



Pupil Premium Impact Report 2018 – 2019

Each year we receive a Pupil Premium allocation as part of our school budget. This is currently based on the number of pupils at our school who fall into one of the following categories:

- Eligible for free school meals (including at any time in the past six years)
- Children in the care of a local authority or who are adopted
- Children who have one or more parents serving in the armed forces

For further details regarding pupil premium please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

Number of pupils and pupil premium grant received (financial year 2018 – 2019)	
Total number of pupils on roll:	223
Total number of pupils eligible for pupil premium:	120
Amount of pupil premium funding received for each pupil:	£1320 £1800 (for looked after children) £2300 (post looked after children)
Total amount of pupil premium funding:	£158,400+ (LAC/ Post LAC - £14,600) £173,000

Most Recent Attainment for Disadvantaged Children (KS1 2019)	
% who achieved expected standard in Reading	71% (All children 77%)
% who achieved expected standard in Writing	71% (All children 77%)
% who achieved expected standard in Maths	76% (All children 83%)

Most Recent Attainment for Disadvantaged Children (KS2 2019)	
% who achieved expected standard in reading, writing and maths combined	56% (All children 55%)
% who achieved expected standard in Reading	56% (All children 55%)
% who achieved expected standard in Writing	81% (All children 76%)
% who achieved expected standard in Maths	81% (All children 79%)

Most Recent Progress (KS2 2019)			
Subject	All Pupils (School)	Disadvantaged (School)	Other (School)
Reading	-1.8	-1.9	-1.7
Writing	1.9	1.8	1.9
Mathematics	0.3	-0.2	0.8

Average Scaled Score (KS2 2019)			
Subject	All Pupils (School)	Disadvantaged (School 2018)	Other (School 2018)
Reading	100	104	102
Writing	104	102	104
Mathematics	103	102	101

Barriers to Future Attainment for PP children including high ability
Oral language skills are low on entry to Foundation Stage, particularly for PP children. This could potentially slow reading and writing progress.
Children's use of non-standard spoken English impacts on their spelling, grammar and overall writing.
Children's memory retrieval and knowledge retention
A significant number of PP children identified as having low self-esteem and lack of aspiration.
For some a lack of resilience and stamina (particularly reading stamina)
A high level of PP children requiring support for emotional needs which affects their behaviours at times.
A significant amount of school input required to ensure parental engagement

Desired Outcomes:
Disadvantaged pupils to achieve at least in line as 'national other' children for reading, writing and maths and combined
The gap between disadvantaged and non-disadvantaged children in school to closed, particularly in writing and maths.
Children learn to retain knowledge and demonstrate effective memory retrieval.
Children are supported emotionally and through strong behaviour management and support to remove any potential barriers to learning.
Pupils receive inspiring and motivating experiences to complement academic learning to increase their aspirations and ambitions.

Support/ Intervention	Desired Outcome	Target Group	Proposed Costs	How will impact be measured?	Impact
Early Speech and Language intervention strategies in Early Years and Key Stage One (% LSA salary)	Target those who enter school below age related expectations in terms of speaking and listening with the aim of raising the % of disadvantaged and other children leaving Foundation Stage with skills in line with their chronological age, using 'Language Link' and 'WellComm'	FKS/ KS1	£1561 £275 (Language Link annual Renewal)	Initial WellCom or Language Link assessments completed to provide baseline data (age related bands and standardised scores) Progress measured in terms of age related ability and recorded for each individual child. Parent/ pupil/teacher questionnaires – pre and post intervention. Evidence of courses attended Evidence of resources purchased	Wellcomm assessments in Nursery showed that at baseline 89% of pupil premium children were working below age related expectations of understanding of language – 78% of those children were identified as significantly delayed. Following intervention 44% of pupil premium children were below age related expectations therefore 45% more pupil premium children now working at ARE (now only 22% are still identified as significantly delayed – 56% below the figure identified at baseline.) In Reception at baseline: L+A 53%/ Sp 67% and U 55% of PP children were on track to be working at age related expectations. At the end of the year all increased to 83% working at age related. At baseline 27% of pupil premium children were on track to achieve GLD. At the end of the year 72% achieved GLD.

