

# **Pupil Premium Impact Plan/Annual Statement**

## **Pupil Premium 2018 - 2019**

The Headteacher, Senior Leaders, all staff members and the Governing Body are committed to meeting the pastoral, social and academic needs of all pupils including those with Pupil Premium in school. They have ensured that pupil premium funding has been used to overcome barriers to learning, including reading, writing and mathematics, as well as meeting individual social or welfare needs. The PPG has been carefully targeted at the designated children in the school by using a range of data and information. By using effective and rigorous controls the governors ensure that pupil premium funding has been effectively and efficiently managed.

The funding contributed towards the following initiatives in 2018 – 2019.

### **Needs driven support**

Targeted interventions implemented in KS2 to deliver interventions based upon detailed analysis of the progress and attainment of each learner. These may be 1:1 sessions or small groups. Impact of interventions are assessed and evaluated continually.

£4,070

### **Implementation of two Maths teaching groups in Y6**

An additional teacher was put in place in Y6 for 2 - 3 teaching sessions per week for Maths, over two terms, to enable smaller teaching groups and more rapid intervention to support pupils with learning gaps, as well as to challenge more able disadvantaged pupils.

£4,820

### **Emotional support**

Two members of staff were trained on The HOPE Project (Helping Our Pupils Emotions) tier one support. As a result we implemented 1:1 support sessions / nurture groups for targeted children to develop emotional resilience, positive self-esteem and form good relationships.

Contribution from pupil premium funding: £3,000

## **Resources**

Resources purchased to develop The Hope Corner and to support the children's mental health and well-being in school.

£500

## **Subsidised school trips and enrichment activities**

Children on FSM had trips either fully subsidized or paid a token payment towards trips, including a residential visit to Laches Wood and other enrichment activities in school.

£165

## **Annual Statement 2018 – 2019**

This reports how Pupil Premium has been used in our school, intervention that has been supported by the additional funding and details the attainment and progress of pupils covered by the premium as well as progress made towards diminishing differences with other pupils.

The total received during this period (April 2018 to March 2019) for learners eligible for Pupil Premium at the time of census Spring term 2018 was £12,555. This funding was targeted to further develop provision to ensure all learners achieve their full potential through teaching and learning, as well as emotional support in our school.

The funding will contribute towards the following initiatives in 2019 – 2020.

Focus	Barriers to learning	Desired outcomes	Success criteria	Strategies/Interventions	Implement when? (from and to)	Monitoring (who and when)	Evaluation
Maintaining and building upon improved reading and writing attainment and progress for disadvantaged pupils	<p>Mobility</p> <p>Developing fluency / reading speed</p> <p>Accessing reading test papers – test technique.</p> <p>Disadvantaged pupils with SEND – in particular, dyslexia, ADHD</p> <p>Individual emotional needs and wellbeing</p> <p>Disengagement, lack of parental support, underdeveloped skills in grammar, spelling and punctuation.</p>	<p>Disadvantaged pupils achieve ARE or GDS in-line with non-disadvantaged pupils in school and nationally and progress rates are similar.</p> <p>Boy / girl cohort specific gaps identified are narrowed.</p> <p>Boys progress in reading and writing improves to be more in-line with girls.</p> <p>Specific interventions have impact on pupil progress.</p>	<p>Progress and attainment of disadvantaged pupils is in-line with non-disadvantaged pupils.</p> <p>Expectation of at least 12 months progress on PIRA / AR end of year test.</p> <p>Evidence of progress in AR star reading tests as well as evidence of pupils being motivated and reading frequently.</p> <p>Reading and writing interventions enable children to catch up quickly.</p> <p>Evidence of improved progress in books.</p>	<p>1:1 reading; phonics intervention; Y1/2 Optima / L+S, precision teaching and Y3L+S interventions;</p> <p>Toe by Toe</p> <p><u>Rapid Reading and Rapid Phonics</u></p> <p><u>Accelerated Reading Scheme</u></p> <p>Use information from STAR testing / diagnostic reports to inform individual targets.</p> <p>Parent information sessions for each group in how we teach reading, spelling, GPS and writing. Class intranet pages for parental support and resources.</p> <p>Reading to Rosie, therapy dog x2 per week.</p> <p>Spellodrome</p> <p>Grammar, punctuation and spelling – discreet lessons.</p> <p>Talk for writing strategies.</p> <p>Unit approach to developing writing skills – cold task, skills development, practise opportunities and hot task – assessed.</p> <p>Assessment for learning – teaching meeting individual needs.</p> <p>Strengthening the impact of marking and feedback on pupil outcomes.</p> <p>Focus on metacognitions – teaching the children explicit learning skills.</p>	<p>Sept 19- July2020</p> <p>AR progress reviews Dec, March and July</p> <p>Sept 2019, Dec 2019, March 2020</p> <p>September 2019</p> <p>Sept 2019 – July 2020</p>	<p>English co-ordinator and SENCO report top SLT half termly.</p> <p>Termly pupil progress meetings.</p> <p>November – School led Deep Dive into Reading – HT/ English Co-ordinator</p> <p>Learning walks and work scrutiny each term – DHT/HT/English Co-ordinator.</p>	

