

# USWORTH COLLIERY PRIMARY SCHOOL PUPIL PREMIUM STRATEGY 2019-2020

(To be read in conjunction with UCPS School Improvement Plan 2019/2020)



Summary			
Academic Year:	2019-20	Total PP Budget:	£173,960.00
Number of children on roll	388	Date written:	August 2019
Number of pupils eligible for PP	128	Date of internal review of this strategy:	December 2020 March 2020 July 2020

Attainment for 2018/19 Cohort				
Key Stage 2 (% in bold refers to comparison between school figures from 2018)				
	2019 UCPS PP (National 2018)		2019 UCPS Other (National 2018)	
% working at the expected standard or above in Reading, Writing and Maths	<b>57%</b>	(Nat: 50%) <b>+7%</b>	<b>70%</b>	(Nat: 70%) <b>+20%</b>
% working at the expected standard or above in Reading	<b>61%</b>	(Nat: 64%) <b>-12%</b>	<b>73%</b>	(Nat: 80%) <b>+12%</b>
% working at the expected standard or above in Writing	<b>65%</b>	(Nat: 67%) <b>+1%</b>	<b>77%</b>	(Nat: 83%) <b>+9%</b>
% working at the expected standard or above in Maths	<b>83%</b>	(Nat: 64%) <b>+15%</b>	<b>82%</b>	(Nat: 81%) <b>+21%</b>
% working at the expected standard or above in SPAG	<b>70%</b>	(Nat: 67%) <b>+2%</b>	<b>71%</b>	(Nat: 82%) <b>+2%</b>
Average scaled score Maths	<b>103.2</b>	(Nat: 102) <b>+6.7</b>	<b>102</b>	(Nat: 105) <b>+6.3</b>
Average scaled score Reading	<b>100.9</b>	(Nat: 103) <b>+1.4</b>	<b>101.1</b>	(Nat: 106) <b>+4.7</b>
<p><b>COHORT INFORMATION:</b> There were 57 pupils in the cohort (23 PP pupils). 10 PP pupils did not achieve expected in all subjects combined.</p> <ul style="list-style-type: none"> <li>• 10 pupils were admits in KS2 (8 of which were PP pupils). 3 pupils were admits in Y6 (2 PP pupils).</li> <li>• 32 pupils were having or have had recently support from outside agencies, including social care (14 with significant support). 17 of these were PP pupils (11 with significant support).</li> <li>• 1 PP pupil has been LAC for four years.</li> <li>• 1 PP pupil accessed the school's ASD Resource Provision with a recent EHCP and was disappplied.</li> <li>• 1 NPP pupil was originally on a managed move in Year 6 and then admitted full-time (achieving an EHCP recently).</li> <li>• 1 NPP pupil attended the PRU in Year 6 and accessed the Thrive provision.</li> </ul> <p><b>Progress score (not yet published)</b> PP pupils: reading , writing and maths NPP pupils: reading ,writing and maths</p>				
Key Stage 1 (% in bold refers to comparison between school figures from 2018)				

### Attainment for 2018/19 Cohort

	2019 UCPS PP (National 2018)	2019 UCPS Other (National 2018)
Phonics Screener – Year 1	76% (70%) -6%	76% (84%) -19%
Phonics Screener – by the end of Year 2	91% (86%) -3%	100% (93%) +6%
% working at the expected standard or above in Reading	64% (61%) +1%	90% (79%) +23%
% working at the expected standard or above in Writing	50% (53%) -19%	87% (72%) +22%
% working at the expected standard or above in Maths	55% (60%) -8%	94% (79%) -%

**COHORT INFORMATION:** There were 53 pupils in the cohort (22 PP pupils). 11 PP pupils did not achieve expected in all subjects combined.

- 8 pupils were admits in KS1 (4 of whom were PP pupils). 4 pupils were admits in Y2 (2 PP pupils).
- 23 pupils were having or have had recently support from outside agencies, including social care (11 with significant support). 6 of these were PP pupils.
- 1 NPP pupil is part of the school's ASD Resource Provision (EHCP) and was disappled.

