

# Primary School

## Pupil Premium Strategy Statement

### 2018 – 2019

#### Rationale

Nationally, there is a strong link between economic disadvantage and poor achievement in schools. Across the country there is a significant gap between the progress made by pupils eligible for free school meals and those who are not eligible. There are many reasons why this gap exists.

Pupil Premium is given to schools to help us try to close this gap. It is important because it enables us to counteract the disadvantages that may have affected our children. It ensures we can put the support in place to help every child in our school thrive emotionally, spiritually and academically and reach their God given potential.



#### Pupil Premium Summary Information

|                                     |         |                           |       |
|-------------------------------------|---------|---------------------------|-------|
| Total Number of Pupils ( Inc. FTE ) | 416     | Number of Pupils Eligible | 28    |
| Total Pupil Premium Budget          | £30,320 | % of Pupils Eligible      | 4.16% |

| 2018 - Outcomes              |             |      |     |         |      |       |         |                              |             |      |     |         |      |       |         |
|------------------------------|-------------|------|-----|---------|------|-------|---------|------------------------------|-------------|------|-----|---------|------|-------|---------|
| KS1                          | PP Pupils % |      |     | Other % |      |       | SCH GAP | KS2                          | PP Pupils % |      |     | Other % |      |       | SCH GAP |
|                              | SCH         | NA   | DIF | SCH     | NA   | DIF   |         |                              | SCH         | NA   | DIF | SCH     | NA   | DIF   |         |
| EYFS GLD                     | 100         | 56.0 | +44 | 100     | 73.0 | +27   | +17     | Y6 Expected Standard Reading | 100         | 60.0 | +40 | 98.4    | 77.0 | +21.4 | +18.6   |
| Year 1 Phonics               | 100         | 70.0 | +30 | 100     | 84.0 | +16   | +14     | Y6 Expected Standard Writing | 100         | 66.0 | +34 | 98.4    | 81.0 | +17.4 | +16.6   |
| Y2 Expected Standard Reading | 80          | 63.0 | +17 | 86.7    | 79.0 | +7.7  | +9.3    | Y6 Expected Standard Maths   | 100         | 63.0 | +37 | 95.1    | 80.0 | +15.1 | +21.9   |
| Y2 Expected Standard Writing | 80          | 54.0 | +26 | 88.3    | 72.0 | +16.3 | +9.7    | Y6 Expected Standard GPS     | 100         | 66.0 | +34 | 96.7    | 82.0 | +14.7 | +19.3   |
| Y2 Expected Standard Maths   | 80          | 62.0 | +18 | 88.3    | 79.0 | +9.3  | +8.7    | Y6 Expected Standard R/W/M   | 100         | 48.0 | +52 | 91.8    | 67.0 | +24.8 | +27.2   |

| Current Progress Data       |      |       |      |       |      |       |      |       |       |       |      |       |
|-----------------------------|------|-------|------|-------|------|-------|------|-------|-------|-------|------|-------|
|                             | Y1   |       | Y2   |       | Y3   |       | Y4   |       | Y5    |       | Y6   |       |
|                             | PP   | Other | PP   | Other | PP   | Other | PP   | Other | PP    | Other | PP   | Other |
| Average Point Score Reading | 20.0 | 20.74 | 23.0 | 22.96 | 25.6 | 25.88 | 27.0 | 28.67 | 31.8  | 31.92 | 34.5 | 34.96 |
| Average Point Score Writing | 20.0 | 20.66 | 23.0 | 22.94 | 25.8 | 25.88 | 26.0 | 28.72 | 31.89 | 31.8  | 34.0 | 34.84 |
| Average Point Score Maths   | 20.5 | 20.74 | 23.0 | 22.94 | 25.8 | 25.92 | 26.5 | 28.8  | 31.6  | 31.89 | 34.5 | 34.93 |

|                   |   | Barriers to Future Attainment   | Desired Outcomes   |
|-------------------|---|---|--|
| Internal Barriers | A | Outcomes for pupils in receipt of PPG are not as strong as for other groups in Mastery Maths.       | Improved outcomes in Mastery Maths across the school                                   |
|                   | B | Outcomes for pupils in receipt of PPG are not as strong as for other groups in Reading and Writing. | Improved progress for pupils who are not meeting ARE in English.                       |
|                   | C | Outcomes for pupils in receipt of PPG are not as strong as for other groups in Maths.               | Improved progress for pupils who are not meeting ARE in Maths.                         |
| External Barriers | D | Social and Emotional difficulties impact on the progress of certain PPG pupils.                     | Improved confidence and reduced anxiety in social situations and within the classroom. |
|                   | E | Attendance is lower for pupils in receipt of PPG than for other groups.                             | Improved attendance of specific individuals  |
|                   | F | Emotional difficulties impact on the progress of certain PPG pupils.                                | Increased positive mental health and wellbeing of pupils                               |

