

Pupil premium information for 2019/20

Total pupil premium (PP) allocation for 2019/20:
£92 400

Numbers of pupils: 70
(17 % of NOR)

Total number of pupils in the school: 410

Year Group	Pupil Numbers*
Year R	7
Year 1	11
Year 2	9
Year 3	12
Year 4	9
Year 5	9
Year 6	13

0

OBJECTIVES

Attendance – Improve rates of overall and PA rates of attendance

Outcomes – Narrow the gap between DA children and non in KS2 EXS+ R, W & M.

Well-being – Attitudinal survey to school and self shows that DA pupils are in line with, or better than, non DA pupils.

Literacy – Pupils achieving GLS or EXS at the end of their phase continue to achieve at expected level or higher in Writing or Reading.

Objective 1:

Attendance– Improve rates of overall and PA rates of attendance

Actions	Success criteria	How will you ensure it is implemented well?	Person responsible for monitoring results	Cost/resource implications
Employ an attendance officer.	The rate of attendance for PP children has accelerated and is at least in line with national other pupils.	Close coordination between the safeguarding, attendance and leaders within the school.	HT SCH OPS MNGR KS2 AHT	£8603
To develop a bespoke response for PP children with attendance issues.	PP attendance is in line with national data.	Families of PP children with poor attendance have been met by the AO and barriers have been explored. These families have attendance plans in place and seek to overcome and provide a way forward to addressing their issues.	DP CT SAFEGUARD TEAM	£8000 LEARNING MENTOR FROM KICK
To introduce a new approach to dealing with PP children who are persistently absent.	PP persistent absence shows rapid improvement and is in line with national data.	Identified children – log of visits and actions (CPOMS). Regular reports to key stakeholders.	DP CT	Transport service to school for vulnerable and at risk families.
Further develop the school's commitment to rewarding good attendance.	We will develop a system that promotes and encourages regular attendance at school.	Close monitoring by the attendance officer.	AO HT	£500

To provide greater emotional and pastoral support for vulnerable pupils.	We aim to foster a child's academic development and emotional well-being both at home and at school. For this year, the school counsellor will work with both specific PP pupils and LAC pupils.	Regular meeting between attendance, welfare and safeguarding ensure that the school is well placed to react to children's needs.	The SENCo will engage in regular professional dialogue and monitor specific LAC + PP pupils.	£2500 for counselor £1, 710 Art Therapy, Lego Therapy, Drama workshops: .
Utilise a Family Support Worker	The main focus of the FSW role is on early preventative intervention, which often operates below the threshold that triggers specialist involvement. This may involve running parenting courses or helping parents to support their child through key transition periods such as the move from primary school to secondary school.	Much of the FSW practice involves taking individual responsibility for a broad range of parental engagement activities alongside specific support to individuals. A yearly time table of events is scheduled and records of attendees are kept to ensure that we can 'reach out' to as many families as possible.	FSW SENCO Welfare and Safeguarding to work in coordination	£13635
Work with partners within the Vanguard Learning Trust to develop a toolkit which ensures that pupils are engaged with their learning, have good attendance and make progress in their learning.	Toolkit developed for the school on strategies which can improve engagement, attendance and outcomes.	VLT monitoring, reports to local and trustee level.	WM	Release from class and management time.

Review:

Whole school attendance for the DA pupils has continued to improve.

Both current data and data from the previous year show approximately a 1% gap between DA pupils and NPPG pupils in attendance compared with academic year 2016/2017, before attendance was an objective identified on the school's three-year Pupil Premium strategy.

Attendance data for year 2019 2020:

02/09/19 to 20/03/20 (up to school closure for covid-19 (1.23% difference))

	Pupils in group	Attendances
Pupil Premium	68	94.60
Not Pupil Premium	290	95.83

02/09/19 to 06/03/20 (2 weeks before school closure (1.18% difference))

	Pupils in group	Attendances
Pupil Premium	68	95.12
Not Pupil Premium	288	96.30

02/09/19 to 20/12/19 (end of Autumn term (1.0% difference))

	Pupils in group	Attendances
Pupil Premium	68	95.13
Not Pupil Premium	274	96.13

Comparison with previous academic years shows a continuing trend for improved attendance rates for DA pupils:

04/09/18 to 24/07/19 (Academic year 2018/2019 (0.92% difference))