#### EYFS (% in bold refers to comparison between school figures from 2018)

	2019 UCPS PP (National 2018)	2019 UCPS Other (National 2018)
Achieving GLD	37% (56%) -28%	70% (73%) -6%

**COHORT INFORMATION:** There were 58 pupils in the cohort (19 PP pupils). 12 PP pupils did not achieve GLD.

- 23 pupils were having or have had recently support from outside agencies, including social care (11 with significant support). 6 of these were PP pupils.
- 13 pupils were SEN (6 PP pupils), including 3 EHCPs and a further EHCP in the process. 3 pupils with SEN achieved GLD (no PP pupils). 2 pupils with EHCPs (both PP) were awaiting places at a special school. 2 LAC pupils (both PP) – one of whom became LAC during the year.

### Pupil premium pupils meeting age related expectations+ at end of key stage compared to prior attainment from previous key stage 2019

NOTE: Reception prior attainment is baseline assessments

Year	Maths				Writing				Reading			
	Expected at previous key stage	Expected at end of key stage	Above expected previous key stage	Above expected at end of key stage	Expected at previous key stage	Expected at end of key stage	Above expected previous key stage	Above expected at end of key stage	Expected at previous key stage	Expected at end of key stage	Above expected previous key stage	Above expected at end of key stage
<b>R (19)</b>	11%	<b>47%</b>	0%	<b>5%</b>	11%	<b>42%</b>	0%	<b>0%</b>	16%	<b>42%</b>	0%	<b>0%</b>
<b>2 (22)</b>	50%	<b>55%</b>	14%	<b>18%</b>	50%	<b>50%</b>	5%	<b>9%</b>	50%	<b>64%</b>	9%	<b>5%</b>
<b>6 (23)</b>	61%	<b>83%</b>	4%	<b>4%</b>	48%	<b>65%</b>	0%	<b>22%</b>	52%	<b>61%</b>	9%	<b>22%</b>

## Barriers to Learning

### Internal Barriers

A	<p><b>Social Deprivation:</b> 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. 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><b>Attainment on Entry:</b> 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%). Only 33% of pupils entered reception with the expected level of communication and language for their age.</p>
C	<p><b>SEND:</b> 83 (21%) pupils have been identified as requiring SEN support in school this compares to a national average of 12.1%. Of these pupils, there are 19 (5%) 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>

### External Barriers

D	<p><b>Attendance:</b> The attendance of our PP children is currently 95.2% 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.</p>
E	<p><b>Social Care Needs:</b> Our school has a large number of children (22%+) who have been supported historically or currently by outside agencies including social care and family support workers recently. 75% of all pupils have had issues logged on CPOMS in 2018/2019. 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.</p>

## Desired Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	To continue to increase attainment in reading, writing and mathematics for 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 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%.
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 overwhelming majority have made at least good progress from their starting points.
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+%.

### Desired Outcomes

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.
E	To financially support curriculum enrichment programmes for PP pupils including breakfast club, intervention groups, after-school provision, educational visits and music tuition.	PP pupils access at least two programmes throughout the year, including extra-curricular and intervention.

