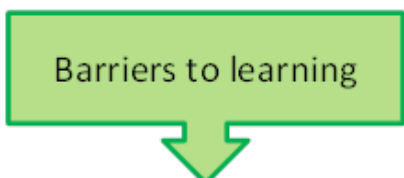
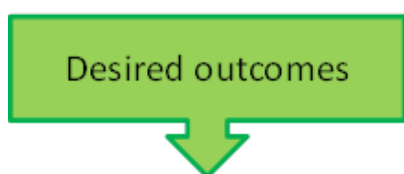


What is the current position at your school?
Where are the current gaps both within your school and compared to national levels?; use evidence of what works; focus relentlessly on quality teaching and learning



What are the barriers to learning for disadvantaged pupils in your school?
Only when all of the barriers are known and understood, can schools begin the process of defining your outcomes, success criteria and the strategies which will help to overcome them.



What are your desired outcomes for pupils?
Ultimately, the impact of the school's work should lead to improved attainment for disadvantaged pupils and gaps being closed. However, important outcomes which will lead to this might include: increasing rates of progress; improving attendance; reducing exclusions; improving family engagement; developing skills and personal qualities; extending opportunities; reducing NEETs.

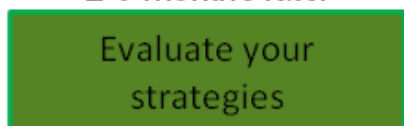


How will success be measured?
For each desired outcome, schools should decide how success will be measured and set ambitious targets, as well as ensuring that school leaders and governors buy-in to the challenge of achieving them.



Which strategies will produce these outcomes?
Use evidence of what works: decide on what staff training is needed; monitor pupil progress regularly; get the balance right between short-term and long-term as well as between whole-school and targeted strategies.

2-6 months later



Which strategies are effective and which aren't?
Focussing on the success criteria; schools may wish to make improvements, decide what else needs to be done, or what needs to be done differently. It is also important for schools to create an audit trail on their website to demonstrate their commitment, and its impact, in improving outcomes.

Self-Evaluation

ASP provides a summary of the performance of disadvantaged pupils compared with non-disadvantaged pupils within the school and nationally. This data could/should be the starting point for self-evaluation and informing strategies for narrowing the gap.

Self-evaluation - discussion.

- 1) What is the background and detail to the attainment data?

Context of the school

As at January 2019 69 pupils with 23 pupil premium pupils which is 33% of the role.

KEY STAGE 2 - Last year we had 5 pupils in year 6, 4 of these who were in receipt of pupil premium(EVER6). Each pupil represents 20% out of the whole group. Each disadvantaged pupil represents 25% of that group. Data from small cohorts can be misleading but it is important that analysis takes place in order to identify patterns of strength and areas for development.

Overall attainment was above national in the vast majority of areas for all pupils in year 6.

Subject	Reading	Writing	Maths	Combined R/W/M
Expected	50%	83%	17%	17%
National	75%	78%	76%	64%
Disadvantaged pupils	75%	100%	25%	25%
Greater Depth	0%	33%	0%	0
National	28%	20%	24%	10%
Disadvantaged pupils	0%	50%	0%	0
Scaled Score - Cohort	97.8	NA	95	NA
Scaled Score - National	105	NA	104	NA
Scaled Score – Disadvantaged pupils	98.8	N/A	N/A	N/A
Progress Measure - cohort	-5.5	4.9	-6.3	N/A
Progress Measure - national	0	0	0	N/A
Progress Measure – disadvantaged pupils	-5.1	5.1	-6.3	N/A

PUPIL PREMIUM SELF REVIEW
ULCOMBE C OF E PRIMARY

Of the 4 disadvantaged pupils, one achieved expected + in all subjects, including greater depth in reading and writing. Another achieved expected in reading, greater depth in writing but was working towards in maths. The other two achieved expected in reading or writing.

KEY STAGE 1

There were 7 pupils in year 2 last year – 2018, 2 of these who were in receipt of pupil premium (EVER6)

Subject	Reading	Writing	Maths
Expected	29%	29%	29%
National	75%	70%	76%
Disadvantaged pupils	50%	50%	50%
Greater Depth	0%	0%	14%
National	26%	16%	22%
Disadvantaged pupils	0%	0%	50%

Of the two pupil premium pupils, one achieved expected in reading and writing and greater depth in maths.

