

Pupil premium grant expenditure: 2018/19 (Academic Year)

Report to Governors

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (Autumn Census 2018)	241
Total number of pupils eligible for PPG (Jan 2019)	90
Amount of PPG received per pupil	1320
Service children	300
Total amount of PPG received (Academic Year) <i>(Based on 7/12ths of £147490 18/19 Finance Year and 5/12th of £134370 19/20 Finance year)</i>	£142023

Performance (pupils eligible for free school meals, service children, or in local authority care for at least six months)				
This table shows school and national data (NAT) for Pupil Premium (FSM6) at the end of Key Stage 1				
Percentage % Higher than National standards	2019			
	Expected+		Greater Depth	
Reading	NAT	School	NAT	School
		62	85	14
Writing	NAT	School	NAT	School
		55	70	7
Mathematics	NAT	School	NAT	School
		63	70	12
Science	NAT	School	NAT	School
		71		93

As the data above shows our PP children are currently achieving significantly above the national standards for KS1.

Pupil Premium children - End of KS1 July 2019

26 of 83 children in year 2 were pupil premium = 31.3%. (this was 50% last year)

18 of 87 of this cohort were PP when they started in Sept 2016

They were quite evenly spread across all the classes.

Year Two 2018/19	Class 3 Exc 9/29	Class 8 Exp 8/28	Class 7 Emg 9/26
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Tracking points	Reading		
	cohort	PP	PP =/+/-
Start	4.38	4.67	+0.29
Progress	8.37	8.09	- 0.28
End	12.75	12.76	-0.01

	Writing		
	cohort	PP	PP =/+/-
Start	4.54	4.72	+ 0.18
Progress	7.77	7.43	-0.34
End	12.31	12.15	-0.16

	Maths		
	cohort	PP	PP =/+/-
Start	4.3	4.44	+ 0.14
Progress	8.34	8.06	-0.28
End	12.64	12.5	-0.14

	Science		
	cohort	PP	PP =/+/-
Start	4.18	4.39	+ 0.21
Progress	9.07	8.84	-0.23
End	13.25	13.23	-0.02

As the data above shows all children started significantly below the expected standard for their age (expected is 6 points) with children varying from 4.18 to 4.72 points. This is from 1.28 to 1.82 points below the expectation.

More than one whole point is considered to be a significant gap.

The data shows that there is very little difference between the starting points for our PP children and their cohort, (between 0.14 to 0.29) with the PP children slightly higher than the cohort. There is also very little difference between the end points (0.01 to 0.16) with the PP children very slightly lower.

The difference in the progress of the PP group is 0.23 to 0.34 points less than the cohort. This is still a very small difference, but must be monitored, as the trend is usually that the PP children make very slightly more progress. This cohort does include one PP child with significant delay, currently undergoing tests for ASD.

The expected progress is from 6 points (40-60m) to 13 points (Exp 2) or 14 points (Exc 2) = 7 to 8 points over three years. 7 points would be expected, whereas above 7 points and up to 8 points or more would be above expected progress.

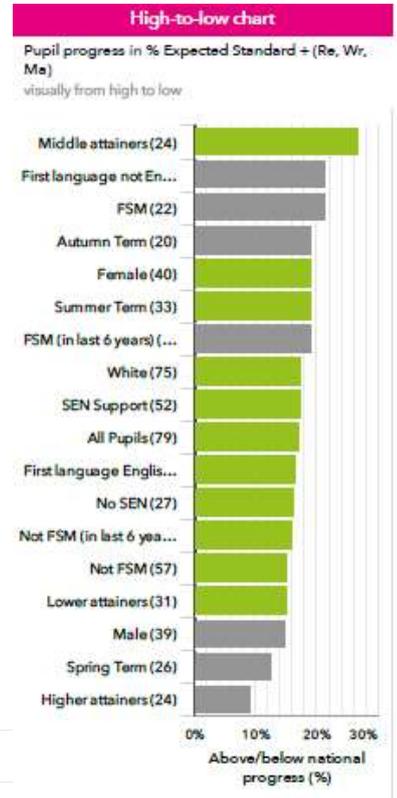
PP children as a group have made progress of 7.43 to 8.84 points over the three years, which shows above expected progress in all four subjects. This is significantly above in Reading, Maths and Science.

FFT Aspire data: Pupil Premium/FSM's groups.

FFT data shows that our FSM groups and FSM6 groups achieve significantly above National standards. FSM 21.33% above and FSM6 18.95%.

