



## Pupil Premium Grant Impact Statement 2015 -2016

### EYFS

- ❖ The percentage of disadvantaged children achieving ELG has risen the third year in a row. In 2016 61% of disadvantaged children achieved GLD compared to 53% in 2015 and 50% in 2014. By using the strategy of having TA's to select disadvantaged children first to carry out interventions, we can see that this is having a positive impact on the increase of GLD. The gap between disadvantaged and non-disadvantaged children achieving GLD has now closed. In 2014 and 2015 there was a 2% gap and in 2016 more disadvantaged children achieved GLD than non-disadvantaged.

### Year 1

- ❖ Writing : 58.9 % of disadvantaged children achieved ARE or above compared to 59.4% non- disadvantaged children . The gap being 0.5%  
Maths: 73.6% of disadvantaged children achieved ARE of above compared to 74.2% non-disadvantaged children. The gap being 0.6%  
Phonics Check: 82% of disadvantaged children passed compared to 86% of non-disadvantaged children. The gap being 4%  
In all areas the gap between attainment for disadvantaged and non-disadvantaged children is narrowing. Continued approaches to disadvantaged children being identified for interventions will continue along with actual interventions being delivered.

### Year 2

- ❖ Reading: 65% of disadvantaged children achieved EXS or above compared to 63% of non-disadvantaged children. Therefore closing the attainment gap between these two groups.  
Writing: 60% of disadvantaged children achieved EXS or above compared to 53% of non-disadvantaged children. Therefore closing the attainment gap between these two groups.  
Maths: 45% of disadvantaged children achieved EXS or above compared to 60% of non-disadvantaged children. The gap being 15%.  
The focus for Year 2 will be to increase the percentages of all children achieving EXS or above in all subjects.

### Speech and language Support

- ❖ Numbers of disadvantaged children receiving SALT therapy has decreased over the academic year due to rapid progress from the support of the SALT therapist and specialist SALT TA. Those children who have not been discharged will continue to



have on-going support due to more complex needs such as significant language delay and phonological disorders.

### **Forest School**

- ❖ All disadvantaged children and some more vulnerable non-disadvantaged children have been offered the Forest school experience. All children have decreased their SDQ scores especially in the areas of stress and emotional stress.

### **PCW and ELSA**

- ❖ All those disadvantaged children who needed more intense ELSA support either in a 1:1 situation or a small group received it. They all showed decreased SDQ scores for stress and emotional stress.

### **Attendance**

- ❖ September 2015 – July 2016: Disadvantaged 93%  
Non-disadvantaged 95%

Further work is needed to narrow the attendance gap between disadvantaged and non-disadvantaged children.

September 2016