PHONICS SCREENING CHECK

Last year, 2018, 13 year 1 children undertook the phonics screening check, of which 1 was disadvantaged pupils

Subject	Phonics screening check
Met the standard – all pupils	58.3%
National	82.5%
Disadvantaged pupils	100%

There are 1 pupil premium pupil in Year 1. She met the standard.

There were two PP children in Year 2 however they successfully passed the Year 1 phonics screening so were not part of the retakes.

At the end of Year 2 50% of all pupils had achieved the required standards in phonics compared to 100% of pupil premium pupils.

GOOD LEVEL OF DEVELOPMENT

In 2018, there were 7 year R pupils, 0 of which were disadvantaged.

Subject	Good level of development
Good level of development – all pupils	57%
National	71.5%
Disadvantaged pupils	N/A

There was 0 pupil premium children in Year R

2) What does data show as at January 2019 ?

Year 1 – there are 5 pupil premium pupils

The RWM for pupil progress outcomes is as follows:

Subject: Maths

Subject: Maths	Cohort size	Attendance	National expectations – 85%			Progress – 6 points		
			Below %	On Track %	Above %	Below %	On Track %	Above %
All	12	77.8%	66.6	33.3		58.3	25	
Boys	6		83.3	16.6		66.6		
Girls	6		50	50		50	50	
MA	0							
PP	5	84.9%	100			60	20	
Not PP	7		42.8	57		57	28.5	
SEN	2	91.6%	100			100		
GRT	10	94%	60	40		60	20	20
Home grown	8		50	50		37.5	25	
CiC	0							

PUPIL PREMIUM SELF REVIEW
ULCOMBE C OF E PRIMARY

Subject: Reading

Subject: Reading	Cohort size	Attendance	National expectations – 85%			Progress – 6 points		
			Below %	On Track %	Above %	Below %	On Track %	Above %
All	12	77.8%	66.6	33.3		58.3	8.3	16.6
Boys	6		41.6	8.3		66.6		33.3
Girls	6		25	25		33.3	16.6	
MA	0							
PP	5	84.9%	100			60	20	20
Not PP	7		25	100		50		20
SEN	2	91.6%	100			100		
GRT	10	94%	60	40		80		20
Home grown	8		50	50		75		25
CiC	0							

Subject: Writing

Subject: Writing	Cohort size	Attendance	National expectations – 85%			Progress – 6 points		
			Below %	On Track %	Above %	Below %	On Track %	Above %
All	12	77.8%	66.6	33.3		66.6		33.3
Boys	6		41.6	8.3		25		75
Girls	6		25	25		41.6		25
MA	0							
PP	5	84.9%	100			40		75
Not PP	7		25	100		60		25
SEN	2	91.6%	100			100		
GRT	10	94%	60	40		70		30
Home grown	8		50	50		62.5		37.5
CiC	0							

Subject: Writing

Subject: Writing	Cohort size	Attendance	National expectations – 85%			Progress – 6 points		
			Below %	On Track %	Above %	Below %	On Track %	Above %
All	4	86	100				25	75
Boys	4		100				25	75
Girls								
MA								
PP	2	96	100				50	50
Not PP	2		100					100
SEN	2	90	100				50	50
GRT	3	83	100				33.3	66.6
Home grown								
CiC								

4) Any characteristics of the disadvantaged pupils?

In total there are 23 children in receipt of pupil premium funding – 0% of these are Early Years PP, 17% of these have a diagnosed Special educational need with one pupil in receipt of high needs funding. 78% of these pupils are GRT.

a. What is the current position at school?. The vast majority of pupil premium pupils are making progress at the expected rate, some are making accelerated progress. All pupils are set a target are expected to make at least six steps progress each year. If they are working below the programme of study accelerated progress is targeted.

b. Across year groups?

Please see data analysis above

c. How do you know?

6 weekly assessments and pupil progress meetings, all pupils are discussed with class teachers. Regular pupil premium review led by Head of School and Executive Head with a clear analysis of school and published data

d. How is the data gathered, presented, responded to?