|   | Desired Outcomes                                     | Action   | Evidence Source   | Expenditure   | Autumn Evaluation  | Spring Evaluation   | Summer Evaluation  |
|---|--|--|---|---------------|--|---|--|
| A | Improved outcomes in Mastery Maths across the school | Staff training led by Maths Lead, who is undergoing training to be a Specialist Lead in Mastery Maths. | <ul style="list-style-type: none"> <li>Notes from staff CPD</li> <li>Teacher Assessments</li> <li>Lesson Observations</li> <li>Book Scrutiny</li> </ul> | £360 (2 days) | Miss Pringle led one inset training day and two twilight sessions with staff, looking at various elements of mastery maths as well as introducing Rock | ½ termly updates from EP have continued to evaluate the PowerMaths being used across school. Staff report positive elements about the | Miss Pringle has led half termly updates. Power Maths has been effectively integrated as a teaching resource (rather than a scheme), alongside |

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|  |  |   |  |   | Stars programme. This has ensured staff have a deeper understanding of elements covered.   | resource and are already looking at ways we can adapt units for our children.  | the White Rose resources. Staff feel much more confident in the delivery of Mastery Maths. Children have enjoyed the Rock Stars programme and it has impacted positively on recall of tables facts across the school.  |
|  | Improved progress for pupils who are not meeting ARE in English. | <p>Additional teacher for Y6 English.<br/>Booster teaching for Y2 and Y5 outside of standard lessons.<br/>Small group phonic sessions for children not meeting ARE in phonics.<br/>Daily 1-1 reading for children in KS1 not meeting ARE.</p> <p>Support for in class needs of individuals</p> <p>Weekly 1-1 reading for children in KS2 not meeting ARE.</p> | <ul style="list-style-type: none"> <li>• Notes from staff CPD</li> <li>• Teacher Assessments</li> <li>• Lesson Observations</li> <li>• Book Scrutiny</li> <li>• Intervention records</li> <li>• Planning</li> <li>• Provision map</li> <li>• Records for Bug Club and Fiction Express</li> </ul> | <p><b>£8,267.50</b><br/><b>£5,400</b> (30 days)</p> | <p>3/25 children in receipt of pupil premium are not meeting age related expectations in Writing. They have not made expected progress this term.</p> <p>22/25 children in receipt of pupil premium have made at least expected progress in Writing this term.</p> <p>1/25 of the group made better than</p> | <p>4/28 children in receipt of pupil premium are not meeting age related expectations in Writing. They have not made expected progress this term.</p> <p>24/28 children in receipt of pupil premium have made at least expected progress in Writing this term.</p> <p>4/28 of the group made better than</p> | <p>From their starting points at the beginning of the year, 27/29 children made at least expected progress, 1/29 made better than expected progress, 2 children did not make expected progress. Although much work has been done to support these individual needs, this shows that an excellent job has been done regarding the</p> |