### 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>
<b>A. To continue to increase attainment in reading, writing and mathematics for PP pupils in all year groups. Continue to narrow the gap between PP and PP nationally at the end of KS2.</b>	Provide a third teacher for Y2 & 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.  DHT non-class based with focus on teaching and learning across school, including staff CPD, monitoring, etc.  Increase number of Teaching Assistants across school to support in classes and deliver immediate/planned intervention (additional TA in Y1 and dedicated TAs for each year group).	Over the past few years since implementing this system, attainment of pupil premium pupils has improved and the gaps narrowed across all core subjects has generally narrowed.  Restructure complete to ensure dedicated HLTAs cover lessons and TAs allocated  EEF Toolkit recommends that the strategy of reduced class sizes can provide gains in attainment of 3 months and small group tuition also 3 months.	Termly data tracking and pupil progress meetings.  Regular lesson observations and learning walks on key focus areas.  Regular book scrutiny  Regular moderation of work both internally and externally at LA/local school clusters.	Headteacher  Deputy Headteacher  SMT  Teachers	Termly data input.  Termly Pupil Progress Meeting.  Termly review of strategy.
<b>Budgeted Cost: Contribution from PP funding £65,000</b>					
<b>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</b>	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.	Ofsted October 2017 suggests that teaching across year groups is not consistent and that progress of PP children is not yet consistent.  Recent internal and external monitoring of teaching and learning has found teaching to be	Focused leadership and management time for subject leaders to drive standards and impact on teaching and learning across school.  Whole school CPD to be provided internally and	Headteacher  Deputy Headteacher  SMT  All teachers	Termly data input.  Appraisal Reviews – Mid term (March 2020) and final (July 2020).  Termly Pupil Progress Meetings.

## Actions & Evaluation

<p><b>achievement in all classes (particularly lower and more able PP pupils).</b></p>	<p>Ensure that groups of pupils are planned for effectively to ensure consistent progress for all achievement groups.</p> <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, reading comprehension/vocabulary 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>Review of whole school curriculum content and delivery to ensure skills, knowledge and understanding are taught/learnt effectively through collaborative and experiential learning.</p>	<p>consistently good over time. However, this needs to be maintained and developed further to embed practice.</p> <p>EEF Toolkit recommends that:</p> <ul style="list-style-type: none"> <li>• effective reading comprehension strategies can provide gains of 6 months</li> <li>• the strategy of reduced class sizes can provide gains in attainment of 3 months</li> <li>• small group tuition also provides gains of 3 months.</li> <li>• Collaborative learning provided 5 months gain and mastery learning also gains 5 months.</li> </ul>	<p>externally from Together for Children and North Tyneside LA.</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>All teaching assistants</p>	<p>Teaching and learning grid analysis.</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 £15,000**

## 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>
<p><b>A. To continue to increase attainment in reading, writing and mathematics for PP pupils in all year groups. Continue to narrow the gap between PP and PP nationally at the end of KS2.</b></p>	<p>Implement targeted booster/ intervention sessions led by Level 3 Teaching Assistants for EYFS, KS1 and KS2 for pupil premium pupils, including BLAST 1 &amp; 2, Phonics, First Class @ number, Numicon, Inference, BRP and Fresh Start.</p> <p>Introduce REACH reading intervention to programme for PP pupils underachieving in reading as part of pilot with Sheffield Hallam University (8 pupils).</p>	<p>Attainment in 2019 shows that PP children attain largely in line with national average (see data above).</p> <p>Provisional progress data for the end of KS2 in 2019 for PP children in maths was ... , writing .... and reading ....</p> <p>Children who received PP tuition or interventions made accelerated progress and many</p>	<p>Half termly data capture and analysis.</p> <p>Termly pupil progress Meetings.</p> <p>Learning walks</p> <p>Lesson observations</p> <p>Work and planning scrutiny.</p> <p>TA appraisal.</p>	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>SMT</p> <p>English/Maths subject leaders</p> <p>All teachers</p> <p>All teaching assistants</p>	<p>Termly data input.</p> <p>Termly pupil Progress Meeting.</p>

## Actions & Evaluation

Continue to implement additional individual reading sessions led by Level 2 teaching assistant and teachers for selected pupil premium pupils both during and after school in KS2.

Weekly small group tuition (2-3 pupils each group) for pupil premium pupils led by teachers for 8 weeks before and after school supporting reading, writing or maths.

Fund additional Level 3 Teaching Assistant to provide additional support for English and Maths and deliver targeted intervention programmes in Year 1.

Fund two full-time HLTAs to cover classes and lead Forest School to ensure Level 3 teaching assistants are able to focus on support for pupils.

After-school peer tutoring for specific pupil premium pupils in Year 3 & 4 led by non-pupil premium Year 6 pupils.