To provide targeted speech and language interventions to children in Key Stage Two (% LSA salary)	Target those who were initially identified by class teachers and who have been screened at the start of the academic year and found to be not at expected for their age or making below expected progress. Intervention will ensure that this group reach the expected level by the end of the year or make accelerated progress towards that goal.	KS2	£1561 £550 (purchase of Junior Language Link)	Junior language Links screening and assessments take place to provide individual baselines. Parent/ pupil/teacher questionnaires – pre and post intervention. standardised scores Progress measured in terms of age related ability and recorded for each individual child.	Reception and KS1 children were screened using Language Link. In Reception 10 children were identified as needing LL intervention. When rescreened at the end of the year only 5 children require further intervention. In Year 1, 6 children required LL intervention. When assessed at the end of the year only 1 child required additional intervention and has now been referred to SALT. In Year 2, 7 children were identified as needing LL intervention and at the end of the year only 4 children required further support.
To reduce the gap between Pupil Premium children achieving a higher standard in reading and ‘other’ children nationally	Challenging texts in use across the curriculum will be audited – especially those used in Science and the foundation subjects. New cross-curricular texts to be purchased to ensure challenge in all areas.	All children but focus on Pupil Premium	£1200	Measurable improvements in reading test outcomes – any differences will continue to diminish Teacher assessments and reading moderation (internal/ external) demonstrate good progress Children’s views will indicate improvements in reading confidence and enjoyment.	All year groups have shown an increase in the percentage of pupils working at greater depth/ higher standard. All year groups (except Y6) have a higher number of children who are pupil premium achieving a higher standard than non-pupil premium children.
Support/ Intervention	Focus	Target Group	Proposed Costs	How will impact be measured?	Impact
1:1 tuition 2 days per week 0.5 day 1:1 tuition specifically for AGT children.	Target disadvantaged pupils (including those who are AGT) to ensure they are in line with other groups in terms of attainment and progress.	Children not yet working at a secure level in writing and maths in Y4/ Y5/ Y6	£31,320	All 1:1 children have specific individual targets set – reviewed each term. These will be measured and recorded individually to show impact. Average tracker points will be used to demonstrate progress	16 pupils have received 1:1 tutoring 5 of these pupils are PP and SEND 2 of these pupils are supported by an EHCP 4 of these pupils are LAC Pupil progress meetings completed every half term evidenced that all tutored pupils achieved their individual targets.

					<p>Reading – Pupil progress average tracking point +2.3 18% of tutored pupils exceeded expected progress</p> <p>Writing – Pupil progress average tracking point +2.5 31% of tutored pupils exceeded expected progress</p> <p>Maths – Pupil progress average tracking point +2.4 20% of tutored pupils exceeded expected progress</p> <p><u>AGT Children</u> 12 KS2 pupils worked with the tutor in small groups to extend their creative writing skills. Work completed was of a very high standard and displayed in school and on the newsletter. All pupils exceeded ARE by at least +2 ATP at the end of the year.</p>
To offer early writing, reading and maths intervention to children in Early Years – EY Leader (% salary)	Use baseline assessments to identify those disadvantaged children who require early support to enable them to make accelerated progress. Raise % of children with low starting points who achieve GLD.	Baseline data showing those who are not within age related bands	£23,525	Increased percentage of Good Level of Development achieved for pupil premium children leaving Early Years	At baseline 27% of pupil premium children were on track to achieve GLD. By the end of the year 72% of pupil premium children achieved GLD
Offer afternoon intervention sessions to children identified on our	Target Pupil premium children who are not currently working at age related expectations.	Pupil Premium children not working at age	£27,060 (All LSAs x2 hour per day)	Class teachers will write/ review a Pupil Premium Action Plan for their class. LSAs will be assigned ‘project’ groups for short term interventions	All LSAs led afternoon interventions. Staff were required to complete Pupil Premium Action plans to ensure all PP children who were working towards

