

## Pupil Premium Strategy Review for 2018-19

### Context and Overview:

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| Academic Year  | 2018-19          |
| Number of Pupils on Rolls                            | 300              |
| Number of Pupils Eligible for Pupil Premium          | 60               |
| Total for Pupil Premium Grant Current Financial Year | <b>66,980.00</b> |
| Date for next Strategy Review                        | April 2020       |

### Attainment Outcomes for end of previous academic year:

|  | Pupils eligible for PP in school | Pupils not eligible for PP in school | National Average |
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| Pupils attaining the GLD at end of Year R                | 33.3%                            | 71%                                  | 71.8%            |
| Pupils achieving the expected standard in Phonics Year 1 | 80%                              | 87%                                  | 81.9%            |
| Pupils achieving the expected standard in Reading Year 2 | 54%                              | 71%                                  | 74.9%            |
| Pupils achieving the expected standard in Writing Year 2 | 38%                              | 64%                                  | 69.2%            |
| Pupils achieving the expected standard in Maths Year 2   | 62%                              | 80%                                  | 75.6%            |
| Pupils achieving the expected standard Combined Year 6   | 50%                              | 70%                                  | 65%              |
| Pupils achieving the expected standard in Reading Year 6 | 50%                              | 75%                                  | 73%              |
| Pupils achieving the expected standard in Writing Year 6 | 83%                              | 83%                                  | 78%              |
| Pupils achieving the expected standard in Maths Year 6   | 83%                              | 75%                                  | 79%              |
| Pupils achieving the expected standard in GPS Year 6     | 83%                              |                                      | 78%              |

## Expenditure Review

| Priority | Actions  | Costs / Resources                       | Impact  |
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| <b>A</b> | To narrow the gap between PP children in EYFS and KS1 with language delay and their peers, improving their ability to learn, achieve and make friends. | £250<br>Staff<br>Training               | <b>HIGH:</b> 100% of PP children have made progress from their baseline in the strands of speaking & listening and making relationships. 100% of PP children have made progress from their baseline in speech and language interventions. However some of these children are still significantly below age related expectations so further work will need to continue in the next academic year. Helicopter Stories a project designed to boost literacy, confidence and communication skills for children will become a significant part of the curriculum in EYFS with the possibility of introducing this to Year 1.   |
| <b>B</b> | For Year 2 PP children to make rapid progress in order to achieve ARE in reading, writing and maths.   | Inc in staff salary costs<br>£41,140.49 | <b>MEDIUM:</b> The PP Leader, DHT and PP TA taught a small group of Year 2 PP children for literacy and reading from January 2019. This enabled misconceptions to be address, vocabulary to be developed and the more able to be challenged. 45% of these children reached expected in writing. 83% of the children who did not achieve age related expectations in writing made expected progress or better. 100% of PP children identified as more able achieved GDS in writing. 63% of the focus group reached age related expectations in reading. 75% of the children who did not reach the expected standard in reading made expected progress. 100% of PP children identified as more able achieved GDS in reading. Support for this particular cohort will need to continue in reading, writing and maths |

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|  | <p><b>C</b> For PP pupils identified as high ability to achieve GDS in reading, writing and maths.</p>   |                 | <p>next academic year to accelerate their progress and enable them to close the attainment gap with their peers.</p> <p>78% on PP children (no SEN) achieved age related expectations in Maths and 86% made expected progress.</p> <p>75% of Y2 PP children with SEN, who have not made expected progress, now have personalised plans in place and support from the specialist teaching service is being accessed.</p> <p><b>MEDIUM:</b> In Year 1, 15% of PP children achieved GDS in reading and 8% in writing and maths. In Year 2, 14% achieved GDS in reading and writing and 7% in maths. In Year 4 13% of PP children achieved GDS in reading, writing and maths. In Year 5 13% of PP children achieved GDS in reading and maths. 17% of PP children achieved GDS in Y6 maths. Next academic year the focus will need to be on increasing combined GDS for PP children across the school.</p> |
|  | <p><b>D</b> For children to show an improved attitude towards reading and the in-school gaps between PP children and their peers narrow. For the number of PP children achieving ARE in reading increases from last academic year.</p> | <p>£4532.39</p> | <p>The Reading Jungle has allowed all children access to high quality texts. Reading for enjoyment is actively encouraged and the profile of reading has been raised around the school. The feedback from the children has been extremely positive. However, the Reading Jungle needs to be more established before its impact can be fully assessed.</p> <p><b>MEDIUM:</b> The percentage of PP children achieving ARE in reading this academic year has increased from the previous year in all cohorts except one. However, the attainment gap is still significant in all but two cohorts so reading will be a whole school focus</p>   |