Improving attendance and punctuality for disadvantaged pupils	Parental disorganisation  Emotional needs	Improved punctuality and attendance  In 2018/19 pupils in this group had attendance below 95%—improve so that all have attendance above 95% in 2019/20.	All disadvantaged pupils meet the school's target of at least 95% attendance.  School no longer in bottom 10% nationally for FSM attendance	All pupils on list for first day response; Letters sent home if attendance falls below 95% followed by another letter and referral to the EWO if no improvement. Attendance meetings with parents when appropriate; phone calls home from teachers and discussions at parents' evening.  Termly reporting to governors on attendance data for this group.  Implement as a target on Early Help / CIN Plans and give the pupils a sense of responsibility for attendance and punctuality.	Sept 2019 to July 2020	E Pearce and Office staff / EWO	
Improve self-esteem, confidence and emotional wellbeing for identified children within the PP group.	Social and emotional barriers to learning  Family circumstances	Children are happy, confident and well supported to meet additional challenges they face outside of school	EHP and LST reports identify progress towards targets for these children. Behaviour and attitude in school improves.	Nurture time Learning mentor support in school BSC/ASC  Lunchtime clubs  Referral to The HOPE project for individual or group support in school.  Therapy dog in school x2 weekly.  Purchase additional resources to support pupil mental health and well-being.  Training for co-ordinator on play and art therapy to introduce during the year..  Referral to LST and follow Early Help Plans where appropriate.	Sept 2019 to July 2020	All staff  SENCO  HOPE Co-ordinator  Pets for Therapy Charity	

### Forecast Expenditure 2019/20

Resource	Cost
Non class based SENCO to support teaching and learning including interventions	£10,300

Subsidy on residential and school trips	£200
Contribution to HOPE Staffing and resources	£2,000
CPD	£1,000

## 2018 - 2019 Impact Statement

### Attendance

	% of sessions missed due to overall absence			
	2018		2019	
	School	National average	School	National Average
<b>All Pupils</b>	3.4%	4.2%		
<b>Free School Meals (Ever 6)</b>	4.4%	5.7%		
Non FSM	3.3%	3.6%		
	% Persistent absentees- absent for 10% or more sessions			
<b>All Pupils</b>	4.5%	9.6%		
<b>Free School Meals</b>	0	17.2%		
Non FSM	4.8%	6.9%		

### Attainment and Progress Data Phonics: proportion attaining the expected standard in Phonics Y1 and Y2

	Year 1			Year 2 Cumulative		
	2017	2018	2019	2017	2018	2019
School Disadvantaged KS1	N/A	0	N/A	50% (1)	(1) 100%	N/A
Other KS1	90%	90%	97%	97%	100%	100%
National other pupils	81%	81%	%	91%		
Within school gap	N/A	N/A	N/A	-47%	n/a	N/A
Difference to National	N/A	N/A	N/A	-41%		N/A

