

Pupil Premium Impact report – 2018- 2019

The Report below details the impact of strategies in place to support disadvantage children in the 2018-2019 academic year.

Planned Expenditure	Cost
<i>Staffing to accelerate progress and raise the attainment of disadvantaged pupils</i>	£93,327
<i>Interventions targeting disadvantaged pupils</i>	£109,872
<i>Community/parental initiatives targeting disadvantaged pupils</i>	£59,017
Total Expenditure	£261,716
Pupil Premium budget	£262,206
Shortfall to be funded by school budget	£490

Staffing to Accelerate Progress and Raise Attainment of Disadvantaged Pupils

Action	Rationale	Target Pupils	Cost	Success Criteria	Monitoring & Evaluation
Additional part-time Y6 teacher	Enables small group teaching in maths and English, which allows disadvantaged pupils to make accelerated progress and therefore close the attainment gap. Vindication is evident in the success of this approach for disadvantaged pupils over the past 4 years.	Y6	£22,306	End of KS2 targets in reading, writing, grammar and maths are met. Insignificant gap between PPG pupils when compared with their peers within the school and PPG pupils nationally.	Year group meetings. Pupil progress meetings. Transitional matrices. Feedback to governors through HT termly report to governors.
Evaluation: The year 6 pupil disadvantaged pupils are from a wide range of abilities and an additional teacher allows those needing a higher level support to benefit from small group support whilst the more able pupils have access to a curriculum that stretches them further. A number of disadvantaged pupils this year 6 cohort who had significant Special Educational Needs (56%) and therefore closing the attainment gap proved challenging. Unfortunately despite intense targeted intervention the attainment gap between disadvantaged and non disadvantaged pupils is still present. We are confident that this is not a trend within the school and can be explained with a range of barriers that were present with this particular cohort of pupils.					
Additional Y2 teacher	Enables small group teaching in maths and English, which allows disadvantaged pupils to make accelerated progress. Vindication is evident in the success of this approach for disadvantaged pupils over the past 4 years.	Y2	£30,067	End of KS1 targets in reading, writing, grammar and maths are met. Insignificant gap between PPG pupils when compared with their peers within the school and PPG pupils nationally.	Year group meetings. Pupil progress meetings. Transitional matrices. Feedback to governors through HT termly report to governors.
End of key stage 1 data shows that more disadvantaged pupils have outperformed non-disadvantaged pupils nationally in maths and writing, including at greater depth. Reading continues to be a whole school target with a continued focus raising attainment in reading across the school.					
Additional EAL support	In an increasing overall school population there are 66% EAL pupils (an increase of 3% over the past 4 years). Many of these pupils attract pupil premium funding. There is a need to raise their	Y2 → Y6	£22,354	Disadvantaged EAL pupils make accelerated progress relative to their time of joining the school so that there is an insignificant attainment gap when	Inclusion meetings. Pupil progress meetings. Transitional matrices. EAL leader tracking data.

	basic standard of English so that the progress and attainment in maths and English is accelerated.			compared with their peers within the school and nationally.	Feedback to governors through HT termly report to governors.
<p>The EAL team have worked hard to meet the needs of our EAL and disadvantaged pupils. They have aimed to provide in class support and withdrawn pupils into small groups where necessary. After analysing the data in May and June we know that 98% of beginners (level A- New to English) from Nursery to Y6 achieved their targets. Around 82% of children at level B (Early Acquisition) have achieved their targets and approximately 65-70% of children at level C (Developing Competence) have moved up a level or a sub-level (children at level C are expected to stay at the level for around two years).</p>					
Cover for pupil progress meetings	Ensure quality pupil progress meetings can occur termly. Allows in depth professional discussion between SLT and class teachers about disadvantaged pupils and the progress they are making. Ensures disadvantaged pupils are appropriately placed in intervention groups, which can also be monitored.	YR → Y6	£4,600	Disadvantaged pupils make accelerated progress relative to their time of joining the school so that there is an insignificant attainment gap when compared with their peers within the school and nationally. Disadvantaged pupils are placed in the appropriate intervention groups.	Pupil progress meetings. Transitional matrices. Feedback to governors through HT termly report to governors. Intervention groups. Book scrutiny.
Traveller Support Teacher.	Many of our disadvantaged children have multiple barriers to their progress. All children attending the school from a traveller background are also disadvantaged. Many of these children are also on the school Special Education Needs Register. A Traveller Support Teacher is employed to support this specific group of children in order to close the significant attainment gap.	YN → Y6	£14,040	Disadvantaged Traveller SEND pupils make accelerated progress relative to their time of joining the school so that the attainment gap is closing when compared with their peers within the school and nationally.	Inclusion meetings. Pupil progress meetings. School data. Feedback to governors through HT termly report to governors.
<p>Our Traveller Support Teacher has provided valuable support to our disadvantaged traveller pupils. Sue has supported children with significant literacy difficulties and is skilled at providing appropriate and engaging activities for individual pupils. Sue works closely with class teachers during Inclusion surgeries at providing appropriate strategies and targets. She has also supported some of our traveller families when attendance has become a concern or with secondary school applications. Sue has supported the SEND team in providing additional evidence for EHCP applications and these have been successful. 3 of our disadvantaged traveller pupils now have an EHCP in place.</p>					
<p>Planned expenditure on staffing to accelerate progress and raise the attainment of disadvantaged pupils</p>					£93,367

