

Summary information		
Academic Year 2016-2017	Total PP budget: £104,280	Date of most recent PP Review: July 2017
Total number of pupils: 209	Number of pupils eligible for PP: 74	

Review of expenditure			Academic Year 2016 to 2017																																																																																																																																																																																																																																					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost Effectiveness demonstrated																																																																																																																																																																																																																																				
Diminish the gap within Year 4 class – highest % of PP in school.	Employment of additional Teacher to split class in three ways. £23,440	<p>Year 5 Reading Data:</p> <table border="1"> <thead> <tr> <th rowspan="2">Yr 5 Reading</th> <th colspan="3">Whole Class</th> <th colspan="3">Boys</th> <th colspan="3">Girls</th> <th colspan="3">PP</th> <th colspan="3">EAL</th> <th colspan="3">SEN</th> </tr> <tr> <th>Aut</th> <th>Spr</th> <th>Su</th> <th>Aut</th> <th>Spr</th> <th>Su</th> <th>Aut</th> <th>Spr</th> <th>Su</th> <th>Aut</th> <th>Spr</th> <th>Su</th> <th>Aut</th> <th>Spr</th> <th>Su</th> <th>Aut</th> <th>Spr</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td>Well below expected</td> <td></td> <td>3%</td> <td>3%</td> <td></td> <td></td> <td></td> <td>7%</td> <td>7%</td> <td>7%</td> <td>7%</td> <td>7%</td> <td>7%</td> <td></td> <td></td> <td></td> <td>14%</td> <td>14%</td> <td>13%</td> </tr> <tr> <td>Well Below Expected</td> <td>13%</td> <td>6%</td> <td>6%</td> <td>6%</td> <td>6%</td> <td>6%</td> <td>21%</td> <td>7%</td> <td>7%</td> <td>29%</td> <td>14%</td> <td>14%</td> <td></td> <td></td> <td></td> <td>57%</td> <td>29%</td> <td>25%</td> </tr> <tr> <td>Below expected</td> <td>9%</td> <td>13%</td> <td>13%</td> <td>6%</td> <td>6%</td> <td>6%</td> <td>14%</td> <td>21%</td> <td>21%</td> <td>7%</td> <td>14%</td> <td>14%</td> <td>20%</td> <td>20%</td> <td>20%</td> <td></td> <td>29%</td> <td>25%</td> </tr> <tr> <td>Just below expected</td> <td>22%</td> <td>19%</td> <td>13%</td> <td>17%</td> <td>6%</td> <td></td> <td>29%</td> <td>36%</td> <td>29%</td> <td>29%</td> <td>22%</td> <td>14%</td> <td>30%</td> <td>20%</td> <td>10%</td> <td>14%</td> <td>14%</td> <td>25%</td> </tr> <tr> <td>Expected</td> <td>34%</td> <td>22%</td> <td>22%</td> <td>44%</td> <td>28%</td> <td>28%</td> <td>21%</td> <td>14%</td> <td>14%</td> <td>21%</td> <td>23%</td> <td>28%</td> <td>30%</td> <td>10%</td> <td>10%</td> <td>14%</td> <td></td> <td></td> </tr> <tr> <td>Just above expected</td> <td>6%</td> <td>28%</td> <td>28%</td> <td>11%</td> <td>44%</td> <td>38%</td> <td></td> <td>7%</td> <td>14%</td> <td>7%</td> <td>23%</td> <td>23%</td> <td></td> <td>30%</td> <td>40%</td> <td></td> <td>14%</td> <td>13%</td> </tr> <tr> <td>Above expected</td> <td>6%</td> <td>9%</td> <td>13%</td> <td>6%</td> <td>11%</td> <td>17%</td> <td>7%</td> <td>7%</td> <td>7%</td> <td></td> <td></td> <td></td> <td>10%</td> <td>20%</td> <td>10%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Above expected</td> <td>6%</td> <td>3%</td> <td>11%</td> <td>6%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>10%</td> <td></td> <td>10%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Well above expected</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>% Expected or above</td> <td>52%</td> <td>59%</td> <td>66%</td> <td>72%</td> <td>83%</td> <td>89%</td> <td>28%</td> <td>28%</td> <td>28%</td> <td>28%</td> <td>42%</td> <td>49%</td> <td>50%</td> <td>60%</td> <td>70%</td> <td>14%</td> <td>14%</td> <td>13%</td> </tr> </tbody> </table>	Yr 5 Reading	Whole Class			Boys			Girls			PP			EAL			SEN			Aut	Spr	Su	Aut	Spr	Su	Aut	Spr	Su	Aut	Spr	Su	Aut	Spr	Su	Aut	Spr	Su	Well below expected		3%	3%				7%	7%	7%	7%	7%	7%				14%	14%	13%	Well Below Expected	13%	6%	6%	6%	6%	6%	21%	7%	7%	29%	14%	14%				57%	29%	25%	Below expected	9%	13%	13%	6%	6%	6%	14%	21%	21%	7%	14%	14%	20%	20%	20%		29%	25%	Just below expected	22%	19%	13%	17%	6%		29%	36%	29%	29%	22%	14%	30%	20%	10%	14%	14%	25%	Expected	34%	22%	22%	44%	28%	28%	21%	14%	14%	21%	23%	28%	30%	10%	10%	14%			Just above expected	6%	28%	28%	11%	44%	38%		7%	14%	7%	23%	23%		30%	40%		14%	13%	Above expected	6%	9%	13%	6%	11%	17%	7%	7%	7%				10%	20%	10%				Above expected	6%	3%	11%	6%									10%		10%				Well above expected																			% Expected or above	52%	59%	66%	72%	83%	89%	28%	28%	28%	28%	42%	49%	50%	60%	70%	14%	14%	13%	This successful strategy to continue to the next academic year.	✓	
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Increased engagement with	Employment of PSA.	Increase in the number of Early Help referrals and early intervention monitoring cases – from 13 a year to 42.	This successful	✓																																																																																																																																																																																																																																				