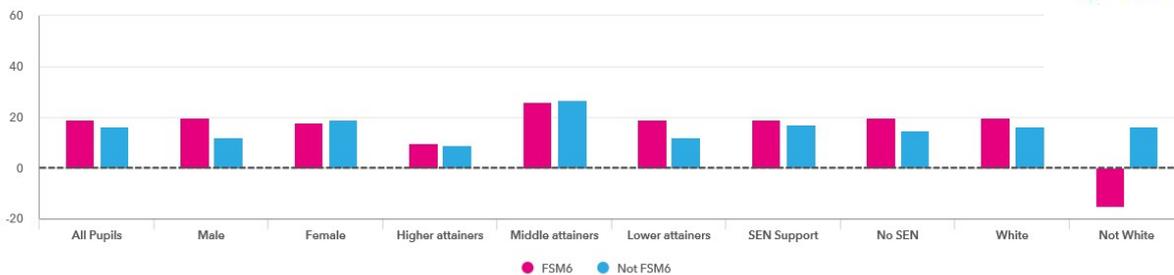
Our FSM group is our third highest achieving group from the eighteen groups listed who all achieve above National Standards. The FSM6 group is the seventh highest achieving group.

The table below compares our FSM6 pupils to not FSM6 pupils to show any progress gap. We can see that in seven out of ten groups the FSM6 children have achieved more progress than the not FSM6 group. In the final column "not white" we have no FSM6 children in this group. The other two areas where FSM6 group achieved less progress are "females" and "middle attainers".



Progress gap

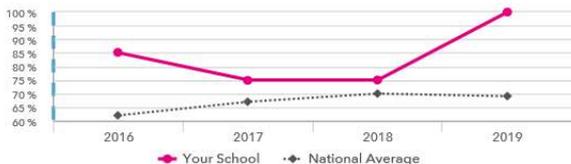
% Expected Standard + (Re, Wr, Ma) ✓



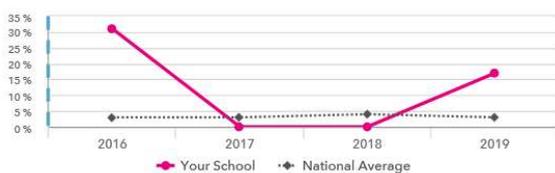
Further analysis of the girls FSM6 group has indicated that this group achieved 62% expected standard in R/W/M whilst the National average is 56%. There are thirteen girls in this group. 31% of this group achieved the higher standard. Also HNIS increased the groups progress for the twelve matched pupils by 18% (EXP) and 27% (GDS). Of the 38% who did not meet the standard (5 girls) three met the standard in at least two of the three core areas, one met the standard in one core area, all four also met the standard in science. Only one girl (7.7%) did not make the standard in any of the four areas.

Tracking points for three of the four girls we have entry data for, show that from their very low starting points they made the expected amount of progress or better. Two of them made 7 points progress in writing and 8 or 9 in the other three areas, and the other one made 8 points in writing and 9 in the other areas. The one girl that did not make the expected progress had previously good attendance in Reception and Year One, which dropped dramatically to 79.5% in Year Two with her only completing 10 weeks all year when she was here all week and on time. For 23 weeks she missed at least one or two whole days, and had "lates" in nearly all of them. HNIS was supporting the family with the attendance and other pastoral issues, on top of which she had SEN and was being supported by the LSS.

Bearing that in mind we were still able to help her make 31 months progress across the three years, for SEN children at least 30 months would be the expected progress at HNIS.



The Middle Attainers FSM6 group consists of 6 pupils. 100% of this group achieved the Expected standard in R/W/M as did 100% of the Middle Attainers who are not FSM6 group. The National Average is 69%. 17% of our Middle attainers achieved the higher standard where the National average is 3%.



Overall we can see that PP children have made good or better progress with the Higher Attainers and the Middle Attainers all meeting their age related expectations, and the Lower Attaining group all making expected or better progress.

Therefore from analysis of this data we can conclude that we have successfully identified and targeted this vulnerable group of children providing them with good teaching and targeted use of the PP funding to begin to close any gaps and also to improve the outcomes for these children compared to their peers.

Pupil premium children are initially identified in Nursery or Reception. They are known to their class practitioners. Key workers target them for additional pastoral care and reading, and their progress is closely tracked half termly over the year, and reviewed by the SLT.

Once in Key Stage One all of the PP children receive extra support in reading from a trained reading teacher. This is on top of the daily sessions in their classrooms and in addition to the ARP support.

Specialist music and Sports coaches give additional sessions to the PP children both in the form of after school clubs and small group or 1-1 sessions in school.