Pupil Premium Action Plans, who are not working at age related expectations.	Ensure the majority of these children reach age related expectations.	related expectations		and will assess a baseline level and record exit data to show impact and progress.	age related expectations received interventions.
Intervention strategies that support social and emotional development Child and Family Support Worker/ Learning Mentor	Work with families to support specific needs/ signpost or link with other agencies. Work with families to improve attendance and punctuality. Support children with behaviour and emotional difficulties. Offer support through Lunchtime Support Group/ Therapeutic Play/ Drawing and Talking Lead gardening/ outdoor learning projects to support behaviour improvement	Vulnerable groups across the whole school	£29,055	Strength and Difficulty questionnaires used to assess impact. Case studies written about individual support offered Potential academic improvements Reduction in behaviour log entries (if this was an issue)	The inclusion team have supported pupil emotional wellbeing, progress and attainment using a range of strategies including Drawing & Talking, Relationship Based Play Therapy, Good Morning Gang, Gardening and Extra-curricular and Enrichment activities. SDQ's were completed before and after the intervention to measure impact. This year we purchased 36 hours of support from SISS Social, Emotional and Mental Health Team. At the centre of the SEMH team is their aim of improving pupil's access to the curriculum and enhancing their emotional well-being, resilience and mental health. SISS have developed a good relationship with many of our pupils and parents/carers and provided appropriate support tailored to our school's particular requirements.
Ensure personalised support plans for our 'Looked After' and 'Post Looked After' children to ensure they receive their full entitlement.	SENDCo to ensure plans are in place and details are reported to relevant agencies.	LAC and Post LAC children	£14,600	Children receive their entitlement; this is carefully monitored throughout the year and reported in LAC meetings. All children have Personal Education Plans (PEP) which are reviewed 3 times per year with the Virtual School and social workers.	We have supported 8 LAC and 2 PLA. All LAC have a care plan; PEPs are an integral part of this care plan. The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential. All LAC pupils have had a PEP meeting every term.

					<p>We have used funding to support pupil emotional wellbeing, progress and attainment.</p> <p>All of our LAC have excellent attendance. Four of the pupils have 100%. The other pupils are just below 100%.</p>
<p>Intervention/enrichment strategies for gifted or talented Deputy Headteacher (% of salary)</p>	<p>Target gifted or talented pupils receiving pupil premium funding Programme of after school clubs offered without cost. Specific interventions for higher ability children Year 6 to increase % achieving a higher standard in maths</p>	<p>Able, gifted and talented Pupil Premium children</p>	<p>£7000</p> <p>£6,558</p>	<p>School will monitor for an increase in the percentage of AGT children achieving greater depth.</p> <p>School will monitor for an increase in the percentage of middle and higher prior attainers achieving a higher standard in Mathematics.</p>	<p>Miss Walker and Mrs Turner have worked with selected pupils to develop their creative writing skills. Pupils have also participated in various AGT English, Maths and Science workshops in school and off site (provider GTxxtra Plus). During 2018/19 our school hosted multiple AGT workshops including Maths, Computing, English & RE. Our pupils enjoyed working with pupils from other schools celebrating ability and achievements.</p>
<p>Provide additional behaviour and nurture support for identified children across the school, ensuring they are ready to learn. Behaviour Mentor (% salary)</p>	<p>Additional support provided for disadvantaged pupils who have experienced repeated low level behaviour issues</p> <p>Potential barriers to learning have been removed.</p>	<p>Identified children</p>	<p>£17,715</p>	<p>Behaviour log analysis Pre/ post intervention questionnaires. Measurable impact on academic progress indicates that this group are ready to learn. Improved behaviour in the playground Successful team work</p>	<p>Through detailed analysis of behaviour, at the end of Autumn term 7 PP children were on our spreadsheet. By the end of Summer term, this had reduced to 2 PP children. Of the five who were no longer a concern 100% made measurable academic progress. All identified PP children took part in bespoke small group work to understand and control their identified behaviour issues. This resulted in significantly less negative behaviour incidents on the playground in particular.</p>

