

USWORTH COLLIERY PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY 2018-2019 **REVIEWED**

(To be read in conjunction with Post-Ofsted School Improvement Plan 2018/2019)



Summary			
Academic Year:	2018-19	Total PP Budget:	£195,500.00
Number of children on roll	408	Date written:	August 2018
Number of pupils eligible for PP	146	Date of internal review of this strategy:	March 2019 July 2019

Attainment for 2017/18 Cohort			
Key Stage 2 (% in bold refers to comparison between school figures from 2016/2017)			
	2017/18 UCPS PP (Provisional National 2018)		2017/18 UCPS Other (Provisional National 2018)
% working at the expected standard or above in Reading, Writing and Maths	50% (Nat: 48%)	+25%	50% (Nat: 67%) -23%
% working at the expected standard or above in Reading	73% (Nat: 60%)	+31%	61% (Nat: 77%) -16%
% working at the expected standard or above in Writing	64% (Nat: 66%)	+10%	68% (Nat: 81%) -19%
% working at the expected standard or above in Maths	68% (Nat: 63%)	-11%	61% (Nat: 80%) -29%
% working at the expected standard or above in SPAG	68% (Nat: 66%)	-3%	69% (Nat: 82%) -18%
Average scaled score Maths	96.5 (Nat: 101.3)	-7	95.7 (Nat: 105.3) -10.7
Average scaled score Reading	99.5 (Nat: 101.6)	+1.4	96.4 (Nat: 105.2) -8.9
<p>NOTES: There were 22 PP pupils in Year 6. 11 of these pupils did not achieve expected in all subjects combined. There were particular cohort issues outlined below:</p> <ul style="list-style-type: none"> 21 pupils were having or have had recently support from outside agencies, including social care (9 with significant support) – 13 of which were PP pupils. 2 children were made LAC a few weeks before SATs (both PP). 1 PP pupil has been LAC for three years. 6 children were part of the school's ASD Resource Provision (1 PP pupil) and 5 children were admits in KS2 (5 PP pupils). 1 NPP pupil had been in the KS2 PRU provision during Year 6 and 1 NPP pupil was absent for all of the SATs tests. <p>Progress score PP pupils: reading +3.41, writing -0.1 and maths +0.94. NPP pupils: reading +1.03, writing +0.38 and maths +1.05</p>			

Attainment for 2017/18 Cohort

Key Stage 1 (% in bold refers to comparison between school figures from 2016/2017))

	2017/18 UCPS PP (National 2017)	2017/18 UCPS Other (National 2017)
Phonics Screener – Year 1	82% (70%) +6%	95% (84%) +16%
Phonics Screener – by the end of Year 2	94% (86%) +6%	88% (93%) -2%
% working at the expected standard or above in Reading	63% (63%) +2%	67% (79%) -7%
% working at the expected standard or above in Writing	69% (54%) +25%	65% (72%) -6%
% working at the expected standard or above in Maths	63% (62%) +8%	74% (79%) -5%

NOTES: There were 16 PP pupils in Year 2. 8 of these pupils did not achieve expected in at least one subject. There were particular cohort issues:

- 5 of these pupils were having or have had recently support from outside agencies (2 significantly so).
- 1 child was part of the school's ASD Resource Provision.

EYFS (% in bold refers to comparison between school figures from 2016/2017)

	2017/18 UCPS PP (National 2017)	2017/18 UCPS Other (National 2017)
Achieving GLD	65% (56%) +18%	70% (73%) -6%

Barriers to Learning

Internal Barriers

A	<p>Social Deprivation: Raise Analysis ranks our school with a Social Deprivation Indicator of 0.32, which is in the highest percentile band, compared to the national average of 0.21.</p> <p>According to IDACI, 35% of our children live in the bottom 10% of the most deprived areas nationally, 74% in the bottom 20% and 78% in the bottom 30%. The majority of our pupils (90%) live in households where no-one has higher education and many parents have low levels of literacy and numeracy.</p>
B	<p>Attainment on Entry: Around 50%+ of our children enter Reception with knowledge and skills that are below those expected for their age. 12.5% of the cohort are significantly below expectations (from Early Excellence Baseline). Each cohort has differing aspects of low on-entry data within the prime areas. 29 children entering Reception had been referred to Speech and Language services since entering Nursery (47.5%) and 9 children have ongoing input from these services (17.7%).</p>
C	<p>SEND: 54 (13%) pupils have been identified as requiring SEN support in school this compares to a national average of 12.1%. Of these pupils, there are 16 (3.9%) that have a statement or EHCP compared to a national average of 1.3%. This is in part linked to the pupils who access the ASD Base in school but other needs vary across year groups. There are a particularly high number of children who require Speech and Language intervention in EYFS.</p>