	Pupils in group	Attendances
Pupil Premium	85	95.19
Not Pupil Premium	327	96.11

04/09/17 to 20/07/18 (Academic year 2017/2018 (1.46% difference))

	Pupils in group	Attendances
Pupil Premium	113	94.64
Not Pupil Premium	360	96.10

05/09/16 to 21/07/17 (Academic year 2016/2017 (2.52% difference))

	Pupils in group	Attendances
Pupil Premium	121	93.49
Not Pupil Premium	423	96.01

Objective 2:

Progress – At both Key Stages, middle and high ability DA pupils make progress that ensures they are in line with pupils with similar starting points.

Actions	Success criteria	How will you ensure it is implemented well?	Person responsible	Cost/resource implications
Facilitate smaller group sizes in the core subjects	Middle and High PP make progress that is at least in line with Non PP pupils with a similar starting point. .	<p>Additional staff working to ensure that the needs of all pupils are met for core subjects. This allows for smaller, more focused groups.</p> <p>Focused scrutiny of work that compares the quality of work and progress of each PP child.</p> <p>Metacognition focus group for PP children to be delivered by EC in line with best practice from Challenge the Gap</p>	<p>The KS2 phase leaders will be responsible for ensuring that the interventions carried out respond to identified weaknesses evident in PiXL assessments.</p> <p>EC shadowed by KA</p>	£38,242
<p>Continue with PiXL Club to access resources which identify gaps and provide resources to improve attainment and progress.</p> <p>This approach will be expanded into KS1.</p>	Greater increase in the % of PP children reaching expected in reading at the end of KS2	The PiXL Club aims to support the promotion of excellence for pupils. One of the strategic approaches PiXL promote within every day teaching is through effective use of data to sharpen the focus on the key gaps in students learning, and then the implementation of specific personalised intervention for each student to enhance standards. This is achieved through, what PiXL term DTT (diagnosis, therapy and testing) and is essentially a cohesive formalised AFL approach across a department and the whole school.	UKS2 Phase Leader	<p>£4000 subscription</p> <p>Conferences: £1500</p> <p>Meetings:£1000</p> <p>Release from class £1000</p>
For middle leaders to develop a deeper understanding of tracking and monitoring marginal children.	Phase leaders have oversight of the progress made across RWM – especially with an emphasis of MA and HA PP pupils	<p>Minutes of phase meetings</p> <p>Leadership meetings</p> <p>Work scrutiny</p> <p>Data analysis</p> <p>Individual logins to FFT</p>	PHASE LEADERS JD	

Targeted Group or 1:1 Tuition for relevant subjects. This year, we will use PIXL assessments to enable us to target gaps in learning even more rigorously.	MA and HA PP children reach outcomes that are in line with their starting points	Easter school will run for four morning sessions during the Easter holiday. 1:1 tuition	KS2 Assistant Head UKS2 phase leader	£1000 – EASTER School Third Space learning - £2590 PP children.
Purchase SATs preparation materials. In addition to quality first teaching and targeted intervention, pupils need regular exposure to exam style questions.	The purchase of CGP 10 minute test books for reading, maths and gps will facilitate in assisting children for the assessments.	The books will be used as part of the weekly homework cycle in year 6 throughout the year.	Year 6 lead	£270 – no charge for pp families
Carry out structured conversations with PP families in Y2 and Y6.	In previous years, the development of metacognition has proved to have a very positive impact on narrowing the gap between the PPG and the NPPG	Pupil conferencing will offer pupils a chance to reflect on and, consequently, develop their learning. Pupil conferencing will feed into individual pupil profiles and will be further discussed in pupil progress meetings and at teacher/parent consultations	PHASE and YEAR LEAD Class Teachers... DHT	£6000 – to occur in Spring or Summer term

Review

Results for end of KS2 2019 2020 at EXP+ for RWM – based on teacher assessment

<u>Maths EXP+</u>	<u>Reading EXP+</u>	<u>Writing EXP+</u>	<u>GPS EXP+</u>
Pprem	Pprem	Pprem	Pprem
12 out of 18	13 out of 18	9 out of 18	13 out of 18
67%	72%	50%	72%
NPP	NPP	NPP	NPP
36 out of 45	35 out of 45	29 out of 45	34 out of 45
80%	78%	65%	76%
Whole Cohort EXP+	Whole Cohort EXP+	Whole Cohort EXP+	Whole Cohort EXP+
78%	76%	60%	73%

Gaps in reading and grammar are not significant.
Gaps in maths and writing are still evident but over three years, the gap between NPPG and DA has narrowed and this has been sustained.

