

Pupil Premium Review 2018-2019

Review of Pupil Premium expenditure in the academic year 2018 – 2019.

i. Quality of teaching for all, including targeted support																																																									
Desired outcome	Chosen action / approach	Estimated Impact	Lessons Learned	Cost																																																					
<p>To accelerate progress for disadvantaged pupils</p>	<ul style="list-style-type: none"> • Use of Read Write Inc to teach reading in EYFS and KS1. • Use of Read Write Inc to support the teaching of reading at Wave 2 and 3 in KS2. • Use of Peer Reading approach between KS1 and KS2 specifically targeting PP boys • Implementation of whole class ERIC approach to reading comprehension with a focus on development of vocabulary • Promotion of a love of reading by; opening library to pupils at lunchtime, celebrating World Book Day, PP pupils chosen to attend Meet the Author Events (books purchased for these children), visits for PP boys to Waterstones to select new books for school library • Additional teacher for Year 6 (0.5) to take small groups for targeted work (reading, writing and maths) • Introduction of 'Mighty Writer' in Key Stage 1 • 'Talk for Writing' approach introduced whole school • Talk Boost language intervention (EYFS and KS1) • Speech and Language Link Assessment and Intervention • Provision of enhanced experiences to facilitate the development of vocabulary; subsidised school visits, memorable experiences to support the Cornerstones Curriculum, and other in school experiences e.g. music workshops and theatre productions 	<p>Performance Data</p> <p>EYFS</p> <ul style="list-style-type: none"> • The percentage of pupils in receipt of pupil premium funding achieving a good level of development (GLD) at the end of the Early Years Foundation Stage was 65% <p>Year 1 Phonics Check</p> <ul style="list-style-type: none"> • The percentage of pupils in receipt of pupil premium funding meeting the required standard in the year 1 phonics check rose from 65% in 2018 to 81% in 2019. In 2018 85% of non-PP pupils and 72% of PP pupils met the required standard nationally. <p>Key Stage 1 SATs</p> <ul style="list-style-type: none"> • The percentage of pupils in receipt of pupil premium funding meeting the expected standard at the end of year 2 has fallen, although the percentage of all pupils meeting the expected standard has risen. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td rowspan="2">PP</td> <td>2018</td> <td>41.7%</td> <td>41.7%</td> <td>54.2%</td> </tr> <tr> <td>2019</td> <td>38.5%</td> <td>27%</td> <td>42%</td> </tr> <tr> <td rowspan="2">All</td> <td>2018</td> <td>28%</td> <td>25%</td> <td>39%</td> </tr> <tr> <td>2019</td> <td>41%</td> <td>31%</td> <td>46%</td> </tr> </tbody> </table> <p>Key Stage 2 SATs</p> <ul style="list-style-type: none"> • The percentage of pupils in receipt of PP funding meeting the expected standard at the end of year 6 rose in all subjects for the third year running. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>SPaG</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td></td> <td></td> <td></td> <td></td> <td>6%</td> </tr> <tr> <td>2017</td> <td></td> <td></td> <td></td> <td></td> <td>9%</td> </tr> <tr> <td>2018</td> <td>26.7%</td> <td>30%</td> <td>33.3%</td> <td>30%</td> <td>23.3%</td> </tr> <tr> <td>2019</td> <td>35%</td> <td>46%</td> <td>54%</td> <td>46%</td> <td>27%</td> </tr> </tbody> </table> <p>Qualitative/Additional Impact Data</p>			R	W	M	PP	2018	41.7%	41.7%	54.2%	2019	38.5%	27%	42%	All	2018	28%	25%	39%	2019	41%	31%	46%		Reading	Writing	Maths	SPaG	Combined	2016					6%	2017					9%	2018	26.7%	30%	33.3%	30%	23.3%	2019	35%	46%	54%	46%	27%	<p>The school has further analysed Key Stage 1 performance data to establish why attainment for PP pupils at KS1 has fallen. Of the 26 PP children on roll, only 18 were either on roll at the school prior to 1/1/2018 or have attended only Firs Primary school. Of these 18 pupils only 4 were not EAL, and only of these 4 pupils, 2 had SEND. This leaves only 2 PP pupils who only had PP as a barrier to learning. Both these children achieved the expected standard in R, W and M. One of these pupils also achieved greater depth in reading and maths. This analysis has demonstrated the complexities of disadvantage at Firs Primary School and show that financial deprivation is only one of many challenges facing the children that affects attainment outcomes. Lesson Learned – future PP strategy will focus more explicitly on improving outcomes for all, as disadvantage has many layers at this school. KS1 