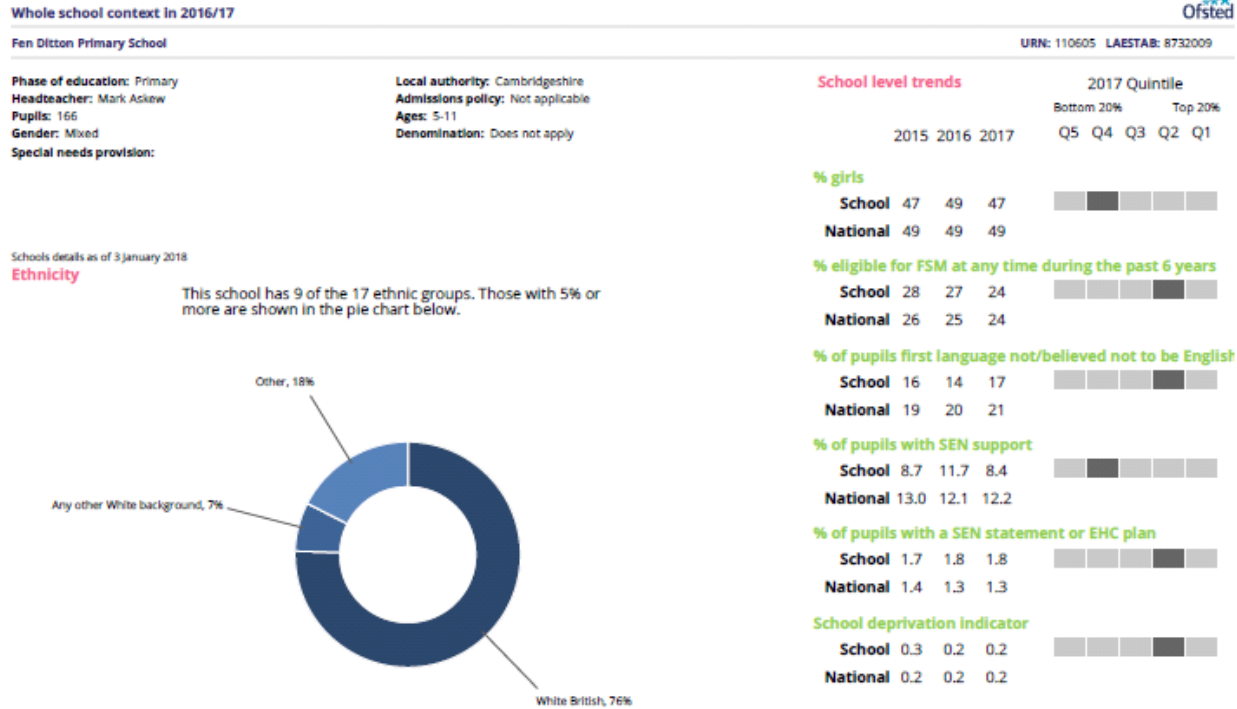


# Fen Ditton Community School Pupil Premium 2017/18 academic year Impact Statement

## Contextual Information



This context is from the Inspection Data Summary Report January 2018

43 Disadvantaged pupils in total last year

Project	Intended outcomes	Actions and monitoring	cost
Two additional 0.6 teachers to deliver English and Maths key skills for both KS1 and KS2 pupils	To reduce the gap in attainment between PP and non-PP across all year groups To improve the percentage of pupil premium children who make accelerated progress.	Track pupil progress through data analysis half termly. Observations, learning walks, book scrutiny and pupil voice. Regular pupil progress meetings Additional teachers to liaise regularly with class teachers. Assessment lead to monitor and track pupil progress	£59000
See performance tables below			
Forest school teacher to provide an enriching curriculum experience	To develop personal relationships, confidence, new experiences and develop social skills. Further opportunities for teachers to develop their CPD Provide a teacher response time while the Forest school teacher is leading the Forest school session.	Track their progress by undertaking a baseline assessment and end of the project. Head Teacher to monitor and oversee CPD time and pupil progress meetings to track individual pupil targeting for additional learning time.	£3800
All pupils in the school experienced a weekly lessons over a half term in Forest school and almost all pupils enjoyed this experience, developed new practical skills and improved their social interactions and speaking and listening skills. In reception 92% of children reached the expected standard for physical development and was 5% higher than the national average. Although communication and language was 2% lower than national, their personal social and emotional was 7% higher than national at 92%. Teachers were also released during this term to develop their CPD. E.g. opportunities to see other teachers teach or deliver lessons in a different year group. These teachers also taught small targeted groups of pupils on occasions to respond to immediate learning needs which contribute towards the overall positive progress made by pupils.			
Training for staff to deliver interventions and quality first teaching	To ensure all teaching assistants are trained to deliver high quality interventions and other staff are also equipped to deliver a high quality of provision across the school	Pupil outcomes and staff surveys to be carried out.	£500
2 Teaching Assistants attended Dyslexia training and disseminated strategies to all staff, as well as supporting pupils to access learning better. Autism and Coram (attachment needs) training enabled staff to further support some of our pupils to access their learning better and spend more time in the classroom environment. A clinical psychologist delivered training on managing and supporting pupils with additional SEMH needs.			
Additional phonics lessons	To increase the number of pupils who pass the Year 1 phonics screening expected score and increase the number of pupils who are working at age expected levels for phonics in other year groups.	Phonics assessment to be done termly. Year 1 Phonics screening test and year 2 pupils who 're-sit'	£884