Barriers to Learning

External Barriers

D	Attendance: The attendance of our PP children is currently 95.5% compared to a national average of 96.4%. It is 0.7% lower than the whole school and 0.9% lower than children who are not entitled to PP funding within school. 13 PP pupils were persistent absentees.
E	Social Care Needs: Our school has a large number of children (21%+) who have been supported historically or currently by outside agencies including social care and family support workers. Many of our families require some support from school to help them to address their needs and to support their children's learning. Some of our families struggle to support their children with reading, homework and school activities.

Desired Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	To continue to narrow the gap in attainment in reading, writing and mathematics between our PP and non-PP pupils in all year groups (specific focus on Y2 & Y5 for maths, Y2, Y5 & 6 for writing and Y2, Y3, Y5 & Y6 for reading). Continue to narrow the gap between PP and PP nationally at the end of KS2.	The vast majority of PP pupils to make at least expected progress in selected year groups and 25%+ make better than expected. The percentage of PP pupils who meet age related expectations by the end of KS2 will increase by 5%. ACHIEVED
B	To ensure that teaching, learning and assessment across the school is at least good with an increasing proportion outstanding and that this is impacting on PP achievement in all classes (particularly lower and more able).	Teaching, learning and assessment across the school will be at least good overtime ensuring an increasing number of pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least good progress from their starting points. ACHIEVED
C	To support parents to increase attendance and punctuality by increasing engagement with children's learning.	Persistent absenteeism to decrease. Number of minutes late recorded will decrease by 25% and attendance of PP children will rise to 95.5+%. PARTIALLY ACHIEVED
D	To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning.	The vast majority of the most vulnerable pupils are supported to access learning in mainstream classrooms through tailored support and where necessary support from outside agencies. ACHIEVED
E	To financially support curriculum enrichment programmes for PP pupils including breakfast club, after-school provision, educational visits and music tuition.	PP pupils access at least two programmes throughout the year. ACHIEVED

Actions & Evaluation

Quality Teaching for All

<u>Desired Outcome</u>	<u>Chosen action/approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff Lead</u>	<u>When will you review implementation?</u>
<p>A. To continue to narrow the gap in attainment in reading, writing and mathematics between our PP and non-PP pupils in all year groups.</p> <p>Continue to narrow the gap between PP and PP nationally at the end of KS2.</p>	<p>Provide a third teacher for Y2, Y5 & Y6 to reduce class size generally mixed ability while the least able pupils working below the year group expectation are taught in a small group of not more than 12.</p> <p>TLR with responsibility for monitoring and tracking the progress and attainment of PP children.</p> <p>DHT non-class based with focus on teaching and learning across school, including staff CPD, monitoring, etc.</p>	<p>Over the past few years since implementing this system, attainment of pupil premium pupils has increased and the gaps narrowed across all core subjects has generally narrowed.</p> <p>EEF Toolkit recommends that the strategy of reduced class sizes can provide gains in attainment of 3 months.</p>	<p>Half termly data tracking</p> <p>Termly Pupil Progress Meetings.</p> <p>Regular lesson observations and Learning Walks on key focus areas.</p> <p>Regular book Scrutiny</p> <p>Regular moderation of work both internally and externally at LA/local school clusters.</p>	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>SMT</p> <p>Teachers</p>	<p>Half Termly data input.</p> <p>Half termly Pupil Progress Meeting.</p> <p>Termly review of strategy.</p>

Budgeted Cost: Contribution from PP funding £72,000

Evaluation: WHOLE SCHOOL DATA

PUPIL PREMIUM On track+ to meet age related expectations at end of key stage compared to Prior Attainment from previous key stage - summer 2019.