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|  |  | Use of Bug Club and Fiction Express to promote interest in reading |  |  | <p>expected progress in writing.</p> <p>3/25 children in receipt of pupil premium are not meeting age related expectations in Reading. They have not made expected progress this term.</p> <p>22/25 children in receipt of pupil premium have made at least expected progress in Reading this term.</p> <p>3/25 made better than expected progress.</p> | <p>expected progress in writing.</p> <p>4/28 children in receipt of pupil premium are not meeting age related expectations in Reading and 2/28 of these children have not made expected progress this term.</p> <p>24/28 children in receipt of pupil premium have made at least expected progress in Reading this term.</p> <p>2/28 made better than expected progress.</p> <p>Booster sessions were provided for PP children focussing on specific areas identified by staff – reports have been written to document progress</p> | teaching of reading in school. |
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|   |  |   |  |                  |   | – teachers report that the sessions have had a positive impact on learning.  |   |
| C | Improved progress for pupils who are not meeting ARE in Maths. | Additional teacher for Y6 English. Booster teaching for Y2 and Y5 outside of standard lessons. High quality daily catch up session following maths lesson for any child not meeting the lesson objective. Use of Power Maths in KS1 and Maths Rock Stars in KS2 | <ul style="list-style-type: none"> <li>• Notes from staff CPD</li> <li>• Teacher Assessments</li> <li>• Lesson Observations</li> <li>• Book Scrutiny</li> <li>• Intervention records</li> <li>• Planning</li> <li>• Provision map</li> <li>• Records for Power Maths and Maths Rock Stars</li> </ul> | <b>£8,267.50</b> | <p>2/25 children in receipt of pupil premium are not meeting age related expectations in Maths and 3/25 of these children have not made expected progress this term.</p> <p>22/25 children in receipt of pupil premium have made at least expected progress in Maths this term.</p> <p>2/25 made better than expected progress.</p> | <p>4/28 children in receipt of pupil premium are not meeting age related expectations in Maths and 1/28 of these children has not made expected progress this term.</p> <p>24/28 children in receipt of pupil premium have made at least expected progress in Maths this term.</p> <p>3/28 made better than expected progress. Booster sessions were provided for PP children focussing on specific areas identified by staff – reports have been written to document progress</p> | <p>From their starting points and the beginning of the year, 24 out of 29 children made at least expected progress in mathematics, 2 out of 29 made better than expected progress, 5 out of 29 children did not make expected progress, although much work has been done regarding establishing extra specialist provision, to support individual needs.</p> <p>This shows that an excellent job has been done regarding the implementation and teaching of</p> |

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|   |   |  |  |   |   | – teachers report that the sessions have had a positive impact on learning.  | mastery maths in school.   |
| D | Improved social and emotional well-being of specific pupils | <p>Continue to fund high quality counselling for pupils in need.</p> <p>Train another member of staff to deliver counselling and therapeutic strategies.</p> <p>Liaise with EWEL team to deliver a package of support and improve emotional wellbeing.</p> | <ul style="list-style-type: none"> <li>• Bi-annual report from Counselling Service</li> <li>• CPD Notes</li> <li>• Notes from meetings with EWEL team</li> </ul> | <p><b>£540</b> (2 drawing and talking interventions)</p> <p><b>£4340</b> (Counselling SLA)</p> <p><b>£1119</b> (Emotional Wellbeing training)</p> | <p>We continue to buy into the Counselling Service for those children in need. Drawing and Talking Interventions are in place for two children. We have signed up to do Thrive training in May and are currently participating in the Anna Freud Inspire project looking at how to stay emotionally safe.</p> | <p>We have extended our Counselling Service time so that we are able to continue to support children's needs. A member of staff is currently being trained to deliver the Thrive project and Y4 and Y5 (11/28 pupil premium children within these year groups) have completed the Inspire project. The children have a better understanding of mental health and how to stay emotionally safe.</p> | <p>Our extended counselling time has been key in supporting children of receipt of Pupil Premium so that they are better able to engage in work. We have reviewed this years provision, and have made plans to further adapt sessions in order to build on progress and support more Pupil Premium children.</p> <p>A member of staff is currently being trained, to deliver the Thrive project and plans have been made so that work can begin early in the next academic year.</p> |

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|   |   |   |  |         |   |  | Year 4 and Year 5 (11/29 pupil premium within these year groups) have completed the Inspire project. The children have a better understanding of mental health and how to stay emotionally safe. Our emotional wellbeing lead has liaised with our PHSE co-ordinator to build these sessions and others like it into our PSHE curriculum. |
| E | Improved attendance of specific individuals | Targeted monitoring of attendance and early intervention with family and AIT. | <ul style="list-style-type: none"> <li>Attendance records</li> </ul> | HT Time | Attendance for pupils in receipt of pupil premium is slightly below non pupil premium:<br>Pp attendance- 97.35%<br>Non pp attendance- 97.52%<br>Medical evidence is required for those defined as | Attendance for pupils in receipt of pupil premium is slightly below non pupil premium:<br>Pp attendance- 96.15%<br>Non pp attendance- 97.18%<br>Medical evidence continues to be sought and 3/28 | Attendance for pupils in receipt of Pupil Premium continues to be below national other. National data for the first two terms indicates an absence rate of 3.7% for our Pupil Premium children against 2.8% national other.   |