Additional teaching after school delivered by 2 teachers	To increase the number of pupils who make the expected standard in Year 6 for reading, writing and maths	Track pupil progress and termly data outcomes for attainment.	£0
81% of Year 1 pupils passed their phonics screening check. 3/6 of Year 1 disadvantaged pupils met the expected standard. 92% of all pupils met the expected phonics standard by the end of KS1, which is the same as the national average. 75% of disadvantaged pupils met the expected standard by the end of KS1.			
Deputy head teacher to deliver some focussed group work to early years and year 1 pupils	To enable teachers to have a greater impact on pupil outcomes by reducing the class size, as well as increasing the percentage of pupils who are underachieving to make accelerated progress. To increase the progress SEND pupils make.	Pupil progress and attainment data outcomes and pupil progress meetings.	£0
See performance tables below			
Head teacher to deliver additional focussed groups weekly for Year 6 pupils	To enable pupils to make accelerated progress and reduce the attainment gaps.	Pupil progress and attainment data outcomes and pupil progress meetings.	£0
See performance tables below			

Counsellor or therapist to provide specialist support.	To challenge significant barriers to learning by supporting pupils emotional, social and behavioural skills. Raise self-esteem and increase learning opportunities Increase staff knowledge and awareness of the need to modify their planning and approach.	Attitude to learning and ability to access the curriculum more. Reduction in the number of negative behaviour incidents.	£0 (credits carried over from the previous academy year)
This support enabled the pupil to focus on his learning far better and provided him with strategies to support his emotional and well-being needs.			
Mentoring project with The Perse School	To increase the confidence and self-esteem of pupils by working with Year 6 <sup>th</sup> form mentors. To widen life experiences by visiting a range of museums in Cambridge and secondary school science labs.	Increase in confidence. Further participation in lessons. Pupil progress and attainment data outcomes	£0
12 Year 5 and 6 pupils (8 disadvantaged) developed a greater understanding of science knowledge and skills. Their confidence, resilience and attitude to learning was improved.			
After school clubs Educational visits	To increase the number of disadvantaged pupils who attend extra-curricular activities both at school and outside of school. To ensure all disadvantaged pupils are given the opportunity to attend the residential trip and attend all other visits throughout the year.	Increased numbers at clubs and visits.	£700
33% of disadvantaged pupils attended an after school club. 5 disadvantaged pupils received 50% saving on the overall cost of the annual residential educational visit. (£500 in total)			
Breakfast club	To provide a service for pupils who may be experiencing challenges at home; poor attendance or to need a nutritious breakfast to be ready to learn.	Improved attendance figures and pupil attainment and progress outcomes.	£100
6 disadvantaged families benefited at various times throughout the year with using this service.			