Year	Maths				Writing				Reading			
	Previous Key stage	Current on track+	Previous Key stage	Current Above	Previous Key stage	Current on track+	Previous Key stage	Current Above	Previous Key stage	Current on track+	Previous Key stage	Current Above
1 (17)	65%	77%	12%	18%	59%	71%	6%	12%	59%	77%	6%	24%
2 (22)	50%	55%	14%	18%	50%	50%	5%	9%	50%	61%	9%	5%
3 (19)	58%	63%	11%	11%	58%	47%	5%	5%	53%	58%	5%	16%
4 (22)	59%	68%	14%	27%	50%	59%	14%	18%	64%	68%	14%	27%
5 (26)	58%	77%	23%	12%	42%	50%	0%	8%	50%	54%	12%	27%
6 (23)	61%	83%	4%	4%	48%	65%	0%	22%	52%	61%	9%	22%
	59%	71%	13%	15%	52%	57%	5%	12%	55%	63%	9%	20%

Y1 to Y6 Spring 2019 % difference from last Key Stage

Maths: +12% on track+ attainment +2% exceeding attainment
Writing: +5% on track+ attainment +7% exceeding attainment
Reading: +11% on track+ attainment +11% exceeding attainment

Actions & Evaluation

PUPIL PREMIUM & NON-PUPIL PREMIUM GAPS COMPARING END OF THE YEAR 2017/2018 AND END OF THE YEAR 2018/2019

	End of 2017/2018			End of 2018/2019			Gap decrease
	PP	Not PP	Gap	PP	Not PP	Gap	
Maths	59%	78%	-16%	71% (+9%)	85% (+7%)	-14%	Decrease of 2%
Writing	48%	72%	-24%	57% (+9%)	80% (+8%)	-23%	Decrease of 1%
Reading	54%	76%	-22%	66% (+12%)	82% (+6%)	-19%	Decrease of 3%

NOTE: The data above includes 11 pupil premium admits (8 of whom are achieving at below expected standards).

END OF YEAR DATA FOR PUPIL PREMIUM & NON-PUPIL PREMIUM PUPILS

Y	Maths				Writing				Reading			
	PP		Not PP		PP		Not PP		PP		Not PP	
1 (52)	77%	13/17	87%	32/37	71%	12/17	76%	28/37	77%	13/17	78%	29/37
2 (54)	55%	12/22	91%	30/33	50%	11/22	85%	28/33	61%	14/22	88%	29/33
3 (58)	63%	12/19	78%	31/40	47%	9/19	78%	31/40	58%	11/19	80%	32/40
4 (60)	68%	15/22	84%	32/38	59%	13/22	74%	28/38	68%	15/22	87%	33/38
5 (55)	77%	20/26	90%	27/30	50%	13/26	87%	26/30	54%	14/26	90%	27/30
6 (57)	83%	19/23	79%	27/34	65%	15/23	77%	26/34	61%	14/23	71%	24/34

RECEPTION DATA

Pupil Premium: 19 (2 of which are LAC, 3 on Child Protection Plans and 6 also have SEN (2 pupils with an EHCP and a pupil is undergoing assessment for EHCP)

Baseline showed that attainment on entry is lowest in Literacy with the very small minority (12%) of children meeting ARE. A small minority (33%) of children begin reception with age appropriate communication and language skills which subsequently affects the rest of their profile due to the level of speech and vocabulary require to meet milestones. Similarly, a small minority of children (32%) begin reception with age appropriate.

Reception progress from Baseline assessment on entry to GLD (with 2 x EHCP removed).

	Expected +	Above Expected
Maths (Number)	93%	27%
Writing	80%	26%
Reading	100%	32%

44% of pupil premium pupils achieved GLD (with three EHCPs removed) and 82% of non-pupil premium pupils.

Actions & Evaluation

PHONICS SCREENER

76% of Year 1 PP pupils achieved expected standard in the phonics screener and all pupils and 73% of non pupil premium pupils (74% of all pupils achieved expected).

