



# Evidencing the impact of Pupil Premium 2018/19

Ofsted inspection teams are asking School Leaders to provide evidence of the impact of their Pupil Premium funding. This must be closely linked to improvements in pupil outcomes. As the School Inspection Handbook (August 2016) states, “Inspectors will gather evidence about the use of the pupil premium in relation to the following key issues:

- the level of pupil premium funding received by the School in the current academic year and levels of funding received in previous academic years
- how the School has spent the pupil premium and why it has decided to spend it in the way it has
- any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.

This document provides a format for showing this information in a clear and concise way, including a summary suitable for the School’s website.

**Number of pupils and amount of Pupil Premium funding received:**

	2017/18	2018/19
Total number of pupils on roll	707	728
Total number of pupils eligible for Pupil Premium funding	71	55
Amount of Pupil Premium funding received per pupil	£1,320/£1,900	£1,320/£2,300
<b>Total amount received</b>	£101,571	£109,780

Summary of the main barriers to educational achievement faced by eligible pupils at the School:

- Statistically there is a gap between pupil premium and non-pupil premium attendance. “There is a clear link between poor attendance at school and lower academic achievement.” *Improving attendance at school, Department for Education, 2012*
- Emotional well-being, behaviour and readiness for learning. Some causes for this include; broken family structures, family stress, trauma and safeguarding and welfare issues.
- Parental Involvement – there is a need for greater awareness of the expectations of each Key Stage and Year group to encourage a partnership in learning.
- Some of the children who are eligible for pupil premium also have very individual barriers to learning. Therefore, there is a need for research and evidence based interventions to target children on an individual or small group basis.
- Some pupils start School below the national age related expectations when they join our school due to a range of factors.

Attainment of pupils eligible for Pupil Premium funding at KS1	2017/18				2018/2019			
	% working at expected standard		% working at a higher standard		% working at expected standard		% working at a higher standard	
	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally
Phonics in Y1	100%	85%	N/A	N/A				
KS1 Reading	44%	79%	0%	29%				
KS1 Writing	44%	74%	0%	18%				
KS1 GPS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KS1 Mathematics	44%	80%	0%	25%				
<b>Additional relevant KS1 performance information for pupils eligible for Pupil Premium funding</b> e.g. examples of pupils in making or exceeding expected progress; progress linked to attainment on entry	<p>9 disadvantaged children            Key factors involved:</p> <ul style="list-style-type: none"> <li>• SEND – 3 children</li> <li>• EAL – 2 children</li> <li>• Child Protection/Early Help Assessment - 0</li> </ul> <p>Even though children’s attainment is not in line with national expectations, a significant number of these children had complex barriers to learning and made progress in line with their needs.</p>							

Attainment of pupils eligible for Pupil Premium funding at KS2	2017/2018				2018/2019			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally
KS2 Reading	64%	80%	14%	33%				
KS2 Writing	64%	83%	14%	24%				
KS2 GPS	N/A	N/A	N/A	N/A				
KS2 Mathematics	43%	81%	0%	28%				
<p><b>Additional relevant KS2 performance information for pupils eligible for Pupil Premium funding</b>  e.g. examples of pupils in making or exceeding expected progress; the effectiveness of ‘catch-up’ programmes or targeted support</p>	<p>15 disadvantaged children  Key factors involved:</p> <ul style="list-style-type: none"> <li>• SEND – 5</li> <li>• EAL – 6</li> <li>• Child Protection/Early Help Assessment - 1</li> </ul> <p>Even though children’s attainment is not in line with national expectations many of these children had complex barriers to learning and made progress in line with their needs.</p>							

## Improving Attendance

Absence Rate of Pupils eligible for Pupil Premium funding	2017/18		2018/19	
	School	National	School	National
% of sessions missed due to overall absence	8.9%	5.7%		
% Persistent absentees – absent for 10% or more of sessions	32.7%	17%		
Impact of Pupil Premium funding on attendance ( <i>if relevant</i> ): <ul style="list-style-type: none"> <li>• Parent Support Advice Officer appointed and trained in February 2018 - closely monitors the attendance of persistent absentees and works closely with families to minimize absences and offer support where needed.</li> <li>• Safeguarding and Early Help training.</li> </ul>				

## One aspect of Pupil Premium allocation

**Objective** (to close the gap in achievement between pupils eligible for pupil premium and other pupils)

*e.g. To improve the attendance of pupils; to enhance learning opportunities; to provide enrichment across the curriculum to enable the application of basic skills; to increase parental/carer engagement; to provide additional support closely focused on need.*

To improve the attainment of disadvantaged pupils in writing.

**Targeted pupils (all eligible pupils/group/individual):**

Year 2 – 10 pupils

**Provision:**

Children receive 1:1 interventions carried out by a TA. The focus of the interventions are to guide and support students through an editing process to edit written work for mechanical errors and clarity. Editing makes the written product more legible and understandable to a reader.

**Outcomes to date:**

Pupils refer to the editing skills taught during 1:1 sessions and can apply some of these skills independently to their writing in class.

**44% made accelerated progress in writing from their Year 1 assessments.**

**22% made accelerated progress in writing from their EYFS assessments.**

**Process for monitoring impact:**

- Half-termly assessments on focus groups.
- Marking and feedback in lessons.
- Recording assessments through Pupil Asset.
- Half-termly book looks.

- Feedback from staff on impact of new intervention tracking and impact on attainment.
- Feedback to SLT and HT on the progress being made and any next steps.
- Use Pupil Asset to monitor progress across classes.
- Feedback to governors at the end of the project.
- Pupil voice – interview Q&A
- Parent voice – survey

Staff feedback – Verbal discussion and surveys.

