



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. It is therefore an extremely useful tool for school leaders to provide valuable evidence during an inspection.

	Number of pupils and amount of Pupil Premium funding received:		
	2017/18	2018/19	2019/20
Total number of pupils on roll	707	753	805
Total number of pupils eligible for Pupil Premium funding	71 (10%)	75 (9.9%)	55 (6.8%)
Amount of Pupil Premium funding received per pupil	£1,320/£1900	£1,320/£2,300	£1,320/£2,300
Total amount received	£101,571	£109,780	£101,227.50

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

The barriers outlined have each been given a **code** and will be referred to throughout the document.

- 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* (A)
- Emotional well-being, behaviour and readiness for learning. Some causes for this include; broken family structures, family stress, trauma and safeguarding and welfare issues. (B)
- 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. (C)
- 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. (D)

- Some pupils start school below the national age related expectations when they join our school due to a range of factors. **(E)**
- There is a vocabulary gap between disadvantaged and non-disadvantaged pupils. Statistics show that by the age of three, more disadvantaged children are – on average – already almost 18 months behind their more affluent peers in their early language development. Around two-fifths of disadvantaged five-year-olds are not meeting the expected literacy standard for their age. **(F)**

Attainment of pupils eligible for Pupil Premium funding at KS1	2017/2018				2018/19				2019/2020			
	% working at expected standard		% working at higher standard		% working at expected standard		% working at a higher standard		% working at expected standard		% working at a higher standard	
	School	Non-disadvantaged nationally	School	Non-disadvantaged nationally	School	Non-disadvantaged nationally	School	Non-disadvantaged nationally	School	Non-disadvantaged nationally	School	Non-disadvantaged nationally
Phonics in Y1	100%	82%	N/A	N/A	33%	82%	N/A	N/A			N/A	N/A
KS1 Reading	44%	75%	0%	26%	50%	75%	16%	25%				
KS1 Writing	44%	70%	0%	16%	50%	69%	0%	15%				
KS1 GPS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KS1 Mathematics	44%	76%	0%	22%	33%	76%	0%	22%				

<p>Additional relevant KS1 performance information for pupils eligible for Pupil Premium funding</p> <p>e.g. examples of pupils in making or exceeding expected progress; progress linked to attainment on entry</p>	<p>Year 1: 3 disadvantaged children Key factors involved:</p> <ul style="list-style-type: none"> • SEND – 2 children <p>2 disadvantaged pupils in Year 2 retook their phonics and 1 passed. The child who did not reach the pass mark has SEN and made an improvement from her results in Year 1.</p> <p>Year 2: 7 disadvantaged children Key factors involved:</p> <ul style="list-style-type: none"> • SEND – 1 children • EAL – 1 children • Summer born – 3 • New to school - 1 <p>Whilst the attainment of disadvantaged children is not in line with that of non-disadvantaged children nationally, many of these children had complex needs and made progress from their own starting points. Also, we now have more of our disadvantaged children working at the higher standard in Reading.</p>
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Attainment of pupils eligible for Pupil Premium funding at KS2	2017/2018				2018/2019				2019/2020			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	School (PP)	Non-disadvantaged nationally	School (PP)	Non-disadvantaged nationally	School (PP)	Non-disadvantaged nationally	School (PP)	Non-disadvantaged nationally	School (PP)	Non-disadvantaged nationally	School (PP)	Non-disadvantaged nationally
KS2 Reading	64%	75%	14%	24%	69%	73%	13%	27%	%	%	%	%
KS2 Writing	64%	78%	14%	20%	63%	78%	13%	20%	%	%	%	%
KS2 GPS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KS2 Mathematics	43%	76%	0%	24%	50%	79%	13%	27%	%	%	%	%
Additional relevant KS2 performance information for pupils eligible for Pupil Premium funding e.g. examples of pupils in making or exceeding expected progress; the effectiveness of 'catch-up' programmes or targeted support	<p>17 disadvantaged children Key factors involved:</p> <ul style="list-style-type: none"> • SEND – 5 • EAL – 11 • Child Protection/Early Help Assessment – 1 • New starters - 2 <p>Although children's attainment is not in line with national expectations, between 2018 and 2019, a higher percentage of our disadvantaged children achieved the expected standards in Writing and Maths. As well as this, a higher percentage of children were working at greater depth in Maths in 2019 than they were in 2018.</p>											

Improving Attendance (A)

Absence Rate of Pupils eligible for Pupil Premium funding	2017/18		2018/19		2019/20	
	School	National	School	National	School	National
% of sessions missed due to overall absence	8.9%	5.7%	6.5%	5.7%		
% Persistent absentees – absent for 10% or more of sessions	32.7%	17%	16.4%	17%		

Impact of Pupil Premium funding on attendance (*if relevant*):

- Our attendance figures have hugely improved between the years 2017/18 and 2018/19, especially our % of persistent absentees.
- Our Parent Support Advice Officer is continuing to closely monitor the attendance of persistent absentees and works closely with families in order to minimize absences and offer support where needed.
- All staff receive regular safeguarding training.