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|   |   |   |  |   | <p>persistent absentees, where illness is the reason for absence.</p>   | <p>children who currently have &lt;90% attendance are being monitored and supported jointly by the Head and outside agencies.</p>   | <p>13% of Pupil Premium children were persistently absent against 2.7% national other. These figures must be treated with caution due to the small numbers of children concerned. Half termly attendance was carefully monitored and all issues dealt with according to the local authority policy and procedures.</p> |
| F | <p>Increased health and wellbeing of pupils</p> | <p>All PP pupils in year 6 are given the option to participate in the outdoor club developing a love of outdoor life and generally giving them opportunities to increase new skills and confidence. Support with trips and residential.</p> | <ul style="list-style-type: none"> <li>• Attendance of clubs</li> <li>• Pupil Voice</li> </ul> | <p>Y6 Residential<br/>£310 (x4)<br/><b>£1240</b><br/>Y5 Residential<br/>£100 (1/2 paid x 7)<br/><b>£350</b><br/>Music Lessons<br/>£168 (x2)<br/><b>£336</b><br/>Clubs<br/><b>£100</b></p> | <p>3 children in receipt of pupil premium are learning to play an instrument. Residential visits have been paid for out of pupil premium allocation. All Y6 children in receipt of pupil premium have been offered the opportunity of</p> | <p>3 children continue to enjoy learning an instrument. Residential visits have been paid for out of pupil premium allocation. All Y6 children in receipt of pupil premium have been offered the opportunity of</p> | <p>Three children continued to learn to play an instrument and were encouraged to join the school orchestra. All pupil premium children in Year 5 and 6, attended residential visits. All year 6 children in receipt of pupil premium, were given the</p>  |

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|  |  | Support with musical tuition |  |  | funded places on Outdoor Activity Club events. | funded places on Outdoor Activity Club events. | opportunity to take part in the outdoor club, the vast majority took advantage of this opportunity, which had a positive impact on their resilience in the face of challenge, and their ability to work as part of a team. |
|--|--|------------------------------|--|--|--|--|--|

| Budget Summary            |  |                               |
|---------------------------|--|-------------------------------|
| Desired Outcome           |  | Cost                          |
| A                         | Improved outcomes in Mastery Maths across the school                                   | £360                          |
| B                         | Improved progress for pupils who are not meeting ARE in English.                       | £8,267.50<br>£5,400           |
| C                         | Improved progress for pupils who are not meeting ARE in Maths.                         | £8,267.50                     |
| D                         | Improved confidence and reduced anxiety in social situations and within the classroom. | £540<br>£4340<br>£1119        |
| E                         | Improved attendance of specific individuals  |                               |
| F                         | Increased positive mental health and wellbeing of pupils                               | £1240<br>£350<br>£336<br>£100 |
| <b>Total Budget Spent</b> |  | <b>£30,320</b>                |

| Additional Funding Supporting Provision |  |
|---|--|
|   |  |

## Governance

### Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Mr M. Berriman

Pupil Premium Monitoring Visit

Autumn: ✓

Spring:

Summer:

#### Autumn Summary

Mark Berriman came in and looked at individual plans in place to support pupil premium children. He will be returning in the Spring Term to monitor the impact of these plans on attainment, progress and attendance.

Mark came in and we reviewed the autumn data and progress. Questions were asked around how the data has been used to modify and improve provision for these children. We agreed that data was being used as effectively as possible and are happy with the progress so far.

Mark will come in again at the beginning of summer term to review the spring data.

#### Spring Summary

Mark Berriman came in and looked at individual plans in place to support pupil premium children.

Mark came in and we reviewed the spring data and progress. Questions were asked as to how we are responding to children whose attendance has been noted as less than the national average and he was happy with the actions being taken to address this.

He will be returning at the end of the Summer Term to evaluate the overall impact of these plans on attainment, progress and attendance.

#### Summer Summary

Mark Berriman came in and evaluated the Pupil Premium strategy in the context of overall achievement of Pupil Premium children during this academic year. All Pupil Premium children have made some progress academically this year. He challenged the impact of last year's Pupil Premium spend, and questioned whether there was anything we could or should change. Aspects that have proved to be successful were identified, some of

which will carry on into next year. Overall the Pupil Premium strategy for 2018/19 was successful. Awareness of individual needs have been taken into account, when devising next years strategy.

|             |                |
|-------------|----------------|
| Review Date | September 2019 |
|-------------|----------------|