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|          |   |          | <p>next year. The PP Leader will work with the Literacy Leader to purchase resources to develop whole class guided reading and replenish the reading scheme books. Workshops for parents to help them support their child's reading at home will also be introduced.</p>   |
|          |   | £1070    | <p><b>MEDIUM:</b> 33% of children taking part in Beanstalk reached ARE but 67% made expected progress. This intervention will not continue next year as the PP Leader does not feel it provided value for money.</p>   |
| <b>E</b> | To build positive relationships with parents and engage them in the life of the school.             | £22.59   | <p><b>HIGH:</b> The PPST ran parental engagement sessions on a monthly basis. These were very well attended, all sessions were oversubscribed. 100% of the parents surveyed gave positive feedback, stating they valued the opportunity to work with their child in school, and develop relationships with school staff and other parents. These session will continue over the next academic year.</p>  |
| <b>F</b> | For pupils eligible for the PPG to have access to a range of clubs and extra-curricular activities. | £6136.39 | <p><b>High:</b> Enrichment opportunities and 'life experiences' provided which the children might not otherwise have access to. A range of educational trips and workshops have taken place throughout the year linked to the curriculum, these have been subsidised by the PPG where required. Such experiences show children how the knowledge and skills gained at school can be applied to the wider world. Teachers report high levels of involvement from the children. 77% of PP children participated in before/lunchtime/after-school clubs – these were either led by school staff free of charge or funded through the PPG. 83% of PP children attended the</p> |

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|  | <p><b>G</b> To combat persistent absenteeism and raise the attendance of all Pupil Premium children. To engage pupils &amp; families.</p> | <p><b>Inc in staff salary costs</b><br/><b>£41,140.49</b></p> | <p>Y6 residential. The school provided financial support to 58% of PP children to attend swimming lessons. The PPG has enabled the school to fund places at 'Relax Kids' to enable children to develop strategies to cope with anxiety and anger. Class teachers report that involvement in these sessions have led to increased confidence and self-esteem and enabled the children to come into school happily. The 'Relax Kids' coach has now relocated so the PP Leader will need to find a replacement. Funding of enrichment activities to continue but PP Leader to develop a policy/protocol to ensure equality of opportunity for all. The PP Leader also needs to develop an improved system of monitoring attendance of disadvantaged pupils at clubs run by outside agencies (paid for by the PPG) so that those who have signed up definitely attend.</p> <p>The PPST have led the drive to improve attendance and punctuality. Attendance has been robustly analysed, enabling us to identify certain patterns of behavior and families that need extra support in understanding the impact of attendance on their children's learning. The PPST have signposted parents/carers to outside agencies such as Early Help, Homestart and Young Carers, thereby assisting our disadvantaged children to overcome barriers to attendance and learning. Incentives in school have been created (H.E.R.O. Bear, 100% attendance raffle) and whole school attendance has improved from 95.54% up to 95.69%. PP attendance has improved from 91.81% to 92.5% this academic year. 22% of PP children continue to</p> |
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| <p><b>Miscellaneous</b></p> | <p>To work with families, accessing resources, to help increase their involvement in the education and welfare of their children. To provide pastoral support for all children to enable them to reach their full potential. To support the academic progress of children eligible for the PPG.</p> <p>To enhance the overall emotional health and mental well-being of vulnerable children.</p> | <p><b>Inc in staff salary costs</b><br/><b>£41,140.49</b></p> <p><b>£1465</b></p> | <p>be persistently absent despite all the work that has been done in this area. The PPST will continue their work on attendance next year and the PP Lead will look into leasing a mini bus to help further improve attendance.</p> <p><b>High:</b> The PPST has enabled our school to have a holistic approach to catering for the needs of our disadvantaged children. They continue to work effectively to forge strong, trusting relationships with many families. Referrals to Early Help or Homestart are swift and parent/carer surveys reveal that families feel well supported. However, there is more work to be done with engaging some of our families where parents have a less than positive outlook on education. Children with social and emotional needs are identified at an early stage. The support put in place by the PPST is wide-ranging and enables pupils to be more 'ready to learn'. Pupil conferencing indicates that children know who to go to if they have a concern.</p> <p><b>High:</b> Children are offered a safe, confidential place to talk about experiences that may be confusing, painful or uncomfortable such as loss/bereavement, relationship issues, family breakdown, emotional issues, anger/physical violence and anxiety/stress. The children have accessed a combination of therapeutic play, art therapy and talking therapy. This provides them with an opportunity to express and process feelings at their own level and pace and re-align negative patterns of behavior or thinking. The improvement in the children's readiness to learn has been commented upon favourably by the</p> |
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|  |  | <p>£669.68</p> <p>£17</p> | <p>class teachers and parents/carers have noticed positive changes at home.</p> <p>All PP children who would like milk are able to receive it daily free of charge, currently 37%</p> <p>There is financial assistance available to help children eligible for the PPG to purchase school uniform.</p> |
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## Implications for Pupil Premium Strategy for next academic year:

- Raise standards in Literacy so that all PP children achieve as well as their peers in reading and writing and are in line with national expectations.
- Additional support for Year 2 and Year 3 PP children in reading and writing to enable them to make accelerated progress and achieve ARE.
- Ensure PP children in EYFS and KS1 make progress with their speech production and understanding of language.
- Provide challenge for higher ability pupil premium children to ensure they perform as well as their peers and increase numbers of children achieving GDS and in particular GDS combined.
- Increase attendance rates for pupil premium children and reduce persistent absenteeism.
- Develop children's sense of resilience to enable them to be effective Craylearners.