



Pupil Premium Strategy Review 2018 / 2019

Attainment – Published/Validated Data				
	<i>Pupils eligible for PP end of Year 6</i>	<i>Emerging National average</i>	<i>Pupils eligible for PP KS1</i>	<i>National average all pupils KS1</i>
% achieving the expected standard or above in reading, writing and maths	50%	64.8%	85.7%	65%
% achieving the expected standard in reading	58.3 %	73.2%	85.7%	74.9%
% achieving the expected standard in writing	91.7%	78.5%	85.7%	69.2%
% achieving the expected standard in maths	83.3%	78.7%	85.7%	75.6%
% achieving the expected standard in Spelling, punctuation, & grammar	75.0%	78.0%		

Pupil Premium Intervention to Diminish the Difference Key Impact 2018/2019

Year and Number of Pupil Premium Children	Intervention to Diminish the Difference	Impact
Rec 6 Children	<ul style="list-style-type: none"> • Writing – Boys writing - superhero writing, early writing, • Phonics and reading. • Parent workshops for reading and phonics. • Communication and Language SP&L – Talktastic, ELIP • Maths – understanding counting and writing numbers. • ELSA Emotional Interventions • Physical Development Intervention program. Gross and fine motor skills targeted. 	<ul style="list-style-type: none"> • Observations by SLT report boys more enthused to write independently. • Book scrutiny showed opportunities to demonstrate writing skills learnt in inclusion provision at different times of the day. • All children reading by the end of reception. • Parent workshops raised the profile of reading at home. • Children’s Language improved. EAL assessments showed development and grades changed throughout the year. Demonstrating children’s language improved. This helped

		<p>children to access the curriculum.</p> <ul style="list-style-type: none"> • On entry to Year 1, children demonstrated managing their emotions and were ready to learn. • 86% children achieved EXS + in Physical development.
<p>Y1</p> <p>6 children</p>	<ul style="list-style-type: none"> • Reading – 1:1 reading with targeted children at risk of not making expected standard. • Writing – early sentence writers. Handwriting/pencil grip, and letter formation intervention for targeted children • Maths - Mental maths for targeted children. • Phonics – Extra phonics sessions for those at risk of not passing the screening test. • ELSA Emotional support for children on SEMH register. • ELIP Communication and Language 	<ul style="list-style-type: none"> • 73% of Y1 children achieved EXS + in Reading enabling them to access a range of reading texts. • 77% of Y1 children achieved EXS + in Maths • 85.7% children passed phonics screen. • Children have resilience for the Year 1 curriculum and phonics screening. • Newly arrived EAL disadvantaged children can access the curriculum.
<p>Y2</p> <p>8 children</p>	<ul style="list-style-type: none"> • SATs preparation – RWM intervention. • Reading 1:1 reading – reluctant readers targeted. • Reading – comprehension for borderline achieving children. • ELSA Emotional support for children on SEMH register. • ELIP Communication and Language. • Phonics intervention for those retesting. 	<ul style="list-style-type: none"> • 82.5% achieved EXS+ in Reading • 82.5% achieved EXS+ in Writing • 86.0% achieved EXS + in Maths • Reluctant readers reading regularly. • EAL assessments demonstrate progress. Increased vocabulary has impacted on reading and writing.
<p>Y3</p> <p>8 children</p>	<ul style="list-style-type: none"> • Reading intervention targeting boys below National standard. • Reading 1:1 reading for children not reading at home • ELSA Emotional support for children on SEMH register. • Daily multiplication times tables’ intervention. • ELIP Communication and Language. 	<ul style="list-style-type: none"> • 84% (42/50) achieved EXS+ in Reading • 88% (44/50) achieved EXS+ in Maths • Children have more opportunities to read. • Children developed resilience and perseverance. • EAL assessments show progress. Increased vocabulary has impacted on reading and writing.
<p>Y4</p> <p>8 children</p>	<ul style="list-style-type: none"> • Reading intervention targeting boys below National standard. • 1:1 Reading for children at risk of not achieving. • Extra guided reading sessions aimed at question reading, understanding and answering. • Disadvantaged SEND 1:1 support in Maths. • Multiplication (Times Table Rock-star) opportunities for those 	<ul style="list-style-type: none"> • 80% (39/49) achieved EXS+ in Reading • 84% (41/49) achieved EXS+ in Maths • Monitoring shows children are more able to access curriculum and opportunities to answer assessment style questioning.

