

Pupil Premium: Using it to close the disadvantage gap
September 2018 – September 2019

Success arises out of a steady accumulation of advantages: when and where you are born, what your parents did for a living, and what the circumstances of your upbringing were, all make a significant difference in how well you do in the world.

M. Gladwell, 'Outliers: the story of success' 2008

Viewed in these terms, the moral purpose of school may be construed as providing, through education and care for children's well-being, advantage where it is lacking, mentoring and support for parenting where it is needed, and complimentary provision in a school community of high ideals and aspirations. Without the effort of the school, too many children are destined for a steady accumulation of disadvantage, with little compensation.

Based on OFSTED 'Twenty Outstanding Primary Schools – Excelling Against the Odds'

Main Barriers

- Vulnerable families and pupils with emotional and social needs
- Increasing numbers of pupils with limited/no English
- Increasing numbers of children coming into school with no prior schooling in England
- Tackling Persistence Absentee levels
- Delayed language and vocabulary skills (speaking & reading skills in English and first language)
- School readiness (low academic baselines on entry, socially and emotionally not ready)

Desired Outcomes

- All Children to experience Quality First Teaching
- Close the gap between Pupil Premium funded pupils and 'Other' pupils nationally
- Pupil Premium attainment tracking and monitoring is robust and used to inform subsequent provision (Leaders at all levels – one of the key roles of YGLs)
- Continue to support families and pupils' social, emotional and health needs through Learning Mentors, Beacon Behaviour Support, developing links with Sparkhill Children's Centre and signposting
- Continue to support pupils and families who are new to English/ no previous schooling
- Pupils and families with low attendance/ high Persistence Absentee levels are supported and challenged
- More-able Pupil Premium pupils 'on track' to exceed Expected Standard
- Address low baseline on entry to school in EYFS so pupils quickly catch up to their peers
- Increase vocabulary, reading and phonics achievement in EYFS & KS1
- Improve school readiness and pupils' enjoyment through providing before and after school clubs, subsidising trips.

Age Related Outcomes for Conway School in 2019 compared to the national 2019 data (Attainment for <i>disadvantaged children</i> is compared with <i>national other children</i> as the purpose of the grant is to close or eradicate this gap.)							
	Conway All Pupils	Conway Non-disadvantaged	Conway Disadvantaged	In school Gap Against non-disadvantaged	National all pupils	National non-disadvantaged	Gap compared with national non-disadvantaged
EYFS – GLD	66%	64%	68%	+4%	72%	74%	-6%
Phonics	83%	87%	79%	-8%	82%	85% (benchmark)	-6%
Summary Statement							
KS1 Attainment							
Reading	73%	88%	54%	-34%	75%	79%	-25%
Writing	68%	79%	54%	-25%	69%	55%	-1%
Mathematics	78%	82%	73%	-9%	76%	79%	-6%
KS2 Attainment							
Reading	75%	66%	82%	+16%	73%	78%	+4%
Writing	87%	88%	86%	-2%	78%	83%	+3%
Mathematics	83%	78%	86%	+8%	79%	84%	+2%
Combined	75%	66%	82%	+16%	65%	71%	+11%
Progress Score							
Reading	-0.2	-0.5	0.2	+0.7	-0.2	0.3	-0.1
Writing	0.1	0.5	0.9	+0.4	0.7	0.3	+0.6
Mathematics	0.6	2.4	2.3	-0.1	2.4	0.4	+1.9

Greater Depth Outcomes for Conway School in 2019 compared to the national 2019 data (Attainment for <i>disadvantaged children</i> is compared with <i>national other children</i> as the purpose of the grant is to close or eradicate this gap.)							
%	Conway all Pupils	Conway non-disadvantaged	Conway disadvantaged	in school Gap	National all pupils	National non-disadvantaged	Gap compared with national non-disadvantaged
Key Stage 1							
Reading	13%	15%	12%	-3%	25%	28% (benchmark)	-16%
Writing	8%	9%	8%	-1%	15%	17% (benchmark)	-9%
Mathematics	13%	21%	4%	-17%	22%	24% (benchmark)	-20%
Key Stage 2							
Reading	23%	31%	14%	-17%	27%	32% (benchmark)	-18%
Writing	13%	13%	14%	+1%	20%	24% (benchmark)	-10%
Mathematics	42%	44%	39%	-5%	27%	32% (benchmark)	+7%
Combined	10%	31%	14%	-17%	11%	13% (benchmark)	+1%

