

Dene House Primary School Pupil Premium Spend 2017-18

Barrier	Area	Detail	VFM/Impact	Cost
Early Language development; social and emotional development	EYFS	Additional staffing in this area of school means that there is a low child to adult ratio. Specific interventions are implemented in this phase to enhance prime and specific areas of learning. This support occurs across the week. TAs effectively support play while teachers provide focused teaching to small groups of children of similar abilities	EYFS: Attainment improved for disadvantaged children in 2017: GLD and the ELGs of reading and writing. Outcomes in 2018 remained at 50% for GLD and in specific area of literacy. Outcomes improved in numeracy and are now at least in line with NA for disadvantaged children.	22979
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Early literacy an dintervention programmes	KS1	Additional staffing in this area of school means that there is a favourable child to adult ratio in Y1 and Y2. Children are taught key skills in homogenous groups with specific interventions being implemented to help accelerate progress, particularly in relation to basic reading, writing and number skills.	In KS1, attainment improved for disadvantaged pupils in all subjects in 2017 and was above average compared to disadvantaged children nationally. Unfortunately outcomes dipped in 2018 in all subjects for disadvantaged children - spending review reviewed for KS1. Consider increasing funding for disadvantaged children in KS1. Intervention success rates were below KS2 success rate. NB. Staffing had had a positive impact in 2017.	19853
Catch up and intervention programmes	LKS2	Small group support in reading, writing and numeracy is provided for children who experience barriers to learning.	Intervention proved successful in meeting needs - success rate was 78% Y3; 92% Y4. LKS2 current attainment for disadvantaged was higher than elsewhere in school. However, progress was slower moving for specific disadvantaged pupils. Review spending so that 90%+ of disadvantaged children make expected progress.	62292
		Small group support in reading, writing and numeracy. Provided by HLTA support and DHT intervention programmes.	Intervention proved successful in meeting needs - success rate was 78% Y3; 92% Y4. LKS2 current attainment for disadvantaged was higher than elsewhere in school. However, progress was slower moving for specific disadvantaged pupils. Review spending so that 90%+ of disadvantaged children make expected progress.	
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"Catch up" and challenge	UKS2	Small group support in reading, writing and numeracy is provided for children who experience barriers to learning.	In upper KS2, a higher proportion of disadvantaged children made better than expected progress in Y5, and, in particular, Y6. Outcomes in reading, GPS and maths increased on previous years. All VA progress measures were positive and compared favourably to NA for VA. Intervention had a positive impact on progress with 82% being effective in Y5 and 95% being effective in Y6.	43761
		Small group support in reading, writing and numeracy is provided for children who experience barriers to learning.	In upper KS2, a higher proportion of disadvantaged children made better than expected progress in Y5, and, in particular, Y6. Outcomes in reading, GPS and maths increased on previous years. All VA progress measures were positive and compared favourably to NA for VA. Intervention had a positive impact on progress with 82% being effective in Y5 and 95% being effective in Y6.	
Total Spend				148885
Pupil Premium Funding				145200
LAC PP funding				1900
Difference				-1785