Results for end of KS2 2019 2020 at GDS for RWM – based on teacher assessment

Maths GDS	Reading GDS	Writing GDS	GPS GDS
Pprem	Pprem	Pprem	Pprem
3 out of 18	2 out of 18	0 out of 18	3 out of 18
17%	11%	0%	17%
NPP	NPP	NPP	NPP
13 out of 45	8 out of 45	5 out of 45	18 out of 45
29%	18%	11%	40%
Whole Cohort GDS	Whole Cohort GDS	Whole Cohort GDS	Whole Cohort GDS
27%	16%	6%	32%

% Gap between Disadv and NPP		
EXP+	2018 2019	2019 2020
Reading	19	6
Writing	16	15
Maths	16	13
% Gap between Disadv and NPP		
GDS	2018 2019	2019 2020
Reading	12	7
Writing	12	11
Maths	20	12

(Note that only 2 pupils in the DA group were at GDS at the end of KS1 for reading; 0 pupils were at GDS for writing; 2 pupils were at GDS for maths.)

Subject Specific Progress from End of KS1 to End of KS2

Reading

23 Pupils at EXS in KS 1; 8 DA and 15 NPP; 13% of DA moved from EXS at End of KS1 to GDS at end of KS2; equally, 13% of NPP moved from EXS at End of KS1 to GDS at end of KS2.

12 Pupils at GDS in KS 1 (3 DA and 9 NPP); 33% of DA maintained GDS from End of KS1 to end of KS2; 54% of NPP maintained GDS from End of KS1 to end of KS2.

Writing

27 Pupils at EXS in KS 1; 10 DA and 17 NPP; No DA moved from EXS at End of KS1 to GDS at end of KS2; 12% of NPP moved from EXS at End of KS1 to GDS at end of KS2.

(There were no DA pupils at GDS at end of KS1.)

Maths

30 Pupils at EXS in KS 1; 8 DA and 22 NPP; 13% of DA moved from EXS at End of KS1 to GDS at end of KS2; 41% of NPP moved from EXS at End of KS1 to GDS at end of KS2.

6 Pupils at GDS in KS 1 (2 DA and 4 NPP); 100% of DA maintained GDS from End of KS1 to end of KS2; 100% of NPP maintained GDS from End of KS1 to end of KS2.

Comparison between NPP and PPrep pupils (as a percentage) reaching EXP+ in RWM over three academic years.

All Pupils	2017-2018 Exp+	2018 – 2019 Exp+	2019 – 2020 Exp+
R	79	80	76
W	75	71	60
M	77	80	78
PPrep	2017-2018 Out Exp	2018 - 2019 Out Exp	2019 - 2020 Out Exp
R	43	71	72
W	43	51	50
M	43	71	67

Objective 3:

Well-being – Attitudinal survey to school and self shows that DA pupils are in line with, or better than, non DA pupils.

Actions	Success criteria	How will you ensure it is implemented well?	Person responsible	Cost/resource implications
Utilize VLT adaptation of PASS test for pupil	Have equivalent PASS for key aspects of pupil well being	Online assessment completed over a period of three weeks	CH and CT Dan Stent from RHS to provide survey	Time
Results analysed from PASS assessment	Results analysis shared with stakeholders and an action plan created as a result for marginal groups or pupils	Information communicated and shared across SLT and GB. Measurable OKR's in subsequent action plan	WM	Release time £200
TEAM EMOji - rebalanced to include marginal pupils	Refreshed cohort of pupils attend TEAM EMOJI and feel they have a voice and place within the school. Subsequent PASS survey identifies improved attitude etc.	Schedule and register of meetings Monitor marginals for other variable such as attendance, behaviour to look for improvement Follow up TEAM EMOJI GROUP MEETING	WM CT	Time and ongoing monitoring
COMPARATIVE REPORT TO GB and BoT	DA have narrowed the gap over a 12 month period in terms of attitude to school and self.	Regular PASS capture to track progress. Timeframe - Spring 2020 - Spring 2021	WM CT	Release time for analysis £200

Review:

(This objective will be covered next year.)

