



Pupil Premium 2018/2019 Impact Report

1. Summary information					
School	Comber Grove Primary School				
Academic Year	2018/2019	Total PP budget	£110,880	Date of most recent PP Review	Sept 2019
Total number of pupils	296	Number of pupils eligible for	82	Date for next internal review of this strategy	Sept 2019

2. Barriers to future attainment (for pupils eligible for PP)	
<i>Academic barriers (issues to be addressed in school, such as poor oral language skills)</i>	
a. Speech and language delay when entering the Early Years.	
b. Significant gaps in learning prohibiting progress.	
c. Lower attainment of the highest levels in English	
<i>Additional barriers (including issues which also require action outside school, such as low attendance rates)</i>	
d. Access to extra-curricular provision	
3. Intended Outcomes	
Improve pupil attainment in Early Years.	Gap in number of disadvantaged children and other pupils will reduce by 6-9 % points.
Improve pupil progress for pupil premium children.	Gap in expected progress for reading, writing and maths between disadvantaged pupils in school and other pupils nationally will reduce by 6-9 % points.
Improve pupil attainment in Reading and Writing.	Gap in expected standard for reading, writing and maths between disadvantaged pupils in school and other pupils nationally will

	reduce by 6-9 % points.
Ensure equal access to extra-curricular and enrichment activities.	All PP Year 6s to attend school journey All PP children to attend school trips. Secure places for PP children attend choice clubs

Impact Report

Academic Year	2018/19	Amount	££110,880		
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staffing	Impact
Experienced teacher to run Year 5 and 6 Booster Groups	Improve pupil attainment and progress in reading, writing and maths.	Children in year 5 and 6 have significant gaps in learning preventing them from making progress in core subjects.(34 PP children in years 5/6)	Half termly monitoring of teaching and learning from SLT Team Teaching Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.	Deputy Head Teacher	Children in year 6 made good progress in writing, and 25% of children achieved greater depth writing. Gap in achievement in writing between disadvantaged and non-disadvantaged closed.
External SALT Improve communication skills: listening, speaking, reading and writing.	Improve communication skills: listening, speaking,	Children enter the school with low communication skills. The Speech and Language therapist to assess children and write up a speech and language plan. They train our staff members to deliver bespoke group and individual	Regular meetings with SALT Regular staff CPD Half termly monitoring of teaching and learning from SLT Team Teaching Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil		Children in reception making good progress from low starting points. Children with speech and language difficulties improving their listening and speaking skills.

		work with target driven monitoring	progress meetings Weekly SLT meetings.		Maintaining great practice in EYFS – GLD 64% Improved pupil attainment in KS1 in reading (+4% from previous year) and writing (+19% from previous year).
HLTA delivering : 3 x weekly year 6 maths booster sessions 1 x weekly planning and teaching support for Computing 5 x weekly support in year 3 5 x weekly support	To close the gap in attainment between PP children and non- PP children in maths.	Children in year 3 and 6 have significant gaps in learning preventing them from making progress in core subjects (31 PP children in Y3 and Y6)	Half termly monitoring of teaching and learning from SLT Modelled lessons. Team Teaching Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.	Deputy Head Teacher/ KS2 Phase Leader	Children in year 6 made good progress in writing, and 25% of children achieved greater depth writing. Gap in achievement in writing between disadvantaged and non-disadvantaged closed.
Targeted phonics intervention.	To close the gap in attainment between PP children and non- PP children in reading.	Some children are entering year 3 having not yet passed Phonics Test – needing additional support to close gaps. Reception/Y1 phonics support needed (11 PP children)	Regular monitoring of teaching and learning from SLT Modelled lessons. Team Teaching Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.	Deputy Head Teacher/ EYFS Phase Leader	Improvement of 3% on phonics results
Theatre company (Blue Elephant).	To engage children in spoken literacy and drama, to improve	Blue Elephant run sessions based on rich talk and drama	Rigorous monitoring Rigorous data collection/analysis	Deputy Head Teacher/ KS2 Phase Leader	Improvement of writing in KS1 (+3% from previous year)

	attainment and progress in literacy.	which has been proven to enhance engagement in writing.	tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings		and KS1 (+4% from previous year). More children in year 2 (+11%) and 6 (+20%) achieving greater depth from previous year.
Other Approaches					
Lego Therapy and Circle of Friends	Assisting children with communication difficulties with social development.	There are children in KS1 who would benefit from additional communication support to develop literacy and social development.	Weekly meetings with SENCo Rigorous monitoring Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.	SENCo	Improved results at phonics y1, KS1 and KS2 in reading and writing.
School trip subsidies including residential year 6 trip.	All children to be included in all school activities. Enhance children's engagement in learning.	To ensure all children are able to access learning opportunities regardless of home situation. In particular the 18 PP children in year 6 to attend school journey	Half termly monitoring of teaching and learning from SLT Modelled lessons. Team Teaching Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings	SLT, Year 6 team	Children in year 6 made good progress in writing, and 25% of children achieved greater depth writing. Gap in achievement in writing between disadvantaged and non-disadvantaged closed.
Extra-curricular club	All children to be included in all school activities. Enhance	To enable all children to be able to access	Rigorous monitoring Rigorous data collection/analysis	SLT	Improved results at phonics y1, KS1 and KS2 in reading and writing for PP pupils.

	children's engagement in learning.	their chosen extra-curricular activities.	tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.		
Nominated place at Camberwell After School Project	All children to be included in all school activities. Enhance children's engagement in learning.	To enable all children to be able to access and after school club.	Rigorous monitoring Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.	Head Teacher/ Deputy Head Teacher	Improved results at phonics y1, KS1 and KS2 in reading and writing for PP pupils.
Free music tuition.	All children to be included in all school activities. Enhance children's engagement in learning. Build self-confidence	This was very successful in 2016/2017 in building children's self-confidence and lessened behaviour incidents for 2 PP children by 40% from Autumn Term to Summer Term	Rigorous monitoring Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.	Head Teacher/ Deputy Head Teacher	Improved results at phonics y1, KS1 and KS2 in reading and writing for PP pupils. Increased self-esteem and confidence in pupils.