Five pupil premium pupils completed the phonics screener resit (one who was an admit and a pupil from the ASD Base) and 3 passed. This takes the total of Y2 pupil premium pupils who have passed to 91% and 100% of non pupil premium pupils.

END OF KEY STAGE DATA

	KS1 Teacher Assessment		
	Maths	Writing	Reading
Pupil premium (22)	55%	50%	64%
Pupil premium National average 2018	61%	53%	60%

	KS2 Tests			KS2 TA	Combined RWM
	Maths	SPAG	Reading	Writing	
Pupil premium (23)	83%	70%	61%	65%	57%
Pupil premium National average 2018	64%	67%	64%	67%	51%
Non Pupil Premium (34)	79%	71%	71%	77%	68%
Other pupils National average 2018	81%	82%	80%	83%	70%

SUMMARY:

Generally, there has been an increase in pupil premium pupils achieved age related expectations across school. This is due to focused teaching and interventions. Some individuals (including admits) and cohort make up affect overall data but SLT and teachers are aware of the individual circumstances (see Inclusion register) and these pupils are monitored closely throughout the year.

Across school constant pupil premium pupils, who have attended UCPS since reception, achieved 70% age related expectations in reading (all PP pupils 66%), 61% in writing (57% of all PP pupils) and 72% in maths (71% of all pupil premium pupils). This shows that when we have pupils for their full primary education, they made better progress and accelerated progress in reading and writing.

<p>B. To ensure that teaching, learning and assessment across the school is at least good with an increasing proportion outstanding and that this is impacting on PP achievement in all classes (particularly</p>	<p>Maintain focused leadership and management time to continue to drive standards across the school through the use of robust monitoring procedures, including non-class based Deputy responsible for teaching and learning.</p> <p>Ensure that groups of pupils are planned for effectively to ensure consistent progress for all achievement groups.</p>	<p>Ofsted October 2017 suggests that teaching across year groups is not consistent and that progress of PP children is not yet consistent.</p> <p>Recent internal monitoring of teaching and learning has found teaching to be consistently good over time. However, this needs to be</p>	<p>Focused leadership and management time for subject leaders to drive standards and impact on teaching and learning across school.</p> <p>Whole school CPD to be provided internally and externally from Together for Children and North Tyneside LA.</p>	<p>Headteacher Deputy Headteacher SMT All teachers All teaching assistants</p>	<p>Half Termly data input. Appraisal Reviews – Mid term (March 2019) and final (July 2019). Half termly Pupil Progress Meeting. CPD logs and analysis.</p>
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Actions & Evaluation

lower and more able PP pupils).	<p>CPD training for all staff to impact on teaching and learning in key areas identified, for example: self and peer observations to share outstanding practice through use of IRIS Connect system, inference training, number sense training, etc.</p> <p>TAs to update training in core subjects where required and access for all staff to training in English and Maths through external providers from NT and Together for Children.</p>	<p>maintained and strategies introduced embedded for all staff, including new starters.</p>	<p>Rigorous monitoring timetable, including lesson observations, learning walks, work scrutiny, pupil voice, etc. for all leaders focusing on key areas of development and the progress of key vulnerable groups including PP children.</p> <p>Continue to moderate books with LAs and within school as well as at local cluster schools.</p> <p>Targeted CPD linked to individual staff needs, appraisal and whole school development areas. Staff to log outcomes of monitoring and impact of CPD throughout the year.</p>	<p>Analysis of monitoring and termly impact statements.</p> <p>Termly review of strategy.</p>
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Budgeted Cost: Contribution from PP funding £12,500

Evaluation:

Teaching across time is at least good (evidenced from internal monitoring, governor monitoring, School development Partner visits and LA Assisted Review). increases Pupil premium pupils are monitored as an integral part of the whole school monitoring, including pupil progress meetings. There has been an improvement in teaching and learning which has resulted in a significant increases in attainment when compared to their previous key stage –

Maths: +12% on track+ and +2% exceeding age-related expectations.

Writing: +5% on track+ and +7% exceeding age-related expectations.

Reading: +11% on track+ and +11% exceeding age-related expectations.

