

Evaluation of Pupil Premium Grant Expenditure: Report: 2018/19

Number of pupils and Pupil premium grant (PPG) received	
Total number of pupils on roll	317 in the main school 78 in the Nursery
Total number of pupils eligible for PPG	49 in main school 5 in the nursery
Total amount of PPG received	£79200
Early Years PPG	£1336
LAC	£2300
	£82836
Nature of support 2018/2019	
Focus on Learning in the curriculum	£62,342
Focus on social, emotional and behavior	£14,795
Focus on enrichment beyond the curriculum	£5699
Curriculum Focus:	
Increase % of children working at age related expectations in reading, writing and mathematics	

The school has good systems in place to monitor its own performance over time. Tracking of individual pupils is rigorous so that gaps can be identified and interventions put in place to raise attainment.

Attainment of Pupil Premium pupils was raised by:

- Ensuring there was support for all eligible pupils
- Classroom monitor was used termly to track the progress of PP pupils.
- Assessments were closely monitored
- Pupil progress was discussed termly during pupil progress meetings.
- Data is used such as National and the LA data alongside the schools own data and tracking procedures.
- A designated member of the SLT maintained an overview of the progress of Pupil Premium pupils.

Results for academic year 2018 – 2019

Pupil Premium

End of year results for Pupil Premium pupils at Grange Park Infant and Nursery School were compared with Pupil Premium pupils in the local authority and nationally and with all pupils in school and nationally

There were 24 out of 117 pupils eligible for free school meals at the end of year two. They performed in line with all pupils in reading, lower in writing and mathematics at the expected standard. At greater depth standard they performed lower in reading, in line in writing and higher in mathematics.

They performed better than the LA and National in all subjects.

Pupils eligible for pupil premium received a whole raft of support from different intervention groups these included learning library, phonic groups, higher level mathematics and regular reading support, EAL support groups, SEN support, writing support provided by HLTA and additional reading.

Explanation of the coding

- Working at the expected standard (EXS)
- Working at greater depth at the expected standard (GDS)

The expectations are that most pupils will achieve Working at the expected standard (EXS)

*There are no published local authority or national results for pupil premium pupils working at greater depth (GDS)

24 pupils			School All Pupils	School Non FSM	School FSM	LA FSM	National All Pupils	National FSM
KS1	Reading	EXS+	76%	76%	76%	64%	75%	62%
		GDS	28%	30%	21%		26%	
	Writing	EXS+	66%	68%	60%	56%	70%	55%
		GDS	7%	7%	8%		16%	
	Mathematics	EXS+	80%	81%	76%	65%	76%	62%
		GDS	27%	27%	29%		22%	
	RWM	EXS+	62%		48%	51%	65%	48%
	Science	EXS	84%		84%	74%	83%	69%
	RWMS	EXS	62%		48%	51%	65%	48%

Year Two Phonics

Phonics	School Pupil Premium	National Pupil Premium
	100% (8 pupils out of 8)	% (all pupils)

By the end of year 2, **97%** of pupils had met the expected standard in phonics.

Year One Phonics

Phonics	School Pupil Premium	National Pupil Premium
	90% (9 pupils out of 10)	70% (all pupils)

Pupils demonstrate they have met the expected standard in phonic decoding by scoring the threshold mark in the phonics screen check

EYFS (Early Years Foundation Stage) Reception Year

Good level of development (GLD)	School Pupil Premium	National Pupil Premium
72%	81% (13 out of 16)	56%

A Good Level of Development is achieved when children leave the Early Years Foundation Stage at the end of their Reception year reaching or exceeding the early learning goals in all aspects of Physical, Personal, Social and Emotional development, communication and language, literacy and mathematics.