outcomes for PP are likely to be lower than for KS2 as in KS2 EAL pupils new to the country in the two years prior to the SATs can be removed from school performance data, but this is not the case at KS1. Furthermore, evidence indicates that pupils with EAL take between 5-7 years to achieve the full cognitive academic language proficiency (CALPs) required to meet age related expectations. Children in Year 2 (many of whom arrive after the traditional start date in reception) will not have had the time in school required to develop CALPS and are therefore less likely to meet ARE than their year 6 counterparts. Future analysis of data for PP reviews will also take into account attainment by English Language Proficiency and time in school as these areas appear to have a more direct impact on outcomes than whether or not pupils are in receipt of PP.</p>	<p>£9000</p> <p>£2000</p> <p>£2000</p> <p>£3500</p> <p>£20,000</p> <p>£3000</p> <p>£3000</p> <p>£3000</p> <p>£3000</p> <p>£98,890</p>
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	<ul style="list-style-type: none"> In house training delivered by EAL coordinator re: effective feedback to support writing development for pupils with EAL 	<p>Read Write Inc Lesson observations carried out by the 'Reading Leader', model school reading lead and RWI Consultant indicate that phonics teaching is strong across the school. Fewer children in KS2 now require RWI phonics teaching.</p> <p>Peer Reading 7/8 Year 2 pupils taking part in the peer reading program achieved the expected standard in reading in the year 2 SATs.</p> <p>ERIC Question Level Analysis (QLA) of the Year 6 SATs reading papers indicates that although pupils are confident with both retrieve and interpret questions in general, reading fluency is an issue as pupils ran out of time and were unable to answer all questions. Pupils with EAL were also less likely to understand how to answer particular question types e.g. those that asked them to identify evidence in the text. Understanding of vocabulary remains an issue, with EAL pupils less likely to answer vocabulary-based questions correctly.</p> <p>Mighty Writer (MR) In a staff survey 75% of KS1 and EYFS teachers strongly agreed that MR improved the quality of writing in English. Areas of improvement noted were; writing length, punctuation and variety of vocabulary used. 100% of teacher surveyed felt that MR supported children with EAL to use the correct word order in their writing.</p> <p>Talk for Writing Book monitoring has shown a substantial improvement in the standard of writing in books between the assessment at the start of T4W sequences (cold write) and the follow up pieces of writing (warm and hot writes). At present staff are more confident with using T4W to support fiction writing, and there is less evidence of it being used to support non-fiction writing.</p> <p>Talk Boost The two members of staff who received this training have since left the school. Pupil turbulence in the EYFS (over 100% turbulence) meant that the intervention was difficult to follow through as pupils identified to take part</p>	<p>RWI continues to have a positive impact on reading outcomes and will continue to be a central part of the school's approach to teaching reading.</p> <p>Peer Reading appears to have been successful and anecdotal evidence suggests it also improved confidence of the Year 6's taking part. This will be continued.</p> <p>ERIC will continue as an approach, but there will be further staff training and guidance relating to the teaching of vocabulary and improving reading fluency.</p> <p>Mighty Writer will continue to be used in EYFS and KS1 and will be used in conjunction with the 'Talk for Writing' approach.</p> <p>Further training to be arranged re: using T4W for the teaching of non-fiction writing skills.</p> <p>A study by Lee and Pring (2015) indicates that Talk Boost had only a limited impact on progress. As the intervention format has proven unsuitable given the pupil turbulence, the cost of training further members of staff seems to outweigh the potential benefits. Discontinue.</p> <p>Package will continue to be used as it supports referrals to Speech and Language Therapy team and the identification of SEND.</p> <p>Book Fair to be booked twice in 2019-20</p> <p>We are now looking at more effective ways to track 'reading mileage' to monitor how much</p>	<p>£1500</p>