Objective 4:

Literacy – Pupils achieving GLS or EXS at the end of their phase continue to achieve at expected level or higher in Writing or Reading.

Actions	Success criteria	How will you ensure it is implemented well?	Person responsible	Cost/resource implications
<p>A whole school approach to improving standards in reading must be underpinned by a thorough understanding of how we can support pupils in our classes. Training to be delivered via CLPE for CPD, resources and further guidance.</p>	<p>The school has reviewed its current practice in light of the advice and CPD provided by the advisor.</p> <p>Reading outcomes and progress for our DA pupils has improved at a rate that narrows the gap.</p>	<p>We will use funding for staff training, purchasing resources, additional reading resources.</p> <p>Delivering a phonics and reading breakfast for parents.</p>	<p>ES GM & JW</p>	<p>£1500 CLPE</p>
<p>Reciprocal Reading to be introduced into the school to support in class guided reading sessions. Training to be put in place for all key staff – teachers and teaching assistants have a common understanding of best practice.</p>	<p>Guided reading session ensure all children are engaged with a text which has challenging vocabulary and are varied/interesting in their content.</p> <p>Improved reading outcomes for pupils.</p>	<p>Monitoring of guided reading delivery – initial implementation in place from Autumn 2.</p>	<p>ES GM KH</p>	<p>£3000</p> <p>Scholastic Connectors £200 – catering for breakfast workshop</p>
<p>To provide workshop for parents.- Pupil Premium families receive priority notification and booking</p>	<p>Well attended, activities inform parents on supporting their children at home.</p> <p>Evidence of parents' understanding in their reading record books.</p>	<p>Regular check of reading records.</p> <p>PP pupil reading records checked first by class teacher.</p>	<p>PHASE LEADERS</p>	
<p>To provide structured 1:1 conversations with the class teacher which will include further phonics training – relevant to the pupil's phase of learning and resources to match.</p>	<p>The structured conversations occur across the spring and summer term.</p> <p>Jan – Meeting 1</p> <p>Mar - - Soft catch up</p> <p>May – Meeting 2</p>	<p>Meetings well attended – the school is flexible to meet the needs of the parent. Time made available for meaningful dialogue between home and school.</p>	<p>JW PHASE CLASS</p>	<p>£2000 – supply and associated resources</p>
<p>Establish a reading culture in the school - .</p> <ul style="list-style-type: none"> ● BEANSTALK READERS FOR Y5 and Y6 ● BRING one TAKE one – loaning library established ● Story machine for a term 	<p>Targeted pupils show greater engagement with texts – progress is in line with peers.</p>	<p>T4T walks</p> <p>Pupil voice</p> <p>Survey</p>	<p>SLT ELT PHASE CLASS</p>	<p>£2000 to hire story machine, resources for the loaning library..</p> <p>Beanstalk: £750 per reader</p>

<ul style="list-style-type: none"> to launch • Books as prizes for attendance • Free book for every child - DA pupils to get x2. • X100 books every child must read in each phase (currently 50% complete in KS2) 	Questionnaire to gauge pupil interest in books.	Scrutiny of reading records and pupils' book choices. Performance Management target.		
---	---	---	--	--

Review

(15 of the 18 DA pupils had end of KS1 results.)

9 of the 15 made expected progress between KS1 and KS2.

3 pupils made less than expected progress in reading and 1 pupil made less than expected progress in writing.

3 pupils made more than expected progress in reading.

The gap between DA and NPPG has narrowed for Reading and writing from 2018/2019 and 2019/2020

% Gap between Disadv and NPP		
<u>EXP+</u>	2018 2019	2019 2020
Reading	19	6
Writing	16	15
% Gap between Disadv and NPP		
<u>GDS</u>	2018 2019	2019 2020
Reading	12	7
Writing	12	11

Note that this gap is less significant when taking into account the SEN and EAL status of pupils within the DA group for 2019/2020. Focusing on those pupils within the DA group who were not registered as SEN or EAL, the following results were reached:

- 69% of DA pupils (not including SEN pupils) reached EXP+ in both reading and writing at end of KS2;
- 83% of DA (not including SEN or EAL pupils) reached EXP+ in both reading and writing at end of KS2.