Continue the use of online platforms: Lexia (KS1/Lower KS2), Reading Plus (KS2), Letterjoin (All) and Rockstar Tables (KS2).

EYFS pupils/parents attend Tiny Tweeties sessions to further support verbal communication and aural understanding.

All pupils access Forest School for outdoor learning learning skills of collaborative learning, risk-taking and problem solving.

achieved the expected standard in end of Key Stage assessments.

EEF Toolkit recommends that:

- small group tuition can provide gains in attainment of 4 months.
- peer tutoring gains of up to 5 months (if PP pupils work alongside non-PP pupils).
- use of digital technology leads to an average gain of 4 months.
- providing individualised instructions can show average gains of 3 months.
- outdoor learning can show gains of up to three months.
- oral language intervention show gains of up to 5 months.

Pupil/parent view and discussion

Governor monitoring (termly standards committee and PP link governor)

**Budgeted Cost: contribution from PP funding £35,000**

**D. To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning.**

Continue to employ Thrive teacher/behavior specialist and two teaching assistants 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

Increasing number of pupils with specific behaviour issues affecting their learning often as a result of external barriers often due to related safeguarding issues.

Fixed term exclusion reduced in 2018/2019 (no exclusions since

Focused time provided for key staff to deliver and monitor appropriate actions.

Half-termly pastoral and supervision meeting to discuss progress.

Headteacher  
SLT  
Thrive Teacher  
Thrive staff  
All teachers  
All teaching assistants

Half-termly pastoral meetings

Appraisal reviews – mid-term (March 2020) and final (July 2020).

### Actions & Evaluation

	<p>behaviours and provide focused interventions to support re-engagement.</p> <p>Embed Thrive principles through whole school behaviour policy.</p>	<p>March 2019) and all exclusions were from pupils accessing Thrive.</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 3 to 4 months.</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>Termly Pupil Progress Meeting.</p>
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**Budgeted Cost: contribution from PP funding £20,500**

### Other Approaches

<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><b>To support parents to increase attendance and punctuality by increasing engagement with children's learning.</b></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 Liaison Officer to work alongside families with persistent attendance or punctuality concerns.</p> <p>Develop new initiatives to engage pupils/families with attendance and punctuality, particularly those with persistent absence.</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>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. Some of the</p> <p>Family Liaison Officer role is invaluable in the running of the school to ensure one point of contact and close monitoring.</p>	<p>HLTA team to run Breakfast Club and monitor attendance.</p> <p>Log of actions and case studies on attendance to highlight successes.</p> <p>Weekly attendance monitoring.</p>	<p>HLTA team</p> <p>Family Liaison Officer</p>	<p>Termly</p>

**Budgeted Cost: Contribution from PP funding £18,460**

## Actions & Evaluation

<p><b>D. To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning.</b></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 Liasion Officer to work alongside families with pastoral, health, safeguarding concerns.</p> <p>Counsellor, Family Liasion 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 and self regulation/metacognition increases of 7 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>Family Liaison Officer</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 £10,000**

<p><b>E. To financially support curriculum enrichment programmes for PP pupils including after-school provision, educational visits and music tuition.</b></p>	<p>PP pupils offered financial support to access to overnight educational visits (London, Derwent Hill &amp; France), music tuition and after-school clubs.</p> <p>All PP pupils offered subsidised or free cultural and creative experiences throughout the year through work with Sunderland Culture, e.g. theatre visits, visiting artists, etc.</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. Research shows that taking part in residential builds self-esteem, confidence and team-working skills that help pupils throughout their lives.</p> <p>EEF Toolkit suggests outdoor adventure learning activities could provide a gain of 3 months and arts involvement 2 months.</p>	<p>Tracking pupil progress and attainment of those accessing fund.</p> <p>Monitor attendance at clubs.</p> <p>Pupil/parent voice.</p> <p>Feedback from activities.</p>	<p>Office staff</p> <p>SLT</p> <p>Cultural ambassadors</p>	<p>End of academic year</p>
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**Budgeted Cost: Contribution from PP funding £10,000**