### Average point scores / % at Y2 expectations by disadvantaged pupils KS1 (total number in group)

Number of pupils in brackets	2017 % expected or above	2018 % expected or above	2019 % expected or above

<b>Reading</b>				
School Disadvantaged KS1	(2)	50%	(2) 100%	N/A
Other KS1	(29)	90%	(29) 81%	(27) 93%
National Disadvantaged		75%	79%	60%
Within school gap		-40%	+19%	N/A
Difference to National		-25%	+21%	N/A
<b>Writing</b>				
School Disadvantaged KS1	(2)	50%	(2) 50%	N/A
Other KS1	(29)	83%	(29) 81%	85%
National Disadvantaged		68%	74%	53%
Within school gap		-33%	-30%	N/A
Difference to National		-18%	-24%	N/A
<b>Mathematics</b>				
School Disadvantaged KS1	(2)	50%	(2) 100%	N/A
Other KS1	(29)	83%	(29) 81%	89%
National Disadvantaged		75%	74%	61%
Within school gap		-33 %	+19%	N/A
Difference to National		-25%	+26%	N/A

**% at Y6 expectations by disadvantaged pupils KS2 (total number in group)**

<b>Number of pupils in brackets R/W/M Combined</b>	<b>2017 % Expected +</b>	<b>2018 % Expected +</b>	<b>2019 % Expected +</b>
School Disadvantaged KS2	(4) 25%	(1) 100%	(1) 100%
Other KS2	(29) 90 %	(33) 58%	(33) 79%
National disadvantaged	61%	70%	47%
Within school gap	-65%	+42%	+21%
Difference to National	-36%	+30%	+53%
<b>Reading</b>			
School Disadvantaged KS2	(4) 25%	(1) 100%	(1) 100%
Other KS2	(29) 90%	(33) 70%	(33) 91%
National	71%	80%	58%
Within school gap	-65%	+30%	+9%

Difference to National	-46%	+20%	+42%
<b>Writing</b>			
School Disadvantaged KS2	(4) 50%	(1) 100%	(1) 100%
Other KS2	(29) 93%	(33) 82%	(33) 88%
National	76%	83%	63%
Within school gap	-43%	+18%	+12%
Difference to National	-26%	+17%	+37%
<b>English Grammar, Punctuation and Spelling</b>			
School Disadvantaged KS2	(4) 50%	(1) 100%	(1) 100%
Other KS2	(29) 97%	(33) 64%	(33) 85%
National	77%	82%	63%
Within school gap	-47%	+36%	+15%
Difference to National	-27%	+18%	+37%
<b>Mathematics</b>			
School Disadvantaged KS2	(4) 50%	(1) 100%	(1) 100%
Other KS2	(29) 93%	(33) 64%	(33) 91%
National other pupils	75%	81%	63%
Within school gap	-43%	+36%	+9%
Difference to National	-25%	+19%	+37%

### Strengths

- The majority pupil premium children in the school made at least good progress in reading, writing and maths.
- Proportions of pupil premium children meeting and exceeding age related standards in reading, writing and mathematics are good compared to national.
- Attendance rates for pupil premium children are above national with no persistent absence in 2018.

### Weaknesses

- Pupil premium children who are also on the SEN register with behaviour and emotional needs and have attendance below 90%, didn't meet the age related expectations in 2019.
- Progress of one pupil premium child was below national at the end of KS2.

**Whole School Teacher Assessment 2019**

<b>Year Group</b>	<b>Disadvantaged ARE</b>			<b>Disadvantaged GDS</b>		
<b>Attainment</b>	<b>R</b>	<b>W</b>	<b>M</b>	<b>R</b>	<b>W</b>	<b>M</b>
<b>1</b> (0)						
<b>2</b> (0)						
<b>3</b> (1)	100% Progress 6.0	100% Progress 6.0	100% Progress 6.0			
<b>4</b> (2)	100% Progress 6.0	100% Progress 6.0	100% Progress 6.0			
<b>5</b> (4)	3/4 75% Progress 67.5	2/4 50% Progress 7.5	3/4 75% Progress 6.0			1/4 25%
<b>6</b> (1)	100%	100%	100%		gps 100%	