## Attainment

**This table shows the percentage of Year 6 children, both disadvantaged and whole cohorts who are working at the expected standard or at a greater depth. It should be noted that 1 pupil is the equivalent of 4.35% in 2018.**

(EXS – working at the expected standard)

(GDS – working at greater depth at the expected standard)

Year 6	2016								2017								2018							
	Fen Ditton All (20 pupils)		Fen Ditton Disadvantaged (8 pupils)		National		Gap between Fen Ditton Disadvantaged pupils and National overall		Fen Ditton All (25 pupils)		Fen Ditton Disadvantaged (6 pupils)		National		Gap between Fen Ditton Disadvantaged pupils and National overall		Fen Ditton All (22 pupils)		Fen Ditton Disadvantaged (11 pupils)		National		Gap between Fen Ditton Disadvantaged pupils and National overall	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	60	25	63	38	66	19	-3	+19	76	23	50	0	71	25	-21	-25	68	14	46	9	75	28	-29	-19
Writing	75	20	88	25	74	15	+14	+10	80	9	50	0	76	16	-26	-16	72	9	55	0	78	20	-22	-20
Maths	65	10	63	25	70	17	-7	+8	80	23	33	0	75	21	-42	-21	59	5	36	0	76	24	-40	-24
GPS	65	20	88	38	72	23	+16	+15	80	24	50	0	77	31	-27	-31	59		36		78		-42	
RWM	50	10	50	25	53	5	-3	+20	73	5	33	0	64	11	-31	-11	55	5	36	0	64	10	-28	-10

## Progress between Key Stage 1 and Key Stage 2 2018

There is a new progress indicator which uses a formula to calculate the progress made using old national curriculum level in year 2 with the new scaled score at year 6.

Year 6	2016				2017				2018			
	Fen Ditton all pupils (19 pupils)	Fen Ditton Disadvantaged (8 pupils)	National	Gap between Fen Ditton Disadvantaged pupils and National overall	Fen Ditton all pupils (25 pupils)	Fen Ditton Disadvantaged (6 pupils)	National 2017	Gap between Fen Ditton Disadvantaged pupils and National overall	Fen Ditton all pupils (22 pupils)	Fen Ditton Disadvantaged (11 pupils)	National 2018	Gap between Fen Ditton Disadvantaged pupils and National overall
Reading	1.89	4.05	0	+4.05	0.55	-4.65	0	-4.65	+1.3	+0.30	0	+0.30
Writing	0.65	4.00	0	+4.00	2.99	+1.46	0	+1.46	+0.4	-1.64	0	-1.64
Maths	-0.14	0.22	0	+0.22	-0.25	-3.76	0	-3.76	+0.9	+1.11	0	+1.11

This table shows the percentage of Year 2 children who are working at the expected standard or at greater depth  
Each pupil is the equivalent of 4% in 2018.

Year 2	2016								2017								2018							
	Fen Ditton All (26 pupils)		Fen Ditton Disadvantaged (4 pupils)		National		Gap between Fen Ditton Disadvantaged pupils and National overall		Fen Ditton All (22 pupils)		Fen Ditton Disadvantaged (5 pupils)		National		Gap between Fen Ditton Disadvantaged pupils and National overall		Fen Ditton All (25 pupils)		Fen Ditton Disadvantaged (4 pupils)		National		Gap between Fen Ditton Disadvantaged pupils and National overall	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	65	19	25	0	74	24	-49	-24	77	23	80	20	76	25	+4	-5	72	12	0	0	75	26	-75	-26
Writing	62	12	25	0	66	13	-41	-13	73	9	60	0	68	16	-8	-16	64	8	0	0	70	16	-70	-16
Maths	73	8	50	0	73	18	-23	-18	82	23	80	40	75	21	+5	+19	76	20	25	0	76	22	-51	-22
RWM	58	8	25	0	60	9	-35	-9	73	64	60	0	64	11	-4	-11	56	4	0	0	65	12	-65	-12

This table shows the percentage of Year 1 to Year 6 disadvantaged pupils (pupil premium pupils) some of which have additional SEND needs, who have made the expected progress, more than expected progress and the average point's progress for reading, writing and maths. This is based on teacher assessment.

Year Group	Reading			Writing			Maths		
pp - pupil premium (disadvantaged)	% making expected progress (2.5 to 3pts)	% making more than expected progress (more than 3 pts))	Average points progress	% making expected progress (2.5 to 3pts)	% making more than expected progress (more than 3)	CM – Cohort Ave.	% making expected progress (2.5 to 3pts)	% making more than expected progress (more than 3 points)	CM – Cohort Ave.
Whole School (39 pupils)	82%	31%	2.93 pts	82%	38%	2.93 pts	72%	18%	2.46 pts