Whole school strategies for all pupils		
Intended Outcomes - How the actions will impact on achievement?	Impact to date for 2018/2019	Lessons learned
Improved levels of attendance, punctuality, and a decrease in Persistent Absentees.	Ever 6 FSM absence is below national Ever 6 FSM by 1.5% and exactly in line with national for all pupils. It is still higher than national non Ever 6 by 0.6%.	Compared to national all children and Conway all children disadvantaged children's attendance is comparable. The next step is increase attendance so that it is exactly in line or higher than national non disadvantaged. The greatest work needed is in EYFS where attendance is the lowest compared to the rest of the school. Next year the focus needs to be in EYFS through parental engagement.
Improved levels of attendance, punctuality, and a decrease in Persistent Absentees. Children are ready to learn by reducing hunger and tiredness. Improved wellbeing and readiness to learn – particular focus on reading.	Breakfast club provides children with a free breakfast – this is available to all pupils, however vulnerable families are identified and signposted to the breakfast club. As a result, those children are more ready to learn by reducing hunger and tiredness. Emotional support is also provided by learning mentors during breakfast club and a number of safeguarding and wellbeing issues were identified through breakfast club.	This is a vital service and key point of contact for some of our most vulnerable families and we need to continue and extend this service next academic year. As a school we need to increase the number of children through early identification of needs and increase the impact on school and learning readiness.
Targeted focus work with families to enable them to support their child's learning and well-being.	Over 80 children were identified as needing additional support through performance data. Learning mentor developed programmes for families and how they can support their children with learning. In year data demonstrates that this has had significant impact on a number for the families. Particularly those that attended regularly.	This is a valuable service which we need to continue to provide. It needs to be developed further and to ensure full impact need to engage with families so that there is full attendance.
Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Other Pupils	As a result of the actions taken end of Key Stage 1 data demonstrates that gap against national non-disadvantaged was closed in the data set for 2018: Reading +5%, Writing +6% and Mathematics +9% against national. End of Key Stage 2 data indicates that there has been significant progress in reading (key SIP focus for the school) and the gap closed against national. Progress for disadvantaged children at Key Stage 2 was at or above national non disadvantaged in all three subject areas: Reading +0.3, Writing 0.0 and Mathematics +1.1.	Although gap against national has closed at the end of Key Stage 1 and there is strong progress in Key Stage 2 a gap remains at end of Key Stage 2 in Writing and Mathematics. Further targeted intervention needs to take place to close the gap in Key Stage 2 in these areas. Also evidence suggests that a lack of oracy skills is hindering the progress and the school needs to develop oracy skills through "Quality First Teaching" for all children to further accelerate progress.
Small group teaching for new to English/New Arrivals to ensure effective induction into school and accelerate acquisition of English.	Newly arrived pupils are settled and engaged. The small group intervention allowed the children to pick up basic English and to be pre-tutored so that they could be successful in class alongside their established peers. They are now fully integrated into class academically and socially.	Continue to develop this as and when Conway receives newly arrived pupils.

Address the low baseline on entry data though additional adult support, particularly focussing upon Physical development & speaking strand.	Almost all children coming into EYFS are on average 18 months below national benchmarks. As a result of the teaching, interventions and support provided 64% of children reached GLD by the end of EYFS.	Continue to support children through Quality First Teaching and interventions.
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Whole School Key Priorities for 2019/2020

Priority Area	Key Priority	SIP Priority	Cost Breakdown
Quality First Teaching	Develop a broad, enriched, skill based curriculum which will provide all of our child with skills, experiences and knowledge needed to attain well against national comparators.	Yes	£32,330 Art & Drama across school £ 3,300 RST – Shakespeare in Schools
Quality First Teaching	Develop reading and writing opportunities using Rosenshine Principles so they are highly skilled and able to use these skills to access the broad, enriched, skill based curriculum.	Yes	£27,542
Quality First Teaching	Develop strong oracy skills for all children using the Rosenshine Principles so that children are able to articulate their thought processes and deepen their learning.	Yes	£38,280 Curriculum Lead 3 days of salary £ 3,000 Ruth Miskin Training £10,800 Read Write Inc Resources £ 450 Rosenshine Training
Quality First Teaching	Continue to develop assessment systems and procedures to enable practitioners to identify accurately any learning needs and swiftly target children to secure rapid progress.	Yes	£ 2,100 SALT after club £61,478 PSA Support EYFS and across school
SMSC	Embed the Convention of the Right of the Child and the Equalities Agenda across the school community to raise expectations on behaviour, aspirations and readiness for learning. Inspire the girls to aim high and the boys to engage and take responsibility for their own futures.	Yes	£ 3,093 Beacon Behaviour Support
Parental Engagement	Increase learning at home and develop children as life-long learners by supporting parents to support their children	Yes	£21,212 Learning Mentor
Safeguarding	Continue to ensure that the school is addressing safeguarding at all levels so that the school remains a safe and secure place. Develop education of children around keeping themselves safe so that their key priority is learning.	Yes	£11,306 Learning Mentor Salaries
Emotional Wellbeing	Improving pupils' physical health and mental health outcomes so that they are able to achieve at school and beyond.	Yes	£24,009 Learning Mentor

Pupil Premium Allocation for 2019/2020	181 pupils @ £1320	£238,920
Pupil Premium Spending for 2019/2020		



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