Targeted Support

<u>Desired Outcome</u>	<u>Chosen action/approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff Lead</u>	<u>When will you review implementation?</u>
A.To continue to narrow the gap in attainment in reading, writing and mathematics	Employ additional TA in EYFS to provide additional support for the most vulnerable pupils and provide appropriate interventions.	Attainment in 2018 shows that PP children attain largely in line with national average (see data above).	Half termly data capture and analysis. Termly Pupil Progress Meetings.	Headteacher Deputy Headteacher SMT	Half Termly data input. Half termly Pupil Progress Meeting.

Actions & Evaluation

<p>between our PP and non-PP pupils in all year groups (specific focus on Y2 & Y5 for maths, Y2, Y5 & 6 for writing and Y2, Y3, Y5 & Y6 for reading). Continue to narrow the gap between PP and PP nationally at the end of KS2.</p>	<p>Continue to implement targeted booster/intervention sessions led by Level 3 Teaching Assistants for EYFS, KS1 and KS2 for pupil premium pupils, including BLAST 1 & 2, Phonics, First Class @ number, Numicon, Inference, BRP and Fresh Start.</p> <p>Continue to implement additional individual reading sessions led by Level 2 teaching assistants and teachers for selected pupil premium pupils both during and after school.</p> <p>Weekly small group tuition (2-3 pupils) for pupil premium pupils led by teachers for 8 weeks before and after school supporting reading, writing or maths.</p> <p>Fund Level 3 Teaching Assistant to provide additional support for English and Maths in Year 6 and deliver targeted intervention programmes to Year 2 and Year 6.</p> <p>Introduce after-school peer tutoring for specific pupil premium pupils in Year 3, 4 & 5 led by non-pupil premium Year 6 pupils.</p> <p>Continue the use of online platforms: Lexia (KS1/Lower KS2), Reading Plus (KS2), Reading Eggs (KS1), Letterjoin (All), Rockstar Tables (KS2) and Mathletics (KS2).</p> <p>EYFS pupils attend Jitterbugs and Tiny Tweeties sessions to further support verbal communication and aural understanding.</p>	<p>Provisional progress data for the end of KS2 in 2018 for PP children in maths was +2.18, writing +0.79 and reading +5.59.</p> <p>Children who received PP tuition or interventions made accelerated progress and many achieved the expected standard in end of Key Stage assessments. <i>See 2017/2018 strategy review for data.</i></p> <p>EEF Toolkit recommends that small group tuition can provide gains in attainment of 4 months and peer tutoring gains of up to 5 months (if PP pupils work alongside non-PP pupils). It also suggests that the use of digital technology leads to an average gain of 4 months.</p>	<p>Learning walks Lesson observations Work and Planning scrutiny. TA appraisal. Pupil/parent view and discussion Governor monitoring (termly standards committee and pp link governor)</p>	<p>English/Maths subject leaders All teachers All teaching assistants</p>	
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Budgeted Cost: contribution from PP funding £35,000

Evaluation:

PP attainment has generally risen in all year groups for all subjects. Where there are still dips this is due to individual pupil circumstances. All areas of specific focus year groups and subject listed above have narrowed the attainment gap.

Actions & Evaluation

Maths

Y	PP End of summer 18	PP End of summer 19	NPP End of summer 18	NPP End of summer 19
1	68%	77%	72%	87%
2	48%	55%	86%	91%
3	60%	63%	70%	78%
4	62%	68%	77%	84%
5	50%	77%	90%	90%
6	70%	83%	77%	79%

Writing

Y	PP End of summer 18	PP End of summer 19	NPP End of summer 18	NPP End of summer 19
1	63%	71%	67%	76%
2	38%	50%	80%	85%
3	60%	47%	68%	78%
4	57%	59%	67%	74%
5	27%	50%	87%	87%
6	44%	65%	66%	77%

Reading

Y	PP End of summer 18	PP End of summer 19	NPP End of summer 18	NPP End of summer 19
1	63%	77%	72%	78%
2	52%	61%	83%	88%
3	55%	58%	73%	80%
4	67%	68%	82%	87%
5	35%	54%	83%	90%
6	55%	61%	66%	71%

System for interventions in place and all TAs extensively log work completed. Most planned interventions show improvement from entry to exit level and where it does not further actions take place. Monitoring shows all TAs can delivery effective activities which develop learning for groups/individuals. EYFS TAs supported by teachers can effectively lead key groups and plan/assess against areas of learning – acknowledge by external partners via moderation.