Interventions Targeting Disadvantaged Pupils

Action	Rationale	Target Pupils	Cost	Success Criteria	Monitoring & Evaluation
After school small group tuition	Small group teaching ensures rapid progress in addressing specific gaps in learning. Disadvantaged pupils are given priority access to this intervention.	Y6	£5,000	Disadvantaged Y6 pupils make good or better progress. End of KS2 targets are met. Insignificant attainment gap between PPG pupils at end of KS2 when compared with peers both within the school and nationally.	Pupil progress meetings. Transitional matrices. Feedback to governors through HT termly report to governors.
Children engaged well with after school tuition groups with positive feedback from pupils, teachers and parents. All students were given the opportunity to attend tuition. This year we focused on Maths skills as an identified gap within the year group.					
Part time Early Years Speech and Language therapist	Disadvantaged children enter Early years with language well below the expected level. A school based speech and language therapist will be able to assess and provide immediate support to children, teachers and parents on how to rapidly improve children's communication skills and therefore make accelerated progress in this area of learning.	YN and YR	£15,750	Disadvantaged children make accelerated progress relative to their starting points so that more children reach the expected standard in communication at the end of early years.	Weekly Inclusion meetings Pupil progress meetings Feedback to governors through HT Target tracker data
Having a school based Speech and Language therapist has proved a valuable resource in supporting children's language development and identifying children who require further assessment. This year has proved challenging with an extremely high level of Special Educational Needs across the early years classroom. A school based therapist allows us to screen all pupils, identify needs and provide weekly intervention. She is able to support stay and play sessions in nursery, meet with parents where concerns are raised and support staff training. This continues to be a highly successful strategy for all pupils with disadvantaged pupils specifically targeted where necessary. Success is evident in Early years data for the 2018/19 cohort, 80% of Disadvantaged children achieved a Good level of development compared to non-disadvantaged children. 93.3% of children made good progress in their communication compared to 74% non-disadvantaged.					
Nurture group	To provide nurture for pupils vulnerable to exclusion so that they are able to be reintegrated to the school and access the curriculum more effectively.	KS1	£7,890	Pupils successfully reintegrated back into class.	Inclusion meetings. Meetings with outside agencies. HT report to governors.
Our nurture group has had a very successful year. We have measured impact using a Boxall Profile. All children who have attended for 2 terms or more have shown improvement in their Boxall profiles with most children generalising skills to the mainstream classroom. This year we have seen the nurture group support two disadvantaged children in Ks1 who were very distressed in the classroom. They have responded well to the small group structure of the nurture group and it provided essential support while further assessments took place. Both pupils now have an EHCP in place to support their Social, Emotional and mental health needs.					
EAL interventions in YN, YR and Y1	In an increasing overall school population there are 66% EAL pupils (an increase of 3% over the past 4 years). Many of these pupils attract pupil premium funding. There is a need to raise their basic standard of English so that the progress and attainment in maths and English is accelerated.	YN → Y1	£13,520	Disadvantaged EAL pupils make accelerated progress relative to their time of joining the school so that there is an insignificant attainment gap when compared with their peers within the school and nationally.	Inclusions meetings. Pupil progress meetings. Transitional matrices. EAL leader tracking data. Feedback to governors through HT termly report to governors.
Small group language interventions and EAL forest school groups have proved successful this year with children with teachers feedback being increased confidence and language. 80% of Disadvantaged children achieved a Good level of development compared to non-disadvantaged children. 93.3% of children made good progress in their communication compared to 74% non-disadvantaged.					

