

Fen Ditton Community School Pupil Premium 2018/19 academic year Impact Statement

Contextual Information

Up to Key stage 2 basic characteristics trends						
Breakdown	2017		2018		2019	
	School	National	School	National	School	National
Number on roll	166	279	167	281	171	282
Male %	53.0	51.0	53.3	51.0	52.0	51.0
Female %	47.0	49.0	46.7	49.0	48.0	49.0
Ever 6 FSM %	24.1	24.3	26.3	23.5	24.0	23.0
Minority ethnic groups %	23.4	32.3	26.8	32.9	28.8	33.8
SEN EHCP %	1.8	1.3	1.2	1.4	1.2	1.6
SEN support %	8.4	12.2	10.8	12.4	9.4	12.6
English additional language %	16.8	20.7	17.6	20.9	17.0	21.2
Stability %	88.1	85.7	85.2	85.8	89.4	85.6
School deprivation indicator	0.22	0.21	0.21	0.21	0.20	0.21

2018/2019 (January 2019 census data).

Basic characteristics by national curriculum year group									
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic groups %	English additional language %	All SEN %	SEN EHCP %	SEN support %
6	25	40	60	48	28	8	8	0	8
5	23	48	52	22	22	13	13	0	13
4	21	71	29	19	19	14	10	0	10
3	24	38	63	17	17	17	4	0	4
2	25	60	40	24	48	36	16	8	8
1	24	50	50	21	39	21	8	0	8
Pre-compulsory	29	59	41	17	28	10	14	0	14

43 Disadvantaged pupils in total in 2018/19 academic year (this number includes pupils who joined the school or left during the academic year)

Project	Intended outcomes	Actions and monitoring	cost
Two additional members of staff (1 teacher 0.6 and 1 HLTA) to deliver English and Maths key skills for pupils across the school.	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 staff to liaise regularly with class teachers. Assessment lead to monitor and track pupil progress	£44713
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 from reception to Year 5 experienced 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 82% of children reached the expected standard for physical development; communication and language; and personal social and emotional. This experience has supported independent learning and provided them with an outdoor learning experience.			
Training for 2 members of staff to support vulnerable children through mental health counselling and play therapy.	The members of staff to deliver mental health counselling and play therapy for certain individuals who are vulnerable through lack of self-esteem to support their learning in class.	Staff, pupil and parent feedback.	£500
8 pupils had access to counselling and play therapy. This supported them with their wellbeing, interactions with peers, and therefore it enabled them to access their learning more often.			
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'	
79% of Year 1 pupils passed their phonics screening check. 2/5 of Year 1 disadvantaged pupils met the expected standard. 82% of all pupils met the expected phonics standard by the end of KS1, 36% of disadvantaged pupils met the expected standard by the end of KS1. This has since become a school priority on the SDP and pupils who have not passed in Year 1 will be tracked throughout Year 2.			
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.	Difficult to put a figure on this cost, but additional time and workload to be considered

Staff supported pupils in reading and maths throughout the Spring term to boost confidence in the testing process. The PP children data was: 67% achieved the expected in Reading; 83% achieved the expected in writing; 75% achieved the expected in maths; combined 58% achieved the expected. Progress – All pupils: Reading -0.2; Writing +0.2; Maths -2.2			
Deputy head teacher and Senior teacher to deliver some personalised learning before school to increase self-esteem and attendance	To increase targeted pupils' attendance by inviting them to 'fun' learning activities before school. When in school this should have an impact on resilience and therefore learning outcomes.	Pupil progress and attainment data outcomes and pupil progress meetings. Termly attendance reviews.	£0
PP attendance overall was 95.9% compared to 95.3% the previous year (overall attendance in England in 2017-18 was 95.8%) Of the 6 targeted pupils who attended the sessions 5 increased their attendance; 3 of whom increased it significantly.			
Play therapist to provide specialist support for one pupil.	To challenge significant barriers to learning by supporting a pupil's emotional, social and behavioural skills. 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 supported staff to have a better understanding of this pupil and how they can work with them to support learning in the future.			
Science Mentoring project with The Perse School	To increase the confidence and self-esteem of pupils by working with Sixth 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 (all disadvantaged pupils) developed a greater understanding of science knowledge and skills. 9 out of the 12 achieved expected and one exceeded the expected standard.			
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. Monitor termly how many pupils attended clubs and which were disadvantaged.	£850
33% of disadvantaged pupils attended an after school club. 10 out of the 17 disadvantaged pupils attended the residential and 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
1 disadvantaged family benefited throughout the year with using this service.			
To provide small group music enrichment sessions	To allow pupils to take part in a new discipline which may unlock a talent as yet undiscovered. To improve discipline, team work, and resilience.	Perform in front of peers and parents. Pupil and parent feedback on how much they have engaged with the instruments.	£0
The pupils took part in termly concerts to parents and peers. As a result of a successful project this cohort will continue to play a brass instrument and a new cohort are going to learn string instruments. One pupil received a bursary to be part of the Rock Steady music group.			

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 4.16 % in 2019.

(EXS – working at the expected standard)

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

Year 6	2017								2018								2019							
	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		Fen Ditton All (24 pupils)		Fen Ditton Disadvantaged (12 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	76	23	50	0	71	25	-21	-25	68	14	46	9	75	28	-29	-19	75	33	68	33	73	27	-5	+6
Writing	80	9	50	0	76	16	-26	-16	72	9	55	0	78	20	-22	-20	92	21	83	8	78	20	+5	-12
Maths	80	23	33	0	75	21	-42	-21	59	5	36	0	76	24	-40	-24	83	13	75	17	79	27	-4	-10
GPS	80	24	50	0	77	31	-27	-31	59		36		78		-42		71	29	50	8	78	36	-28	-24
RWM	73	5	33	0	64	11	-31	-11	55	5	36	0	64	10	-28	-10	67	4	58	0	65	10	-7	-10

Progress between Key Stage 1 and Key Stage 2 2019

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	2017				2018				2019			
	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	2017								2018								2019							
	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		Fen Ditton All (25 pupils)		Fen Ditton Disadvantaged (6 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	77	23	80	20	76	25	+4	-5	72	12	0	0	75	26	-75	-26	60	24	17	0	75	25	-58	-25
Writing	73	9	60	0	68	16	-8	-16	64	8	0	0	70	16	-70	-16	56	8	17	0	69	15	-52	-15
Maths	82	23	80	40	75	21	+5	+19	76	20	25	0	76	22	-51	-22	64	16	17	0	76	22	-59	-22
RWM	73	64	60	0	64	11	-4	-11	56	4	0	0	65	12	-65	-12	52	8	0	0	65	11	-65	-11

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.

2018 / 2019 Progress for Pupil Premium Children

Year Group	Reading			Writing			Maths		
	% 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 PP (39 pupils)	61%	28%	2.3 pts	47%	31%	1.94 pts	58%	25%	2.47 pts
Whole School PP without SEND (30 pupils)	81%			63%			78%		