	<p>who did not have the opportunity to access the program online at home.</p> <ul style="list-style-type: none"> • ELSA Emotional support for children on SEMH register. 	
<p>Y5 15 Children</p>	<ul style="list-style-type: none"> • Reading interventions – 1:1 Readers, small group reading. • Multiplication (Times Table Rock-star) opportunities for those who did not have the opportunity to access the program online at home Communication and Language – ELIP. • ELSA Emotional support for children on SEMH register. • Behaviour support interventions. 	<ul style="list-style-type: none"> • 81% (48/99) achieved EXS+ in Reading • 80% (47/59) achieved EXS+ in Maths • Pupil conferencing showed that new arrivals were able to integrate into class more easily and felt supported in their work. • Children were more able to access the curriculum after lunch times.
<p>Y6 12 Children</p>	<ul style="list-style-type: none"> • Reading interventions – 1:1 Readers, small group reading. • Extra guided reading sessions aimed at question reading, understanding and answering. • Multiplication (Times Table Rock-star) opportunities for those who did not have the opportunity to access the program online at home Communication and Language – ELIP. • Challenge groups targeting focused individuals. • Arithmetic intervention – SATs • Grammar target groups for disadvantaged pupils. • ELSA Emotional support for children on SEMH register and those needing support for SATs. 	<ul style="list-style-type: none"> • 58.3% achieved EXS+ in Reading • 83.3% achieved EXS+ in Maths • 75% achieved EXS+ in GPS • 91.7% achieved EXS+ in writing • 50% achieved EXS+ in RWM <p>5 of the 12 Disadvantaged children did not achieve EXS in Reading. 2 APKN boys 1 APKN girl 2 AIND boys. 2 had SEND All 5 were EAL code B or C 2 arrived in Y4/Y5 1 with no KS1 data Pupil conferencing reported that they found the vocabulary difficult to understand and they were not regularly reading at home. This suggests that there was not enough focus given to language skills and will therefore be a focus this next year. Challenge groups did not have the intended impact in reading for focused individuals. More effective data analysis and regular case conferencing will address this next year to ensure challenge groups have maximum impact.</p>

Review of Expenditure

Academic year 2018/2019

i. Quality of teaching for all

Desired outcome	Chosen action/ approach	Impact	Evaluation	Cost
Whole school To provide quality learning experiences and resources to raise achievement in reading, writing and maths.	Improving quality first teaching to ensure that all provision is good or better, through staff CPD.	All staff received training to ensure that all disadvantaged pupils were catered for.	Continue with CPD and new priorities and focuses shared and developed for future impact.	£25,000
Whole School Raised aspirations, positive role models and greater experience of the wider world.	To ensure disadvantaged children have access to all visits and opportunities to enhance the curriculum through subsidization.	All children have attended school visits which have been subsidized by school along with extra-curricular events.	Opportunities for extra-curricular involvement provided for the development for the whole child.	
Whole School Disadvantaged children's attainment in reading is in line with their attainment in maths and writing.	CPD and resources ensure teachers plan in order that the curriculum effectively promotes outcomes in speaking and writing.	EYFS, Year 1 phonics and KS1 outcomes were in line or better than previous years. However end of KS2 outcomes did not have the same positive impact.	Reading will be a priority for 2019/2020 5 of the 12 Disadvantaged children did not achieve EXS in Reading. 2 APKN boys 1 APKN girl 2 AIND boys. 2 had SEND All 5 were EAL code B or C 2 arrived in Y4/Y5 1 with no KS1 data Pupil conferencing reported that they found the vocabulary difficult to understand and they were not regularly reading at home. This suggests that there was not enough focus given to language skills and will therefore be a focus this next year. Challenge groups did not have the intended impact in reading for focused individuals. More effective data analysis and regular case conferencing will address this next year.	

