

**USWORTH COLLIERY PRIMARY SCHOOL**  
**REVIEW OF PUPIL PREMIUM STRATEGY 2019/2020**  
**MARCH 2020 (AFTER TWO TERMS)**

**NOTE:** Due to school closure during lockdown, the review of the year is for only two terms. The data provided is teacher assessment for the end of the spring term 2020 as no end of key stage data or national data is available. Due to lockdown and introduction of free school meal vouchers, the number of pupil premium children significantly increased. This data includes all pupil premium children at the end of the summer term.

**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 Y3 for maths, KS2 for writing and reading). Continue to narrow the gap between PP and non-PP nationally at the end of KS2.	The overwhelming majority of PP pupils to make at least expected progress in selected year groups compared to previous key stage results (a minority to make better than expected progress). The percentage of PP pupils who meet age related expectations by the end of KS2 will increase by 5%.

**Update after two terms**

PP attainment has generally risen in all year groups for all subjects. Where there are still dips this is due to individual pupil circumstances.

**PUPIL PREMIUM On track+ to meet age related expectations at end of key stage compared to Prior Attainment from previous key stage Spring 2020**

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 (19)	63%	68%	16%	16%	53%	58%	0%	5%	53%	58%	0%	0%
2 (26)	65%	69%	15%	19%	62%	58%	8%	23%	62%	69%	8%	19%
3 (25)	56%	60%	24%	20%	52%	52%	12%	16%	68%	68%	8%	20%
4 (22)	59%	73%	14%	18%	64%	55%	5%	14%	59%	64%	9%	18%
5 (27)	56%	70%	11%	22%	48%	63%	11%	19%	56%	63%	11%	26%
6 (26)	54%	73%	22%	15%	42%	69%	0%	8%	50%	69%	12%	15%
	59%	69%	14%	18%	54%	59%	8%	14%	58%	65%	8%	16%

**Y1 to Y6 Spring 2020 % difference from last Key Stage**

**Maths: +10% on track+ attainment      +4% exceeding attainment**  
**Writing: +5% on track+ attainment      +6% exceeding attainment**  
**Reading: +7% on track+ attainment      +8% exceeding attainment**

**Pupil premium and non-pupil premium children on track+ to meet age related expectations at the end of the key stage.**

**Comparison from end of summer 2019 to end of spring 2020.**

*NOTE: increased numbers of pupil premium children due to lockdown.*

**Maths**

Y	PP		PP		Not PP		Not PP		Gap PP & Not PP	
	Summer 19	Spring 20	Summer 19	Spring 20	Summer 19	Spring 20	Summer 19	Spring 20	Summer 20	Spring 20
1 (53)	50% 10/20	68% 13/19	89% 34/38	88% 30/34	-39%	-20%				
2 (58)	77% 13/17	69% 18/26	91% 30/33	66% 21/32	-14%	+3%				
3 (53)	55% 12/22	60% 15/25	78% 31/40	100% 28/28	-22%	-40%				
4 (56)	63% 12/19	73% 16/22	84% 32/38	68% 22/34	-21%	+5%				
5 (64)	68% 15/22	70% 17/27	90% 27/30	81% 30/37	-22%	-11%				
6 (57)	77% 20/26	73% 19/26	79% 27/34	90% 28/31	-2%	-17%				

## Desired Outcomes

### Writing

Y	PP		PP		Not PP		Not PP		Gap PP & Not PP	
	Summer 19	Spring 20	Summer 19	Spring 20	Summer 19	Spring 20	Summer 20	Spring 20	Summer 20	Spring 20
1 (53)	40% 8/20	58% 11/19	87% 31/38	85% 29/34	-47%	-27%				
2 (58)	71% 12/17	58% 15/26	85% 28/33	53% 17/32	-14%	+5%				
3 (53)	50% 11/22	52% 13/25	78% 31/40	93% 26/28	-28%	-41%				
4 (56)	47% 9/19	55% 12/22	74% 28/38	65% 22/34	-27%	-10%				
5 (64)	59% 13/22	63% 17/27	87% 26/30	78% 29/37	-28%	-15%				
6 (57)	50% 13/26	69% 18/26	77% 26/34	94% 29/31	-27%	-25%				

### Reading

Y	PP		PP		Not PP		Not PP		Gap PP & Not PP	
	Summer 19	Spring 20	Summer 19	Spring 20	Summer 20	Spring 20	Summer 20	Spring 20	Summer 20	Spring 20
1 (53)	40% 8/20	58% 11/19	84% 32/38	88% 30/34	-44%	-30%				
2 (58)	61% 14/22	69% 18/26	88% 29/33	78% 25/32	-27%	-9%				
3 (53)	58% 11/19	68% 17/25	80% 32/40	93% 26/28	-22%	-25%				
4 (56)	68% 15/22	64% 14/22	87% 33/38	71% 24/34	-19%	-7%				
5 (64)	54% 14/26	63% 17/27	90% 27/30	81% 30/37	-36%	-18%				
6 (57)	61% 14/23	69% 18/26	71% 24/34	94% 29/31	-10%	-25%				

In the vast majority of cases the gap between PP and non-PP pupils seems to have closed. However, it is very difficult to compare figures due to the change in numbers of pupils in each category. Figures are notably different in Y6 where children were preparing for end of key stage assessments and staff had not covered all criteria or had seen sufficient evidence at the time of data input (only two terms into Y6) to prove that they were able to meet expected standard. It is also similar in Y3 where the children have just started the KS2 curriculum.

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.
---	---	--

#### Update after two terms

Internal and external monitoring shows that teaching across school is at least good over time. Ofsted validated this in January 2020. Pupil premium pupils are monitored as an integral part of the whole school monitoring, including pupil progress meetings. Data analysis shows that there has been an increase of pupil premium pupils on track to meet age related expectations when compared to attainment at their previous key stage - +10% in maths, +5% in writing and +7% in reading across the whole school. There is also an increase of pupils on track to achieve above expected at the end of the key stage compared to their previous key stage attainment - +4% in maths, +6% in writing and +8% in reading across the whole school.

C	To support parents to increase attendance and punctuality by increasing engagement with children's learning and relevant support services.	Persistent absenteeism to decrease. Number of minutes late recorded will decrease by 20% and attendance of PP children will rise to 96+%.
---	--	---

#### Update after two terms

Due to the lead up to school closure with pupils isolating, a significant winter sickness bug and a shorter period of time (two terms) to calculate attendance, it is very difficult to monitor the impact of actions. PP attendance up to and including 20<sup>th</sup> March 2020 was 93.6%. When compared to a similar period last year, attendance was 95.2% for PP children. However, when comparing minutes late there was a reduction of 6761 minutes in total.

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.
---	---	---

#### Update after two terms

Thrive is embedded and supporting vulnerable pupils (5 of the 7 pupils are pupil premium). 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.

## Desired Outcomes

	Key pastoral staff liaise and share expertise with teachers and external agencies for the best possible outcomes for all vulnerable pupils.	
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, including extra-curricular and intervention.
	<b><u>Update after two terms</u></b> By the end of March, all pupil premium pupils had accessed two programmes, including extra-curricular activities and intervention (see anonymized tracking sheet).	