Y1 focussed afternoon interventions	Small group interventions enable disadvantaged children to make accelerated progress in closing the gap and therefore achieve their targets in reading, writing, grammar & maths.	Y1	£11,477	Disadvantaged children achieve their targets in reading, writing, grammar & maths and there is an insignificant attainment gap when compared with their peers within the school and PPG children nationally.	Pupil progress meetings. Inclusion meetings. Transitional matrices. Feedback to governors through HT termly report to governors.
Y2 focussed afternoon interventions		Y2	£11,477		
Y3, Y4 & Y5 focussed afternoon interventions		Y3 → Y5	£33,231		
Y6 focussed afternoon interventions		Y6	£11,477		
<p>The school has an internet based programme called Edukey that manages and reviews provision for each child. We are able to identify disadvantaged pupils easily and analyse individual interventions. Reviews of interventions show that children are making expected progress in each intervention. The best outcomes are shown in 1:1 reading where more children make better than expected progress. Teachers meet termly to review their interventions and plan forward using data from pupil progress, inclusion surgeries and matrices. Moving forward we aim to look closely at the interventions in place to support reading skills in order to meet our whole school target to improve outcomes in reading for all pupils.</p>					
<i>Planned expenditure on interventions targeting disadvantaged pupils</i>					£109,822

Community/Parental Initiatives Targeting Disadvantaged Pupils

Activity	Rationale	Target Pupils	Cost	Success Criteria	Monitoring & Evaluation
Parental workshops for nursery children entering reception 2019.	Children entering the school at Reception have lower than expected levels of language and communication. Often children lack specific life skills you would expect 'school ready' children to have. The Parental Engagement Network have found their 'Mouse Club' support groups for parents have been effective in teaching parents how to support their children's readiness for school and therefore improves outcomes for children at the end of EYFS	YN	Resources £135 Cost of running £1000	Baseline reception data will be more in line with national averages. Reception children will enter school more prepared for school life	School monitoring data. LA data on school. Raise online. HT report to governors.
We have found that parents are less likely to engage in a series of workshops so have run stand alone workshops for new reception parents. These were well attended received positive feedback. Moving forward we continue to feel a course of parenting workshops would be highly beneficial in supporting school readiness and look to implement in the forthcoming year.					
Community Cohesion	The school sits in an area of high deprivation and this has an impact on many aspects of school life. To help ensure disadvantaged children are integrated fully into school life, and to help them accelerate their progress across the curriculum, the school has committed to providing extra community support.	YN → Y6	£36,823	Children and families from disadvantaged backgrounds have priority to and access: <ul style="list-style-type: none"> • Enrichment programmes • After school clubs • Target family groups • Workshops with parents targeting underperforming groups • Food banks • Trusted point of contact at the school 	School progress data. Improved attendance. Register of clubs/workshops/activities. End of KS1 & KS2 assessments. HT report to governors.
The funding committed to Community Cohesion and Family Workshops has had an impact on increasing the opportunities available to our disadvantaged families. This work has, and continues to have, a positive impact on improving relations, developing understanding of the taught curriculum and raising the performance of disadvantaged pupils in school. We are able to track disadvantaged pupils in after school clubs and target specific families where necessary.					
Welfare Liaison Officer	Due to the historical poor attendance of some disadvantaged pupils there is a need to work with families & EWO to ensure that attendance improves to 95% for previously poor attenders.	YN → Y6	£7,349	2018-19 school attendance figure is 96%+	School monitoring data. ASP (Analyse School Performance) Inclusion meetings. HT report to governors.
Attendance was 96% for 2018-2019. We have successfully reduced the numbers of children with persistent absence but would like to see this number reduce further. We continue to research the range of services available to parents who are struggling whilst also improving the rigour in which we monitor daily attendance for vulnerable pupils. This strategy will continue into the next academic year.					