EYFS-Attainment in Mathematics and Expressive Arts and Design is in line with other subjects at the end of Reception.	Identified as a School key priority for EYFS	78% achieved expected standard in maths. 86% achieved EXS in Expressive Arts and Design.	Maths and Expressive Arts and Design are more in line with Early Years Foundation attainment goals. Average Points Score is more consistent in all areas of learning.	
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ii. Targeted support

Desired outcome	Chosen action/approach	Impact	Evaluation	Cost
<p>Highly effective intervention and SEND support and strategies are in place to help disadvantaged children overcome any barriers to learning.</p> <p>To boost confidence & accelerate progress of targeted individuals in Reading, Writing and Maths.</p> <p>To provide emotional support and pastoral care to those children in need.</p> <p>To foster and nurture individual skills and talents.</p>	<p>Improving the quality of intervention, through CPD for Teaching Assistants to implement new programmes and strategies to help disadvantaged children overcome learning barriers.</p> <p>Developing the deployment of staff, to ensure efficiency and best provision.</p> <p>Use assessment and tracking and ensuring early identification of vulnerable pupils for targeted support.</p> <p>Additional support within and outside core lessons.</p> <p>Supporting individuals and vulnerable groups of pupils in their development of self-esteem and motivation.</p> <p>Analysis of Pupil Premium database and Pupil conferencing identify opportunities for support and further curriculum access, through special events, visitors into school or external visits.</p>	<p>Data analysis shows good progress in EYFS, Year 1 phonics and KS1.</p> <p>All disadvantaged children on the SEND register have been discussed and interventions put in place.</p> <p>Careful staff planning and movement between classes to ensure support for individual disadvantaged SEND children with specific needs has been key to the start of this year.</p> <p>All children have a reading target or are part of a reading intervention group or 1:1 sessions.</p> <p>The impact on self- esteem and motivation is clearly evident during Emotional literacy Sessions as observed by Inclusion Team and Pupil conferencing.</p>	<p>Reading and preparation for statutory assessments will be a focus for 2019/2020.</p> <p>IEPs and interventions match needs and the vulnerable groups team Progress meetings have helped focus the team on specific children or groups of children to develop specific reading skills often with a focus on vocabulary and reading stamina. There is also a focus on understanding of pre-taught concepts as applied in class.</p> <p>Apprentice TAs support children at lunch as play leaders targeting children who are marginalized; these children are often disadvantaged and on the SEND register or are being monitored by the Vulnerable groups team.</p> <p>The needs of individuals more carefully considered and support is given to the child to support their well- being. Teachers have reported to the Inclusion Team that children have increased participation during lessons particularly PHSE.</p>	<p>£59,000</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Impact	Evaluation	Cost
Children are supported to develop independent skills to complete homework tasks.	Learning and Support club enables children to access ICT equipment and further integration of ICT into lessons.	Club attendance registers show disadvantaged pupils attended support clubs to access support.	Monitoring shows that disadvantaged children completed homework tasks.	£15,000
Increased parental ability to support home learning.	Parent workshops and more opportunities for parents and families to be involved with learning activities to support home learning. School provided parents with curriculum information and advice.	Parent and Pupil conferencing showed that they felt that they were more able to support at home. Attendance and evaluations of parent workshops.	The response from Parent questionnaires was very positive and informative. This enabled school to develop future workshops to meet the needs of those who attended.	
Disadvantaged children social skills are further developed and a healthy start to the day impacts on learning.	Disadvantaged children are targeted to attend breakfast club for free.	Registers showed that a number of disadvantaged children attend breakfast club and were therefore punctual for school.	Breakfast Club numbers change daily but on average 17% of those attending are in receipt of a Pupil Premium. Breakfast club provides a stimulating, safe and consistent environment for children to begin their learning each day.	

Barriers to future attainment

In-school barriers

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| A. | Assessments show that children have very low levels of English which relates to lower attainments in reading scores. The proportions of pupils from minority ethnic backgrounds and those whose first language is not English are very high compared to national averages. |
| B. | Previous Ofsted inspections have noted that the pupils' skills, knowledge and understanding on entry are below those expected for their age and are particularly low in speech and language. |
| C. | In order to diminish the difference or sustain progress, disadvantaged children require intervention. A high number of disadvantaged pupils are on the SEND register. |

External barriers

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| D. | Lack of experience of the wider world, low aspirations, and lack of positive role models. This is a result of deprivation and indicates a very high socio-economic deprivation which is becoming more pronounced. As is often the case in schools with a high proportion of Asian heritage pupils, true levels of deprivation are not reflected in the proportion of pupils eligible for FSM indicator. Due to fair access protocol high levels of mobility mean frequent cohort changes. Persistent absence. Home circumstances result in many children experiencing emotional barriers to learning. |
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