Parents to support Early Help interventions	£12,107		strategy to continue to the next academic year.	
To close the gap for identified PP children who's progress and attainment is or at risk of being below expected and ensure appropriate challenge	Employment of EA's with specific roles: EAL, Communication, Language and Literacy. Every Number Counts. £40,256	Impact is starting to show: In 2016 data - disadvantaged pupils were below NA in all subjects but achieved at the same standard as 'all' in school in R and very close in W.	This successful strategy to continue to the next academic year.	✓
Talk Boost Intervention – Staffing and Delivery Time - additional EYFS Educational Assistant	Additional full time Educational Assistant within EYFS £15,950	School achieved highest % of pupils at GLD in 2016 – 70%. Early interventions were effective.	This successful strategy to continue to the next academic	✓
Targeted After-school 1-2-1 tuition to raise attainment and progress of PP children in Year 6.	Targeted 1-2-1 support for pupils in Year 6 for maths and writing. £ 650	5/8 of targeted pupils achieved expected progress in 2016 SAT in either maths or writing. Parent and pupil participation in spring 2017 has been a significant barrier.	This strategy will not continue to the next academic year.	X

		Name Boy	Focus of 1:1 Maths	Outcomes +4 SS points in formal assessment	Predicted SS 94 (Predicted VA -2.6)		
Breakfast and After School Club Subsidy	Targeted pupils are funded to attend to support attendance and readiness for school. £1100	Boy	Reading	No gain in formal assessment	95 (Predicted VA -7.8)	This successful strategy to continue to the next academic	✓
		Girl	Maths	No gain in formal assessment	100 (Predicted VA -11.2)		

<p>Additional art activities, therapy and drama</p>	<p>Enrichment activities for identified PP children – i.e. gymnastics</p> <p>£1000</p>	<p>Single-form-entry school in city centre. 208 children on roll with 2.3% Pupil Premium, 36% and relatively high mobility (up to 24% movement during school year).</p> <p style="text-align: center;">Magdalen Gates Primary School</p> <p>What we wanted to achieve: For Child A to develop skills in an area of strength that would lead to improved self-esteem, counteracting negative behaviours and interactions with peers.</p> <p>How we identified the issue: Child A entered school in Reception from a setting where a 1:1 had been employed to avoid use of agility to abscond and to prevent over-physicality with other children. Poor concentration and disregard for rules and accepted social interaction were evident. Poor peer relationships exacerbated problems and low self-esteem and a downward spiral became evident.</p> <p>What we did and how we did it: Child A's excellent gross motor skills and hand-eye co-ordination were noted in EYFS and child was added to G&T register. Assessment of attention-deficit behaviours monitored and addressed in QFT. In-school opportunities to demonstrate skills and receive recognition provided. At start of Y2, school funded place at Gymnastics Class at UEA SportsPark. Child A has received awards – certification and badges of merit – these have been presented in whole-school assemblies.</p> <p>What has been the impact? Reduction in disruptive behaviours in class and sanctions. Improved peer relationships. Improved perception of self as successful learner. Increase in other recognition of positive learning behaviours – GAs/chance cards.</p> <p>What we want to do next: Continue to fund gymnastics training, build on success and recognition of achievement, seek opportunities to recognise achievement in academic areas.</p>	<p>This successful strategy to continue to the next academic</p>	<p>✓</p>
<p>Employment of Maths Intervention Educational Assistant</p>	<p>Employed Educational Assistant to deliver in class support am's and focused booster group sessions pm.</p> <p>£12,345</p>	<p>Maths is the KEY School Growth Plan priority for this year across all year groups. Data analysis of test papers identified gaps in curriculum coverage and lack of subject knowledge.</p>	<p>This strategy will not continue to the next academic year.</p>	<p>X</p>
<p>All key staff to be involved in Pupil Progress meetings to review interventions and progress for PP children.</p>	<p>Release cover for all EA's to attend meetings.</p> <p>£600</p>	<p>Example result of half termly Pupil Progress Meetings:</p>	<p>This successful strategy to continue to the next academic</p>	<p>✓</p>

Yr 1 Maths	Whole Class			Boys			Girls			PP			EAL			SEN			
	Aut	Spr	Su	Aut	Spr	Su	Aut	Spr	Su	Aut	Spr	Su	Aut	Spr	Su	Aut	Spr	Su	
Well below expected	7%		7%	5%	0%	8%	0%	8%	8%				20%	17%	17%			50%	50%
Well Below Expected		7%	7%		0%	8%			0%					17%	17%				
Below expected	7%	5%	0%	5%	0%	0%	9%	8%	0%										
Just below expected	17%	7%	17%	21%	22%	22%	9%		8%	25%	25%	25%						50%	
Expected	47%	13%	37%	42%	33%	39%	55%	42%	33%	50%	38%	25%	43%	50%	50%			25%	29%
Just above expected	20%	37%	33%	21%	28%	22%	18%	42%	50%	25%	38%	50%	29%	17%	17%			25%	29%
Above expected		13%	3%			8%													
Above expected																			
Well above expected																			
% Expected or above	67%	70%	73%	62%	63%	67%	73%	64%	63%	75%	76%	75%	72%	67%	67%			50%	50%