<p>Provide ‘Good Morning Gang’ breakfast and emotional support (% CFSW salary)</p>	<p>Target children with emotional needs; those reluctant to come to school or those who do not always have breakfast at home</p>	<p>Whole school</p>	<p>£3,870 Cost of provisions - £200)</p>	<p>Measurable impact on academic progress indicates that this group are ready to learn each morning.</p>	<p>Eight pupils accessed Good Morning Gang across the academic year. This daily meet and greet/breakfast snack at the start of the school day supported many pupils with possible anxiety/worries. This intervention also supported pupil attendance and punctuality and ensured pupils experienced a positive start to their day.</p>
<p>Financial support for enrichment activities, school trips, residential etc.</p>	<p>Programme of after school clubs Offer enrichment to broaden life experiences and to encourage ambition and a consideration of future vocations.</p>	<p>Whole school</p>	<p>£5000 (approx.)</p>	<p>All children feel they are treated fairly. All children have equal opportunity to benefit from extra-curricular activities.</p>	<p>x2 children were able to attend the Y6 residential trip. All PP children could attend any sporting activities during and after the school day as transport was provided. All planned class trips took place, with of 22% of PP families only needing to make a reasonable contribution with the balance funded from PP grant, enabling equal and varied opportunities for all.</p>
<p>Provide Enterprise activities for all year groups; a whole school enterprise challenge day and visits to local businesses to raise aspirations and prepare for later life.</p>	<p>Rolling programme of enterprise based opportunities offering mathematical skills, team building and the promotion of ambition and aspiration.</p>	<p>Whole school</p>	<p>£450</p>	<p>Questionnaires and surveys to measure rise in ambition and aspirations. Feedback from children and staff about good examples of teamwork; presentational skills, self-confidence or public speaking. Feedback from Enabling Enterprise/ press cuttings/ positive feedback from corporate staff who run the enterprise trips.</p>	<p>All classes had the opportunity to take part in a class enterprise project. Whole school worked together on a whole school enterprise day. Y4/ Y5 children targeted for Enabling Enterprise trips. They had the opportunity to visit LM Joint venture and The University of Birmingham. Each time the children developed their presentation and business skills. Each trip received extremely positive feedback from staff at the trip venues – (see newsletters) EE staff recognised a large rise in the children’s confidence and ability to work collaboratively when comparing</p>

					to previous whole school challenge days. 93% of children who attended the trips said they had reconsidered their aspirations as a result.
To maintain two 'Play Pods' in KS1 and KS2 playgrounds	To maintain and resource two Play Pods to provide creative play and collaboration opportunities during break times.	All children	£1,200	Reduction in cases of playground behaviour incidents recorded in behaviour log.	The Play Pods have been maintained and resourced by the Behaviour Mentor which encouraged the children to play collaboratively and imaginatively. There were no behaviour incidents reported whilst children were playing in the Play Pods.
To develop a programme of meetings, group and individual support for parents and carers.	A series of speech and language support meetings for parents/ cares will be offered. Phonics/ Reading meetings planned across the year	Parents/ carers	£500	Parental engagement seen through feedback forms. Comments on feedback forms indicate that support will have a positive impact.	'Welcome to Nursery' meetings covered transition, early learning through play and communication and language. All parents found meeting useful (see parent evaluations). We also offered: Phonics workshops RE prayer service for children and their parents/ carers. Nursery Rhymes and Storytelling workshop. Physical Development workshop