



PUPIL PREMIUM
REVIEW OF EXPENDITURE
2018 - 2019

<i>Quality of Teaching for All</i>			
Total Budgeted Cost:			£124,000
Desired Outcome	Action / Approach	Estimated Impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned
<ul style="list-style-type: none"> • Improve the progress of disadvantaged pupils by the end of KS2 with particular focus on reading. • Progress of disadvantaged pupils is in line with non-disadvantaged and at least 0 	<ul style="list-style-type: none"> • Teacher appraisal clearly states the teacher's responsibility and accountability for the progress of the disadvantaged pupils. • Provision maps clearly identify directed teacher time for disadvantaged pupils. • Use of HLTA and TA staff to allow teachers to focus on disadvantaged children in line with provision maps. 	<p>Y6 – Reading progress score for PP children improved from -5.61 (2018) to -1.49 (2019). Gap between PP and none PP narrowed to -1.18 in 2019 compared to -3.9 in 2018.</p>	<p>Highly structured Guided Reading has had a positive impact on all the attainment of all children, including those who are disadvantaged. The gap in school has reduced from -27 (2018) to -3 (2019) in relation to pupils who reached the expected standard. Although progress is not yet at zero, the strategy is succeeding in narrowing the gaps in progress and attainment and should continue.</p>



<ul style="list-style-type: none">● Improve the attainment of disadvantaged pupils by the end of KS2 with particular focus on reading.	<ul style="list-style-type: none">● Teacher focus groups for whole class guided reading have staff clearly focussed on disadvantaged children, especially those who are working at greater depth.● Sharing good practise within school of challenging questioning and comprehension skills.● Purchase a range of exciting and stimulating books for upper key stage 2.● Whole school reading initiatives (DEAR and Reading Karate) to raise the profile of sustained reading especially at year 6.	<p>Y6 – 2019 data shows that 14% of disadvantaged pupils achieved greater depth in reading, compared to 6% in 2018.</p> <p>The attainment gap between PP and non PP pupils achieving Greater Depth widened from -7 in 2018 to -10 in 2019.</p>	<p>The greater emphasis on challenge for the more able has had an impact on the number of both PP and non-PP pupils achieving Greater Depth in reading. Although the gap widened in school, both groups increased in size.</p> <p>Further targeting of those PP pupils who could potentially achieve GD should be a priority in the next year.</p>
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<ul style="list-style-type: none"> • Further narrow the gap in attainment at the end of KS2 in reading, writing and mathematics between disadvantaged and non-disadvantaged children particularly writing • Increase the percentage of More Able disadvantaged children reaching greater depth, particularly in writing at KS1 and Reading and writing at KS2 	<ul style="list-style-type: none"> • In class highly skilled HLTA allows the class teacher to focus on the disadvantaged children in 3 sessions per week. • HLTA, Class Teacher, Head teacher take 'booster groups' to ensure PP children's specific needs are met. PP children taken by class teacher and HT. • Invest in high quality training to develop the mathematical reasoning across the school. LA maths lead 	<p>Y6 Attainment data shows gap between disadvantaged and non-disadvantaged narrowed at EXS from -47 in 2018 to -27 in 2019 in writing.</p> <p>In maths, at EXS, the gap narrowed slightly from -29 to -27.</p> <p>See above for analysis of reading at KS2.</p> <p>At KS1, 15% of all children achieved GDS in writing. This was lower than 2018. 10% of the disadvantaged pupils in Y2 (2 children) reached the GDS standard in writing.</p> <p>At KS2 GDS, writing data was disappointing. Only one child was awarded GDS and she was non-disadvantaged. The in school gap narrowed from -21 in 2018 to -5 in 2019.</p> <p>14% of disadvantaged pupils achieved GDS in 2019 compared to 6% in 2018. The gap between PP and non-PP</p>	<p>Overall attainment in writing at GDS was disappointing. This is a focus for next year.</p> <p>There is evidence that the Pupil Premium Strategy has had a positive impact across the attainment in all areas, however, further work is required to ensure that the gaps continue to narrow.</p> <p>The progress of disadvantaged pupils in maths should also be a priority for next year.</p>
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		children narrowed from – 14 in 2018 to -5 in 2019.	
<ul style="list-style-type: none"> ● Increase number of disadvantaged pupils passing phonics screen and narrow the gap between disadvantaged and non-disadvantaged. ● Ensure that of the 27% of disadvantaged pupils who did not pass the phonics screen in year one at least 50% pass the re sit in year 2 	<ul style="list-style-type: none"> ● Class teachers take targeted support groups during assembly to deliver quality first teaching tailoring the sessions to the PP children’s needs. ● In 3 whole class phonics teaching sessions, HLTA takes some of the children to allow the class teacher to provide additional input to the pupil premium children. ● Year two teachers to pay particular focus in reading provision maps to the disadvantaged children who did not pass the phonics check. ● Use of TA for an afternoon each half term for Literacy lead to develop ‘reading workshops’ for EY and year one parents during school time. 	<p>The proportion of pupils who achieved the standard was average. (82%) There was no difference in the proportions of disadvantaged and non-disadvantaged pupils who passed the screen. (PP – 81.8% and non-PP 82.4%).</p> <p>Question level analysis shows that 72.7% of disadvantaged scored within the 37 – 40 band, whilst 61.8% of non-disadvantaged pupils scored within this band.</p> <p>Of the 8 pupils who re-sat the Phonics Screen in Year 2, 3 of them passed (38%). 3 of the pupils who did not pass had Early Help or Social work involvement and the other 3 pupils who did not pass have additional needs.</p>	<p>Evidence suggests that the PP strategy is having a positive impact on ensuring children leave Y1 without there being a gap between the PP and non-PP children in phonics attainment. This is to be maintained as children move through the school.</p>