Teachers submit their data after moderation, it is presented to the head of school with the SENCo, it is responded to by agreeing termly provision maps and targeted children are identified for accelerated progress.

e. Who takes a lead?

Executive Headteacher and heads of school

f. Why is achievement not higher?

PUPIL PREMIUM SELF REVIEW
ULCOMBE C OF E PRIMARY

The achievement is not as high due to specific circumstances relating to the home life of some pupil premium children. Attendance rates for disadvantaged pupils are low and currently a key priority for the school. Increasing the percentage of pupil premium children attending regularly would also help improve achievement. Changes to teaching staff have not helped in the recent academic year, and teaching over time has not therefore improved as quickly as would have been liked.

g. What are the barriers to learning in maths?

The maths diet the children have had over time has been focussed on processes and the reasoning has been a lesser focus. This has meant that the new curriculum expectations have been harder for the children to get to grips with. The children also struggle with the ability to complete a test in a set time.

h. Attendance; behaviour; quality of teaching and learning; staffing; resources?

Behaviour is good, particularly behaviour for learning. Teaching and learning is improving, and is strongest in years R/ 1 and 4-6.

Attendance of disadvantaged pupils against all pupils is as follows

ALL

Period: 04/09/2018 to 24/01/2019

Scope: Year Group R+ 1+2+3+4+5+6

Percentage of Sessions

Group	Attendances	AEA	Authorised Absences	Unauthorised Absences	Possible
Year R	94.93	0	2.98	2.10	100.0
Year 1	79.90	0.48	8.03	12.07	100.0
Year 2	84.69	0.36	6.53	8.79	100.0
Year 3	74.51	0.40	6.32	19.17	100.0
Year 4	85.98	5.93	8.53	5.44	100.0
Year 5	80.79	0.06	9.11	10.11	100.0
Year 6	88.38	0.15	5.59	6.03	100.0
Whole School Totals	84.79	1.28	6.79	8.41	100.0

PP

Period: 04/09/2018 to 24/01/2019

Year Group R

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late
Pupil Premium	2	96.91	1.93	1.16	7.72
Not Pupil Premium	12	94.64	3.13	2.23	0.84

PUPIL PREMIUM SELF REVIEW
ULCOMBE C OF E PRIMARY

Year Group 1
(No PP)

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late
Pupil Premium	5	63.25	13.12	23.62	4.07
Not Pupil Premium	6	93.70	3.80	2.50	2.50

Year Group 2
(No PP)

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late
Pupil Premium	4	89.71	2.35	7.94	4.12
Not Pupil Premium	7	83.62	7.41	8.97	2.74

Year Group 3

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before
Pupil Premium	2	81.02	6.93	12.05	1.81
Not Pupil Premium	4	71.32	6.03	22.65	5.29

Year Group 4

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before
Pupil Premium	4	77.25	6.27	16.47	2.55
Not Pupil Premium	8	88.89	9.28	1.76	1.57

Year Group 5

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before
Pupil Premium	6	78.21	6.84	14.95	4.74
Not Pupil Premium	5	84.04	11.97	3.99	0.66

Year Group 6

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before
Pupil Premium	2	97.06	2.94	0	0
Not Pupil Premium	2	85.49	6.47	8.04	2.75

Whole School

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before
Pupil Premium	25	78.51	7.16	14.32	3.88
Not Pupil Premium	44	87.47	6.62	5.89	2.07

- i. What is this year's PP funding?

Total funding for year = £ 27 720

- j. What strategies are being used?

See separate paperwork : Pupil Premium strategy

- k. How are they evaluated?

Through discussion of each pupils progress at 6 weekly pupil progress meetings

- l. What is their impact?

The vast majority of pupils including pupil premium pupils making at least expected progress.

- 5) Based on responses to above, what strategies could/should be implemented and to what success criteria?

Monitor attendance weekly and contact parents on a regular basis if child is absent to ensure gap between disadvantaged pupils and all pupils is closed.

- 6) What role do governors have?

Reviewing the use of PP monies and the progress of pupils, in meetings and through monitoring visits

Emma Hickling – Executive Headteacher and Emma Masters – acting Head of School

January 2019