Significant success with BRP with increased reading ages, comprehension ages and fluency for those accessing the programmes, which has had an impact upon phonics in Year 1 & 2 (76% in Year 1 and 92% in Year 2).

As a result of Fresh Start and Reading Plus, 61% PP pupils in Year 6 achieved EXS and 22% PP pupils achieved GDS.

Actions & Evaluation

Reading plus shows that the PP pupils increased reading speed (+40 words per minute) – 83% of the 90 on the programme have increased their speed by 14+ words per minute over the year. 37% of PP pupils accessing Reading Plus made better than expected progress on the programme.

<p>D. To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning.</p>	<p>Continue to employ Thrive teacher/ 10 behavior specialist and teaching assistant to support vulnerable pupils through individual and small group interventions and support staff. CPD for lead teacher/teaching assistant and whole staff. The Thrive approach enables staff to identify why a child is displaying specific behaviours and provide focused interventions to support re-engagement.</p> <p>Embed Thrive principles through whole school behaviour policy.</p>	<p>Increasing number of pupils with specific behaviour issues affecting their learning often as a result of external barriers.</p> <p>Since introduction of Thrive teacher (May 2018) behavior incidents have begun to reduce.</p> <p>Pupil premium Review (December 2017) suggested increasing nurture team to meet the increasing needs of specific pupils throughout school.</p> <p>EEF Toolkit recommends that the strategy of behaviour support and social emotional learning can provide gains in attainment of ¾ months.</p>	<p>Focused time provided for key staff to deliver and monitor appropriate actions.</p> <p>Half-termly pastoral and supervision meeting to discuss progress.</p> <p>Staff voice and discussions.</p> <p>Termly Pupil Progress Meetings.</p> <p>Learning walks.</p> <p>Lesson observations.</p> <p>Monitoring of behaviour logs.</p>	<p>Headteacher SLT Thrive Teacher Thrive staff All teachers All teaching assistants</p>	<p>Half-termly pastoral meetings</p> <p>Appraisal Reviews – Mid term (March 2019) and final (July 2019).</p> <p>Half termly Pupil Progress Meeting.</p>
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Budgeted Cost: contribution from PP funding £30,000

Evaluation:

Thrive is embedded and supporting vulnerable pupils (4 of the 6 full-time pupils are pupil premium). A further 6 pupil premium pupils access the provision part-time. All pupils accessing the provision are below age related expectations, however all are making at least expected progress from their previous key stage (evidenced through assessments including PIVATs).

Staff from Thrive support all pupil premium pupils who are struggling and their teachers throughout school to ensure that they are accessing education. Staffing and teaching in all year groups support pupils to access mainstream through specific support within mixed ability class, smaller class sizes and intervention groups/sessions. Key pastoral staff liaise and share expertise with teachers and external agencies for the best possible outcomes for all vulnerable pupils.

Other Approaches

Actions & Evaluation

<u>Desired Outcome</u>	<u>Chosen action/approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff Lead</u>	<u>When will you review implementation?</u>
<p>C. To support parents to increase attendance and punctuality by increasing engagement with children's learning.</p>	<p>Maintain and fund free breakfast club for PP children (other pupils funded through main budget).</p> <p>Maintain and partially fund the role of Family Liason Officer to work alongside families with persistent attendance or punctuality concerns.</p>	<p>We have good attendance at breakfast club (on average 20-25% of the school). 50%+ of pupils registered for breakfast club are PP pupils.</p> <p>Last academic year, PP pupils' attendance increased by 0.6% to 95.5% and lateness decreased by 35%.</p> <p>Research shows that pupils are more ready to learn if they have had breakfast.</p> <p>Breakfast enables pupils to socialise with their peers, as well as practise reading with staff/peers.</p>	<p>HLTA team to run Breakfast Club and monitor attendance.</p> <p>Weekly attendance monitoring.</p>	<p>HLTA team</p> <p>FLO/Attendance Manager</p>	<p>Termly</p>

Budgeted Cost: Contribution from PP funding £25,000

Evaluation:

The number of PP children with persistent absenteeism has decreased slightly when considering the same pupils we had last academic year (constant pupils). However, overall it has increased with admits. Minutes late of pupil premium pupils has decreased by 11.5%. To date pupil premium children's attendance is this is 94.2%. This is 1% lower than the whole school attendance, whilst last academic year it was 0.7% lower than the whole school attendance. When analysing individual attendance figures, the vast majority have maintained the previous year's level of attendance and there are cases of increases due to intervention/support work provided. However, this year's data has been skewed by a number of factors, including the significant medical needs, dual registered pupils, new social care involvement with specific families and admits who have lower attendance are pupil premium. As a school, we have to look at attendance on an individual basis and track individuals (see tracking information). There are a significant number of increases in individual pupils and this is evidenced through case studies.

Actions & Evaluation

<p>D. To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning.</p>	<p>Continue to fund counsellor within school supporting our most vulnerable children and families (2 days per week).</p> <p>Maintain and partially fund the role of Family Liason Officer to work alongside families with pastoral, health, safeguarding concerns.</p> <p>Counsellor, Family Liason Officer, Thrive Teacher and Safeguarding leads form pastoral team to monitor individual pupils, impact of work and plan further actions.</p>	<p>EEF Toolkit recommends that the strategy of behaviour support and social emotional learning can provide gains in attainment of 3/4 months.</p>	<p>Focused time provided for key staff to deliver and monitor appropriate actions.</p> <p>Half-termly pastoral and supervision meeting to discuss progress.</p>	<p>Safeguarding Lead/AHT</p> <p>FLO</p> <p>Thrive Teacher</p> <p>Counsellor</p> <p>Safeguarding Deputies</p>	<p>Half-termly pastoral meetings</p> <p>Half-termly Supervision meetings</p> <p>If relevant, meetings with social care</p>
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Budgeted Cost: Contribution from PP funding £11,000

Evaluation:

The overwhelming majority of pupils are accessing mainstream settings. 10 pupil premium children are in the ASD Base but access mainstream at some point and four others access Thrive.

The roles funded above have been key to the individual progress of pupil premium pupils highlighted in the data in previous sections. The school counsellor has seen 28 pupil premium pupils throughout this academic year.

Key staff have supported 112 of the 148 pupils throughout the year (76%) and 72 pupils have had significant support throughout the year (49%) - see Inclusion register.

<p>E. To financially support curriculum enrichment programmes for PP pupils including after-school provision, educational visits and music tuition.</p>	<p>PP pupils offered financial support to access to overnight educational visits (London, Derwent Hill & France), music tuition and after-school clubs.</p>	<p>The school is in a significant area of deprivation with many parents who are dependent on low wages or benefits.</p> <p>Many children have limited cultural experience other than what is provided via school.</p> <p>Research shows that taking part in residential builds self-esteem, confidence and team-working skills that help pupils throughout their lives.</p>	<p>PP lead tracking individual pupil progress and attainment of those accessing fund.</p> <p>Monitor attendance at clubs.</p> <p>Pupil/parent voice</p>	<p>Office staff</p> <p>PP Lead</p> <p>SLT</p>	<p>End of academic year</p>
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Actions & Evaluation

		EEF Toolkit suggests these activities could provide a gain of 3 months.			
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Budgeted Cost: £10,000

Evaluation:

There have been a range of programmes offered to pupils after school hours throughout the year including extra tuition, greater depth writing, peer tuition, maths, spelling, phonics, reading, etc. Pupil premium pupils have been invited to these sessions. Those that take up this offer is mixed despite having discussions with parents. However, all pupil premium pupils have accessed at least two extra intervention sessions, whether a club outside of school hours or interventions with teaching assistants within the school day. Some lower ability pupil premium pupils have benefitted from small groups each day for maths and English in Year 6 (8 pupils), Year 5 (8 pupils) and Year 2 (6 pupils).

38 pupils have accessed funding for education visits, music tuition and after-school clubs. For all pupil who were given financial support have all made at least expected progress in core subjects with 28% making better than expected progress across all subjects. There has been an increase of 12% of these pupils are now achieving age related expectations.