**Review of Previous Outcomes for Pupil Premium Children**

| Previous Academic Year 17/18                         |   |   |   |               |
|--|---|---|---|---------------|
| i. Quality of teaching for all                       |   |   |   |               |
| Desired outcome                                      | Chosen action / approach  | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | Lessons learned: (and whether you will continue with this approach)   | Cost          |
| Improved outcomes in Mastery Maths across the school | Staff training led by Maths Lead, who is undergoing training to be a Specialist Lead in Mastery Maths | All staff have received training and observations to date have shown the impact of this approach to have a positive impact on all children including those eligible for PP. | As the mastery maths approach has been established, the small steps have enabled us to explore more fully areas needing further work in order for pupils to narrow the gaps in their learning. In identifying these areas, we will continue to target the attainment in maths | <b>£2'400</b> |

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|  |  |  | thereby improving outcomes for all.  |                |
| Improved progress for pupils who are not meeting ARE in English. | <p>Additional teacher for Y6 English.<br/> Booster teaching for Y2 and Y5 outside of standard lessons.<br/> Small group phonic sessions for children not meeting ARE in phonics.<br/> Daily 1-1 reading for children in KS1 not meeting ARE.</p> <p>Support for in class needs of individuals</p> <p>Weekly 1-1 reading for children in KS2 not meeting ARE.</p> | <p>100% of PP children in Y6 made at least ARE across the board. 100% of PP children in Y1 passed their phonic screening and 80% of PP children in Y2 met ARE in reading and writing.<br/> Improvements for many of our PP children in other year groups have been seen – regular reading has made a real difference – although the improvements are not always retained after holidays, the regular practise in schools has been an invaluable support enabling better, more accurate decoding for fluency.</p> | <p>With improved fluency and decoding, we intend to continue the strategies used to further progress. Future interventions will focus on comprehension.</p> <p>Phonic sessions will continue to be run for PP children who are not ARE in phonics.</p> | <b>£25'000</b> |
| Improved progress for pupils who are not meeting ARE in Maths.   | <p>Additional teacher for Y6 English.<br/> Booster teaching for Y2 and Y5 outside of standard lessons.<br/> High quality daily catch up session following maths lesson for any child not</p>   | <p>100% of PP children in Y6 made at least ARE across the board.<br/> Booster teaching helped to build confidence in basic skills and the catch up sessions following maths lessons meant that potential gaps in progress</p>  | <p>While improvements can be seen across the year groups, there is further work to be done to ensure that progress continues and that children meet ARE.</p>   |                |

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|   | meeting the lesson objective.<br>Delivery of First Class at Number intervention to pupils in blocked sessions.   | toward meeting ARE could be minimised and skills could be consolidated through over-learning, where necessary.<br>First Class at Number intervention wasn't used as the children had gaps in learning that needed to be addressed more urgently.  |   |               |
| Improved social and emotional well-being of specific pupils | Continue to fund high quality counselling for pupils in need.<br><br>Train another member of staff to deliver counselling and therapeutic strategies.<br><br>Delivery of Zippy's Friends/ Getting Along interventions. | CBT, counselling and Drawing and Talking training was completed by a member of SLT who has then cascaded training and resources to other staff in order to deliver intervention to identified children.<br>School counsellor continues to be beneficial to the emotional well-being of pupils | With a better understanding of how to identify children struggling with emotional wellbeing, there is much work to be done to support these children so that they are emotionally ready to learn. This means that the work around SEMH will continue to be a focus for development and support to pupils.<br>The member of staff set to deliver Zippy's Friends left and so there wasn't anyone available to run this. We are looking for new approaches to support Social and Emotional needs. | <b>£6'000</b> |
| Improved attendance of specific individuals                 | Targeted monitoring of attendance and early  | TAFs have been put in place and meetings have   | Families need further support in maintaining an   |               |

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|  | intervention with family and AIT.  | been held with a view to improving attendance – this has been effective in short term bursts.   | appropriate attendance record – outside agencies have been consulted so that support for home is appropriate and monitored accordingly. |  |
| Increased health and wellbeing of pupils | All PP pupils in year 6 are given the option to participate in the outdoor club developing a love of outdoor life and generally giving them opportunities to increase new skills and confidence.<br>Support with trips and residential visits.<br><br>Support with musical tuition | PP children participated in our outdoor club and this had a positive impact on their confidence socially within the group.<br>Support was provided for trips and our residential. | This was felt to have such a positive impact on pupils' health and wellbeing that we are planning for this to continue.                 |  |