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		<p>often did not stay for the duration – intervention impact was therefore difficult to ascertain.</p> <p>Strategies to promote a love of reading Numbers of children choosing to visit the library during lunchtimes has increased.</p> <p>Footfall and profits from the Travelling Book fair have risen, indicating that more pupils are interested in reading</p> <p>Effective Feedback Book scrutinies have shown that teacher feedback for all pupils has improved in quality and consistency across each year group. Pupil response to feedback is evident, and feedback has been effective in supporting children to make progress with their writing.</p>	<p>individual pupils and groups are reading e.g. Accelerated Reader trial.</p> <p>EAL Champions Training disseminated by EAL coordinator has been effective in supporting staff to accurately assess English Proficiency levels and identify suitable next steps for pupils in their writing. The school will continue to engage with future training opportunities relating to EAL provision.</p>
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ii. Other approaches

Desired outcome	Chosen action/approach	Estimated Impact	Lessons Learned	Cost																		
Attendance and punctuality for disadvantaged pupils increases.	<ul style="list-style-type: none"> Free daily breakfast club from 8.20am Home visits carried out by Attendance Manager for pupils with unsatisfactory attendance Termly attendance rewards (individual – medals and trips/experiences) Weekly attendance awards (whole class) Safeguarding and Families Manager, supported by New Communities Achievement Team (NCAT), to help families to access healthcare and housing support where necessary. Headteacher to deliver 'Citizenship' training for New Arrival families termly (including focus on expected attendance) Appointment of designated Attendance Officer (AO) to collect frequent absentees from home. 	<ul style="list-style-type: none"> Attendance for all pupils rose from 92.75% in 2017-18, to 93.75% in 2018-19. Attendance for pupil groups over the 2018-19 academic year rose as follows: <table border="1"> <thead> <tr> <th></th> <th>September 2018</th> <th>July 2019</th> </tr> </thead> <tbody> <tr> <td>EAL</td> <td>93.09%</td> <td>94.3%</td> </tr> <tr> <td>PP</td> <td>92.8%</td> <td>93.3%</td> </tr> <tr> <td>Non PP</td> <td>92.9%</td> <td>93.9%</td> </tr> <tr> <td>Roma</td> <td>91.7%</td> <td>92.8%</td> </tr> <tr> <td>SEND</td> <td>90.9%</td> <td>93.3%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 90 children were recorded as 'missing in education' (CME) in the 2018-2019 academic year. This has a negative impact on pupil attendance data, but also affects pupil attainment data as CME pupils are included in the total number of pupils present for statutory assessments. The appointment of a designated Attendance Officer was unsuccessful due to a lack of suitable applicants for the post 		September 2018	July 2019	EAL	93.09%	94.3%	PP	92.8%	93.3%	Non PP	92.9%	93.9%	Roma	91.7%	92.8%	SEND	90.9%	93.3%	<ul style="list-style-type: none"> During attendance analysis the need for more in depth analysis of children arriving late to school on a frequent basis became apparent. This will be a focus for the next PP strategy. 	<p>£12,000</p> <p>£2000</p> <p>£2000</p> <p>£3000</p> <p>£2500</p>
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		<ul style="list-style-type: none"> Over 140 pupils were attending the free breakfast club daily by July 2019. 																										
Disadvantaged pupils are well supported with their social and emotional development and behaviour.	<ul style="list-style-type: none"> Attachment Disorder training for two members of staff Learning Mentor training to support high profile pupils with anxiety Funding for sold service Educational Psychologist advice and training to support behaviour Lego Therapy intervention delivered by Learning Mentor and 1 TA 1 x per week All TAs to work 30 mins each lunchtime (running clubs or on the playground) Sports club to run each lunch time Learning Mentor to run lunchtime support for pupils unable to cope on the playground 	<ul style="list-style-type: none"> Behaviour across the school has improved with the number of isolations, playtime and lunchtime detentions falling significantly in comparison to the previous school year. <table border="1"> <thead> <tr> <th>Autumn 2017- (15 weeks)</th> <th>Spring 2018- (11 weeks)</th> <th>Summer 2018- (14 weeks)</th> </tr> </thead> <tbody> <tr> <td>Playtime= 175</td> <td>Playtime= 150</td> <td>Playtime = 219</td> </tr> <tr> <td>Lunchtime= 120</td> <td>Lunchtime = 114</td> <td>Lunchtime = 187</td> </tr> <tr> <td>Average per week= P= 12 L= 8</td> <td>Average per week= P= 14 L= 10</td> <td>Average