**Impact Analysis**

For the academic year 2016-2017 our school’s pupil premium grant allocation amount is £112,000

The main barriers to learning at Berrycoombe for disadvantaged pupils

* A low starting point in relation to levels of attainment when starting in reception
* Children’s readiness to learn when in school

How we will spend our pupil premium to address barriers to learning for disadvantaged pupils

* A parental Support advisor who can support families to overcome and resolve issues that significantly impact their children’s readiness to learn at school
* A Thrive Team to support children in school to provide long term support around emotional development and readiness to learn.
* A behaviour team to support children enabling them to manage their behaviour and ensure their behaviour is not a barrier to learning for themselves or others
* Increased teacher staffing reducing class sizes at KS1 and EYFS to promote good progress for our youngest pupils to address their low starting point (from 34children to 25 children)
* A speech and language TA working across KS1 to promote good progress
* Increased TA support in EYFS to facilitate good progress

**Impact Analysis**

**Overall Impact** on progress is positive with Pupil Premium Pupils making above expected progress in reading and maths across the school and making expected progress in writing. Progress is broadly in line with Non-pupil premium Pupils

**Impact- Whole school progress 2016-2017 (average is 3)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  |  | | --- | --- | --- | | **WRITING** | | | | **Key Groups:** | **End of Spring** | **Size of cohort** | | ALL CHILDREN | 3.1 | 207 | | Pupil Premium | 3.0 | 102 | | NOT Pupil Premium | 3.2 | 121 | | |  |  |  | | --- | --- | --- | | **READING** | | | | **Key Groups:** | **End of Spring** | **Size of cohort** | | ALL CHILDREN | 3.2 | 207 | | Pupil Premium | 3.1 | 102 | | NOT Pupil Premium | 3.2 | 121 | | |  |  |  | | --- | --- | --- | | **MATHS** | | | | **Key Groups:** | **End of Spring** | **Size of cohort** | | ALL CHILDREN | 3.3 | 207 | | Pupil Premium | 3.2 | 102 | | NOT Pupil Premium | 3.3 | 121 | |

**Reduction of class size in Reception and increase in Adult child ratio**

The reduction of class size in Reception has been very positive with pupil premium pupils starting from a low entry point but making better than expected progress and exceeding non pupil premium pupils in term of progress. ,

**Impact- Progress in Reception (average is 3)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  |  | | --- | --- | --- | | **WRITING** | | | | **Key Groups:** | **End of Spring** | **Size of cohort** | | ALL CHILDREN | 3.1 | 34 | | Pupil Premium | 3.2 | 6 | | NOT Pupil Premium | 3.0 | 28 | | |  |  |  | | --- | --- | --- | | **READING** | | | | **Key Groups:** | **End of Spring** | **Size of cohort** | | ALL CHILDREN | 3.3 | 34 | | Pupil Premium | 3.5 | 6 | | NOT Pupil Premium | 3.2 | 28 | | |  |  |  | | --- | --- | --- | | **MATHS** | | | | **Key Groups:** | **End of Spring** | **Size of cohort** | | ALL CHILDREN | 3.5 | 34 | | Pupil Premium | 3.7 | 6 | | NOT Pupil Premium | 3.5 | 28 | |

**Reduction in class sizes at KS1**

The move to an increased number of classes at KS1 caused some disruption, especially for year 1 and where children transitioned to a new class teacher. This Impacted the progress of Pupil Premium pupils.

**Impact - Progress at KS1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  |  | | --- | --- | --- | | **WRITING** | | | | **Key Groups:** | **End of Spring** | **Size of cohort** | | ALL CHILDREN | 3.0 | 70 | | Pupil Premium | 2.8 | 27 | | |  |  |  | | --- | --- | --- | | **READING** | | | | **Key Groups:** | **End of Spring** | **Size of cohort** | | ALL CHILDREN | 3.0 | 70 | | Pupil Premium | 2.9 | 27 | | |  |  |  | | --- | --- | --- | | **MATHS** | | | | **Key Groups:** | **End of Spring** | **Size of cohort** | | ALL CHILDREN | 3.0 | 70 | | Pupil Premium | 2.8 | 27 | |

With the new class structure now in place these pupils are now in a good place to make very good progress in the academic year 2017-2018

**THRIVE**

The school supported 77 children last year with THRIVE interventions. 75% of these pupils were in receipt of pupil premium funding.

Of these children, 20 pupils were supported with 1-1 action plans involving weekly or twice weekly sessions with a registered practitioner. 100% of these pupils were in receipt of pupil premium funding.

***Impact***

**90% of the children working on a 1-1 action plan made very good progress (assessed using the online THRIVE assessment tools).**

***Impact***

**Parental Support Advisor-**

Supporting our more vulnerable families with a whole range of packages. Predominantly working with families in receipt of Pupil Premium funding.

**Impact**

Parent consultation questionaires (parent view questions) confirm high level of parental approval with parents valuing the support offered by the PSA

**Attendance Officer and Full educational Welfare Officer Buy in (to support attendance officer)**

Our attendance officer (supported by the EWO) carefully monitor attendance and make sure our attendance action plan is fully implemented.

***Impact***

***The impact of this can be seen over a number of years***

There has been a slight increase in the last two years linked to specific pupils with high levels of SEND who require specialist medical appointments.

|  |  |
| --- | --- |
| Year | Absence |
| 2008 | 8.8 |
| 2009 | 7.6 |
| 2010 | 7.7 |
| 2011 | 6.1 |
| 2012 | 6.3 |
| 2013 | 4.6 |
| 2014 | 3.8 |
| 2015 | 3.6 |
| 2016 | 4.2 |
| 2017 | 4.2 |

**The behaviour Team**

The behaviour team supported 48 pupils in 2016-2018. This included pro-active support where children benefited from regular meetings with a concerned and interested adult and therapeutic reactive responses to pupils who were deregulated.

**Impact**

**Calm classroom environments focused on learning benefit all pupils.**

**52% of pupils supported by the behaviour team were in receipt of pupil premium funding.**

**Of these children 80% of them saw a significant reduction in minutes lost to learning.**