It was decided from our assessment and very detailed knowledge of our children that the best way for us to support them with this extra funding was to target the PP children with activities to raise their confidence and self-esteem, in order to raise standards across the curriculum, and to equip them with the tools to enable them to maintain these standards and progress as they move on beyond our school. The assessments from the specialist teachers show that the PP children all made progress in their personal development. In areas such as engagement in learning, independence, co-operation all PP children that were insecure moved to secure or very secure. In music and PE all PP children that were not on track to achieve the standards for their age did achieve the standards in these subjects. The grade system from the specialist PE teacher shows improvement in all PP children in areas such as behaviour, confidence, enthusiasm, team-work and skill, with the biggest improvements in confidence and skill. In music 100% of the targeted children progressed in confidence and 96% progressed in skill.

We believe that the effect of raising confidence and self-esteem for these vulnerable children is shown in their progress and outcomes in reading, writing, maths and science. This proves that we have added value for our Pupil premium children by supporting them in their personal development alongside the curriculum core areas.

Our tracking points system to show progress backs this up showing that children not on track to meet their age related expectations have for the most part met the expectation and where they have not, they have made good or better progress.

The FFT Aspire data also backs this up by showing increased progress for the Pupil Premium group (FSM6) of between 10 to 26%.

Summary of PPG spending 2018/19

Objectives in spending PPG:

Set realistic objectives that focus on specific groups of pupils or subjects. If you want to focus on mathematics, you may want to monitor progress in average point scores to show progress.

AS in previous years our objectives remain constant in respect of 1 – 7

1. To maintain the best support staffing levels throughout the school to support the learning of pupil premium pupils.
2. Provide support for parents in order to raise levels of attendance for disadvantaged pupils
3. Improve communication and raise levels of Writing throughout
4. Continuation of Reading programme
5. Additional support for developing communication, confidence and social skills via extra-curricular activities
6. To raise levels of confidence and self-esteem
7. To encourage and improve independence and engagement in learning

Summary of spending and actions taken:

Pupil Premium children are identified through our admission process, usually at the reception stage, and are targeted for additional pastoral care and reading, as well as small group work in fine and gross motor skills. Their progress is closely tracked half termly throughout the year and reviewed by the SLT. In KS1 children receive extra support in reading from a trained reading teacher, in addition to daily sessions and the ARP support. Specialist music and sports coaches provide additional sessions in the form of after school clubs and small group or 1:1 sessions in school. After school clubs enable children to develop a range of skills, including confidence, self-esteem, working together and sharing as well as having fun; it also enables staff to observe non-educational activities on a regular basis.

1. Levels of support staff have been maintained throughout the academic year
2. Continued employment of our own Home School Liaison Worker to more closely monitor attendance and support parents and pupils
3. Talk for Writing Programme and Resources
4. Continued employment of Specialist TA for Reading Programme
5. PE specialist to work with identified small groups and after school clubs
6. Specialist music teacher who provides extra-curricular activities for pupil premium pupils throughout the year
7. Extra-curricular activities supported by specialist teachers and teaching assistants

Record of PPG spending by item/project 2018/19 (Academic Year)

Item/project	Cost	Objective	Outcome
Maintain support staffing levels & TAs employed beyond school day	£102,919	Maintain levels of support required to provide effective differentiation for disadvantaged groups Pupil access to TAs	Object met – support staff ratios high and Key workers have time within school day to support specific with pupils
Continue to employ HSLW	£12,035	Provide in-house support for parents to access on a daily basis	Achieved – HSLW in post to support with attendance as well as other family issues
Talk 4 Writing	£400	To continue to resource the Talk for Writing initiative with a range of creative, exciting and quality teaching aids	Improved levels for all children and in particular those who may not get to experience some of the planned activities, new resources purchased in 2019.
Continuation of ARP	£12,925	Maintain ARP Teaching Assistant to work with targeted groups.	Continuation of reading programme to assist pupils.
Specialist Teacher of Music	£12,470	To work closely with all children but particular those who are disadvantaged in order to aid the development of the whole child and to support staff	Staff increased knowledge Children – improving social skills, independence, expression, concentration, confidence and self-esteem
Extra-curricular activities and resources Sports club Music club	£1,274 to support cost of specialist PE teacher and resources for sports club. Music club teaching costs supported as above.	PE and Music to build confidence, self-esteem and aid development of and increase communication skills	Specific groups identified for targeted support, i.e. concentration/co-ordination which has been delivered to individuals and small groups to enable them to better curricular access activities within the classroom

Total PPG received	142023
Total PPG expenditure	142023
PPG remaining	0