**Cost:**

- Cost of NPQML - £1500
- Cover £1000
- Funding of TAs and resources. - £1550
- Cost of training. 'Effective Use of Pupil Premium' by Focus Education £300

**% of total PPG:**

**5%**

*Schools receive additional funding for any pupils who have been eligible for free school meals during the last six years; pupils who are looked after by the local authority or who are in care and for pupils from families where a parent serves in the armed forces. This money is known as the Pupil Premium Grant (PPG).*

- For the academic year 2018/19 our School received a total of £109,780
- The main barriers to educational achievement faced by eligible pupils at the School are summarised here:
- Statistically there is a gap between pupil premium and non-pupil premium attendance. “There is a clear link between poor attendance at school and lower academic achievement.” *Improving attendance at school, Department for Education, 2012*
- Emotional well-being, behaviour and readiness for learning. Some causes for this include; broken family structures, family stress, trauma and safeguarding and welfare issues.
- Parental Involvement – there is a need for greater awareness of the expectations of each Key Stage and Year group to encourage a partnership in learning.
- Some of the children who are eligible for pupil premium also have very individual barriers to learning. Therefore, there is a need for research and evidence based interventions to target children on an individual or small group basis.
- Some pupils start School below the national age related expectations when they join our School due to a range of factors.
  
- **So the money will be spent on:**
- Employing new highly experienced staff for class teacher positions and senior leadership. New staffing structure developed over Summer 2018 to start Autumn 2018
- Using a new assessment system (Pupil Asset) to ensure efficient tracking of children’s progress, which is formative and summative for teachers and leaders (training for new staff).
- Continued training of new Pupil Premium Leader. Actions to include;
  - Lead and manage use of individual provision maps (Child profiles)
  - NPQML focus on PP improvement
  - Book scrutiny
  - Detailed action plan of developments.
  - Evidence and Impact review
  - Data analysis
- Close monitoring of attendance and targeting persistent absence by Parent support advice officer and senior leaders.
- EEF research based developments Including;
  - Review marking and feedback practice and policy (staff training)

- Kagan – collaborative tutoring
- Parental engagement and home learning (Child Profiles)
- Phonic teaching review and training
- 1<sup>st</sup> Class number
- Numicon Interventions
- Growth Mindsets
- Inference training and SPLUD
- Wellcomm
- Collaborative working with others schools and agencies.
- Specialist Reading Teacher - Ongoing
- Improvement of transition arrangements to new classes -Summer 2018
- Transition arrangements to new school -October 2018
- Early Years interventions and nurture groups
- Implementation of Singapore Maths – September 2018 (Training, release time for all staff, resources, staff meetings)
- Precision teaching
- Developing UNICEF Rights Respecting School – Ongoing (working towards silver award November18 then going for gold award in 2019)
- Teaching Backwards approach including tracking through lesson observations
- Reviewing barriers to learning (Planning, preparation and assessment, SLT and team meetings and pupil progress meetings.)
  
- **The reasons for this are:**
  - Ensure and maintain the highest quality of teaching is delivered to all of our disadvantaged pupils.
  - To ensure efficient monitoring and tracking of children’s progress which is formative and summative for teachers and leaders.
  - To evaluate the impact of pupil premium spending on children’s outcomes.
  - To improve the attendance of disadvantaged pupils whilst building stronger home school links.
  - To development of higher-level thinking, oral communication, self-management, and leadership skills.
  - To increase in student retention, self-esteem, and responsibility.
  - To raise achievement among disadvantaged children using research based interventions that have been proven to have a high impact.
  - To raise achievement of disadvantaged children in Maths.
  - To expand staff skills set on providing the best possible provision for our disadvantaged pupils.
  - To guide parents in supporting their children with their learning at home.
  - To provide children with valuable resources to support them in their learning.
  - To develop emotional and health, wellbeing and self-esteem.
  - To develop fine and gross motor skills.

- **The School will measure the impact of the pupil premium by:**
  - Pupils will make accelerated progress over time towards attaining at least expected levels of development in Reading, Writing and Maths
  - Pupils will have a broad knowledge and understanding of foundation subjects
  - Pupils will have improved handwriting and spelling measurable through assessment tracking, book scrutiny and pupil progress meetings
  - Pupils well-being, confidence, independence, self-esteem and emotional resilience is developed
  - Phonic outcomes will be at above national expectations
  - Pupils will understand their rights and sense of citizenship in society.
  
- **The date of the next review of the school's pupil premium strategy is:** Summer 2 - 2019
  
- **During the academic year 2017/18 our school received a total of** £101,571
  
- **The impact of the expenditure was:**

**The positive impact of actions are being evidenced in children's outcomes and progress, as well as through evaluative processes established. All year group assessments and end of key stage outcomes demonstrates some progress for our disadvantaged children. However, they also identify key areas for focus and future development.**

**Our new assessment system for setting aspiration and yet realistic targets has proved to be very effective this year.**

- **Phonic outcomes for all children in Year 1 = 88% overall reaching expected standard and 100% (6 children) disadvantaged reaching expected standard.**
- **End of Key Stage outcomes for disadvantaged children working at the expected standard or higher in Summer 2018**

Key Stage 2 = 14 children total

- 64 % (9 children) in Reading
- 64 % (9 children) in Writing
- 42 % (6 children) pupils in Maths

Key Stage 1 = 9 children

- 44 % (4 children) pupils in Reading
- 44% (4 children) pupils in Writing
- 44% (4 children) pupils in Maths

- Children gained improved confidence, self-esteem and resilience.
- Children had improved communication, language and reading skills and outcomes.
- Children gained enriched experiences and opportunities outside of their everyday experiences to improve their well-being and characteristics of learning.
- 100% of disadvantaged pupils passed their screening check in Year 1.