per week= P= 16 L= 13</td> </tr> <tr> <th>Autumn 2018- (15 weeks)</th> <th>Spring 2019- (13 weeks)</th> <th>Summer 2019- (11 weeks)</th> </tr> <tr> <td>Playtime =104</td> <td>Playtime = 104</td> <td>Playtime = 76</td> </tr> <tr> <td>Lunchtime = 105</td> <td>Lunchtime = 102</td> <td>Lunchtime = 67</td> </tr> <tr> <td>Average per week= P= 7 L= 7</td> <td>Average per week= P= 8 L= 8</td> <td>Average per week = P= 7 L= 6</td> </tr> </tbody> </table> <ul style="list-style-type: none"> There were no fixed term or permanent exclusions. Pupil voice questionnaires carried out in July 2019 indicated that pupils across the school feel safe. Monitoring visits from school improvement partners continue to highlight the positive behaviour seen across the school. 	Autumn 2017- (15 weeks)	Spring 2018- (11 weeks)	Summer 2018- (14 weeks)	Playtime= 175	Playtime= 150	Playtime = 219	Lunchtime= 120	Lunchtime = 114	Lunchtime = 187	Average per week= P= 12 L= 8	Average per week= P= 14 L= 10	Average per week= P= 16 L= 13	Autumn 2018- (15 weeks)	Spring 2019- (13 weeks)	Summer 2019- (11 weeks)	Playtime =104	Playtime = 104	Playtime = 76	Lunchtime = 105	Lunchtime = 102	Lunchtime = 67	Average per week= P= 7 L= 7	Average per week= P= 8 L= 8	Average per week = P= 7 L= 6	<ul style="list-style-type: none"> Strategies appear to have had the desired impact and so will be continued next year. 	<p>£4000</p> <p>£2000</p> <p>£5000</p> <p>£2500</p> <p>£4000</p> <p>£4000</p>
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New pupils are well supported in school teachers quickly identify learning needs and plan teaching accordingly.	<ul style="list-style-type: none"> Initial induction meeting and assessment carried out for all new pupils in KS1 and KS2 prior to entry to class where possible. Home visits in place for new pupils in FS1, and those starting in year for FS2. Young Interpreters trained (6 per half term), speaking a variety of languages, to help support new pupils with EAL to settle in. Staff training on using Proficiency in English Assessments (in house) 	<ul style="list-style-type: none"> Due to the high volume of new arrivals at certain times of the year, initial assessments could not always be carried out during induction and prior to the students' first day in school. Due to the particularly high pupil turbulence in the EYFS (over 104% in 2018-19) it was not possible to carry out home visits. It was decided instead to offer short settling in sessions for these pupils, which the parents were invited to stay for. This enabled teaching staff to discuss the needs and prior experiences of the children as required. The Young Interpreter scheme was successful, with staff using the designated interpreters to support 	<ul style="list-style-type: none"> See impact statement It has been decided to deliver Young Interpreters Training to all pupils in the new academic year. This will ensure that every class has pupils who are able to support new arrivals and translate appropriately where required. 	<p>£4000</p> <p>£600</p> <p>£1350</p>																								

	<ul style="list-style-type: none"> EAL coordinator to attend EAL networks and local training, cascading training to whole staff 	<p>their interactions with New to English pupils in a variety of situations.</p>		£2000
<p>Parents of disadvantaged pupils are supportive of their child's learning</p>	<ul style="list-style-type: none"> Family Learning sessions delivered by Learning Mentor Parent's Evening held during school hours NCAT translator to attend parent evenings Parent workshops and open sessions; phonics, maths and SATs Lunchtime homework club 4.5 days per week NCAT support used to make contact with Roma/Slovak families regarding wide range of issues. 	<p>Parents evening attendance rose consistently throughout the year – Autumn – 81%, Spring – 85% (6 classes with 100%), Summer 92%.</p> <p>The percentage of target families attending Parental Engagement open sessions rose from 42% to 100% across the year.</p> <p>100% of parent comments on report slips at the end of the academic year (over 200 returned) were positive and reflected that parents were supportive of the school and their children's learning.</p>	<ul style="list-style-type: none"> Parent/teacher meetings will continue to be held in the afternoons, three times per year. Due to the high turnout, these opportunities will also be exploited to further parental engagement e.g. by holding the Travelling Book Fair at these times. 	<p>£5000</p> <p>£5400</p> <p>£1200</p> <p>£3000</p> <p>£2000</p> <p>£30,000</p>
<p>Total cost: £242,840</p>				