One aspect of Pupil Premium allocation

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

To improve the attainment of disadvantaged pupils in writing.

(D, E and F)

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

Year 2 – 7 pupils

Provision:

Children receive small focus groups with either their class teacher or TA. The aim of the focus group is 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 sessions and can apply some of these skills independently to their writing in class.

25% made above expected progress in writing from their Year 1 assessments.

40% made above expected 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).

- 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* (A)
 - Emotional well-being, behaviour and readiness for learning. Some causes for this include; broken family structures, family stress, trauma and safeguarding and welfare issues. (B)
 - 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. (C)
 - 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. (D)
 - Some pupils start school below the national age related expectations when they join our school due to a range of factors. (E)
 - There is a vocabulary gap between disadvantaged and non-disadvantaged pupils. Statistics show that by the age of three, more disadvantaged children are – on average – already almost 18 months behind their more affluent peers in their early language development. Around two-fifths of disadvantaged five-year-olds are not meeting the expected literacy standard for their age. (F)
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- **So the money will be spent on providing:**
 - Employ new highly experienced staff for class teacher positions and senior leadership. New staffing structure developed over Summer 2019 to start Autumn 2019 (A, B, C, D, E and F)
 - Continued use of Pupil Asset to ensure efficient tracking of children's progress, which is formative and summative for teachers and leaders (training for new staff) (D, E and F)
 - Continued training of new Pupil Premium Leader. Actions to include;
 - Lead and manage use of Edu Key
 - Book scrutiny
 - Detailed action plan of developments
 - Evidence and Impact review
 - Data analysis and Pupil Premium reports
 - Close monitoring of attendance and targeting persistent absence by Parent support advice officer and senior leaders. (A)
 - EEF research based developments Including;
 - Review marking and feedback practice and policy (staff training)

- Kagan – collaborative tutoring
- Parental engagement and home learning (Edu Key)
- Phonic teaching review and training
- 1st Class number
- Quality First Teaching
- Growth Mindsets
- Inference training and SPLUD
- Wellcomm
- Collaborative working with others schools and agencies. (A, B, C, D, E and F)
- Specialist Reading Teacher – Provide training for other members of staff (F)
- Improvement of transition arrangements to new classes -Summer 2019 (B, C, D and E)
- Early Years interventions and nurture groups (B, D, E and F)
- Continued use of Maths Mastery (Training, release time for all staff, resources, staff meetings) (B, D, E and F)
- Precision teaching (B, D, E and F)
- Continuing of Rights Respecting and maintaining the Gold Award (A, B, C, D, E and F)
- Teaching Backwards approach including tracking through lesson observations and Medium Term Plans (D, E and F)
- Reviewing barriers to learning (Planning, preparation and assessment, SLT and team meetings and pupil progress meetings.) (A, B, C, D, E and F)
- **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 continue to improve the attendance of disadvantaged pupils whilst building stronger home school links.
 - To develop higher-level thinking, oral communication, self-management, and leadership skills.
 - To increase in confidence, 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 the 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 expected or better than expected 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 2020

- **During the academic year 2018/19 our school received a total of** £109,780

- **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 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 (3 children in total) = 33% (1 child) reached expected standard.**
- **End of Key Stage outcomes for disadvantaged children working at the expected standard or higher in Summer 2019:**

Key Stage 2 = 17 children in total

- 69% of pupils in Reading
- 63% of pupils in Writing
- 50% of pupils in Maths

Key Stage 1 = 7 children in total

- 50% of pupils in Reading
- 50% of pupils in Writing

- 43% of 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.
 - 20% of Disadvantaged pupil exceeded expected progress across Reading, Writing and Maths since the end of the last academic year.
 - 92% made at least expected progress across Reading, Writing and Maths since the end of the last academic year.