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	SLA Speaking and Listening for EYFS ½ day per week	Focused work with pupils in EYFS already showing signs language delay and Speaking and Listening weaknesses on entry	£7087
	Attendance and (Welfare Officer Support 1/3 of total allocation)	33.2% of whole school budget ring-fenced time for AWO for pupil premium to tackle school attendance of pupil premium children and work with families to raise aspiration towards learning.	£2037
	One to one reading support	Targeted extra support in Key Stage One for reading allowing greater one to one access for pupils to read daily to an adult.	£2568
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<b>Specialist Support Planned Spend attributable to Pupil Premium Funding</b>			<b>£23450</b>
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	Parental Engagement	Expenditure on parental engagement to ensure pupil premium families become more involved in school events and support pupils learning at home school partnership	£3000
	Enrichment Spends	Provision of special weeks and performances aimed to supplement learning allowing pupil premium to access activities such as theatre and music performance not provided through home environment	£9000



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	Phase leader focus	Allocation of targeted phase leader time for analysis of progress of pupil premium children prior to pupil progress meetings	£3000
	Stepney Partnership	Membership of the Stepney Partnership to allow opportunities of shared practice and shared holiday activities including family homework aimed at pupil premium families	£2000
<b>Other Planned Spend attributable to Pupil Premium Funding</b>			<b>£28800</b>
<b>Total Planned Spend</b>			<b>£194066</b>
<b>Allocated Budget</b>			<b>£194040</b>
<b>Planned Overspend</b>			<b>£26</b>

The impact of the provision is reviewed termly in pupil progress meetings where the progress of pupil premium children is discussed on a class by class basis. Subsequently a termly whole school review of the achievement and progress of pupils receiving the premium is evaluated by the Senior Leadership team, allowing development to the strategy if required

The impact of the strategy at the mid-year data collection point 2019-2020 can be seen via the tables below:

#### Achievement by APS of Pupil Premium Pupils v Non Pupil Premium Pupils – February 2020

PP Achievement more than 0.5 APS below Non PP	PP Achievement + or – 0.5 APS than Non PP	PP Achievement more than 0.5 APS above Non PP
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Year Group		Reading	Writing	Maths	All
Year 1 (4 PP Pupils 53 Non PP)	PP	17.3	17.0	17.0	17.1
	Non PP	14.3	13.9	13.5	13.9
	Variance	+3.0	+3.1	+3.5	+3.2
Year 2 (8 PP Pupils 39 Non PP)	PP	19.6	20.4	20.0	20.0
	Non PP	19.9	19.5	20.3	19.9
	Variance	-0.3	+0.9	-0.3	+0.1
Year 3 (11 PP Pupils 45 Non PP)	PP	23.9	23.9	24.1	24.0
	Non PP	21.5	21.3	21.8	21.5
	Variance	+2.4	+2.6	+2.3	+2.5
Year 4 (24 PP Pupils 36 Non PP)	PP	26.4	26.2	26.8	26.4
	Non PP	25.7	25.5	26.3	25.8
	Variance	+0.7	+0.7	+0.4	+0.6
Year 5 (17 PP Pupils 36 Non PP)	PP	28.3	28.0	29.2	28.5
	Non PP	28.4	28.3	29.3	28.7
	Variance	-0.1	-0.3	-0.1	-0.2
Year 6 (29 PP Pupils 28 Non PP)	PP	32.2	31.7	32.2	32.0
	Non PP	31.2	30.4	31.8	31.1
	Variance	+1.0	+1.3	+0.4	+0.9
Whole School (93 PP Pupils 237 Non PP)	PP	27.3	27.1	27.6	27.3
	Non PP	22.4	22.1	22.7	22.4
	Variance	+4.9	+5.0	+4.9	+4.9

#### Progress by APS of Pupil Premium Pupils v Non Pupil Premium Pupils – Feb 2020

PP Progress more than 0.3 APS below Non PP	PP Progress + or – 0.3 APS than Non PP	PP Progress more than 0.3 APS above Non PP
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Year Group		Reading	Writing	Maths	All
Year 1 (4 PP Pupils 53 Non PP)	PP	2.0	2.0	1.8	1.9
	Non PP	1.8	1.7	1.5	1.7
	Variance	+0.2	+0.3	+0.2	+0.2
Year 2 (8 PP Pupils 39 Non PP)	PP	1.1	2.0	1.5	1.5
	Non PP	1.4	1.3	1.8	1.5
	Variance	-0.3	+0.7	-0.3	+0.1

<b>Year 3</b> <b>(11 PP Pupils</b> <b>45 Non PP)</b>	PP	1.6	1.5	1.8	1.7
	Non PP	2.0	2.0	2.2	2.1
	Variance	-0.4	-0.5	-0.4	-0.4
<b>Year 4</b> <b>(24 PP Pupils</b> <b>36 Non PP)</b>	PP	2.0	1.9	2.0	1.9
	Non PP	1.5	1.5	1.6	1.6
	Variance	+0.4	+0.4	+0.4	+0.4
<b>Year 5</b> <b>(17 PP Pupils</b> <b>36 Non PP)</b>	PP	1.7	1.8	2.3	1.9
	Non PP	2.1	2.0	1.9	2.0
	Variance	-0.3	-0.2	+0.4	-0.1
<b>Year 6</b> <b>(29 PP Pupils</b> <b>28 Non PP)</b>	PP	1.7	1.4	1.7	1.6
	Non PP	1.9	1.4	1.6	1.7
	Variance	-0.2	0.0	+0.1	0.0
<b>Whole School</b> <b>(93 PP Pupils</b> <b>237 Non PP)</b>	PP	1.7	1.7	1.9	1.8
	Non PP	1.8	1.7	1.8	1.7
	Variance	-0.1	0.0	+0.1	0.0

Notes:

- Achievement of pupil premium children can be seen to be higher than non-pupil premium children in most curriculum areas and year groups other than in Year Five in all subjects, Reading and Maths in Year Two and Maths in Year Four and Six where it is broadly in line.
- Progress of pupil premium children is broadly in line with the non-pupil premium cohort members in all subjects as a whole school average. In Year Three the progress of pupil premium children is below that of non-pupil premium children all subjects, whilst in Year Four the opposite applies and the progress of pupil premium children is above that of non-pupil premium children all subjects. Progress is also higher for pupil premium children than non-pupil premium children in Writing in Year Two.