<ul style="list-style-type: none"> • EYFS gap between disadvantaged and non-disadvantaged diminished • Children with skills low in PSED make rapid progress in catching up 	<ul style="list-style-type: none"> • HLTA in R frees class teacher to provide targeted support for PP children in phonics x3 20 minute sessions per week • Same strategy for mathematics skills • Teachers' pay particular focus to the PP children in small group time and targeted activities. Provision maps show the PP children's needs and gaps are considered in every session. 	<p>2019 data shows that 60% of PP children achieved GLD compared to 63% of non – PP pupils.</p> <p>64.3% of PP children achieved the expected standard in PSED compared to 66.7% of the non-disadvantaged pupils.</p>	<p>Data shows that the PP strategy is effective in narrowing the gaps in PSED. (Baseline showed that less than 13% of the cohort came in to reception at 40 – 60 months in this area.</p>
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<i>Targeted Support</i>			
Total Budgeted Cost:			£27 225
Desired Outcome	Action / Approach	Estimated Impact: Did we meet the success criteria? Include impact on pupils	Lessons Learned



		not eligible for PP, if appropriate.	
<ul style="list-style-type: none"> EYFS gap between disadvantaged and non-disadvantaged diminished 	<ul style="list-style-type: none"> BLAST2 for targeted PP children with Language and auditory needs Using materials and resources from SALT small groups of PP children are targeted daily by the class teachers. HLTA to work with other children during these sessions. 	<p>2019 data showed a gap between the Disadvantaged and the non-disadvantaged pupils achieving GLD of - 7.2, however, the average total point scores were similar between the two groups (28.2 for PP children, and 28.7 for non-PP children).</p>	<p>BLAST has been adapted to provide more bespoke interventions to support individual children. The high priority and accountability for the progress of the disadvantaged pupils has had an impact in terms of their attainment.</p>
<ul style="list-style-type: none"> For reception, those disadvantaged children that enter with skills significantly below what is typical for their age to catch up quickly in their skills in PSED so that they can access the EYs curriculum. 	<ul style="list-style-type: none"> Nurture groups identified for pupils with skills less than expected for their age in PSED. Turn taking games and social enrichment activities. Delivered by experienced class teachers for 30 minute sessions. S&L support accessed from local authority to develop children's communication skills. 		



<i>Other Approaches</i>			
Total Budgeted Cost:			£450
Desired Outcome	Action / Approach	Estimated Impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned



<ul style="list-style-type: none"> ● Improve the attendance of disadvantaged pupils and reduce persistent absenteeism 	<ul style="list-style-type: none"> ● Employ senior teacher to monitor attendance and liaise with STC attendance team 	<p>PP attendance 93.34%, Non PP 93.8% No gap between PP and Non PP.</p> <p>There is no observable gap between PP and Non PP children in terms of Persistent Absence however it is higher than the National Average and is a whole school focus for the next academic year.</p>	<p>Whilst improving attendance continues to be a priority this year, strategies are in place and effective in ensuring that PP pupils attendance is not different to that of non-PP pupils.</p>
<ul style="list-style-type: none"> ● Improve the attainment of the PP children in year 5 so that they are well prepared for the transition into upper key stage 2 and continuing into KS3 	<ul style="list-style-type: none"> ● Reduce the class size from 36 to 18 x 2. This complex cohort did not perform well in year three. Experienced member of staff taking the majority of PP children to allow her to use experience to focus on their needs. 	<p>In Reading, Writing and Maths 100% of PP children made expected progress towards their own end of year attainment.</p> <p>(Better than expected progress: 37.5% Reading, 13% Writing and 25% Maths)</p>	<p>Reading: 25% below expected progress from KS1 to KS2 towards their own end of key stage attainment. (25% above)</p> <p>Writing: 25% below expected progress from KS1 to KS2 towards their own end of key stage attainment. (12.5% above)</p> <p>Maths: 37.5% below expected progress from KS1 to KS2 towards their own end of key stage attainment. (12.5% above)</p> <p>PP focus groups need to continue to narrow this attainment gap.</p>
<ul style="list-style-type: none"> ● Raise the attainment and progress of higher ability PP children ● Offer PP children a rounded experience of the world, provide 	<ul style="list-style-type: none"> ● Group of 9 HA PP children Y6-4 to form liaison group to coordinate the new build, responsibility for website and coordination of visits 	<p>Konstruktion Kids Blog established and information shared with wider community through Website and assemblies etc.</p> <p>Writing scores at GDS were</p>	<p>Across all groups, the priority for next year is to secure an improvement on the number of pupils achieving GDS in writing.</p> <p>Progress in maths will be a focus next year to ensure that the gap narrows by the end of KS2.</p>



<p>inspiration and purpose for writing. Raising the percentage of higher standard disadvantaged writing.</p>		<p>disappointing and only one child achieved this standard (she was not PP).</p> <p>Attainment of the disadvantaged pupils improved at GDS in reading (6% in 2018 compared to 14% in 2019) and maths (6% in 2018 compared to 14% in 2019).</p> <p>Progress of the disadvantaged group improved in reading (-5.61 in 2018 to -1.49 in 2019), and writing (-3.80 in 2018 compared to -1.81 in 2019). In maths, the progress gap widened from -1.55 to -2.12.</p>	
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