

PUPIL PREMIUM STRATEGY 2018-19 Review

Number of pupils and amount of Pupil Premium Grant received for 2018-19			
Total number of pupils on roll		177	
Total number of pupils eligible for PPG		<i>Current data shows school has 94 PP children.</i>	
Year Group	Number of PP		% of year group
R	6		29
1	12		43
2	9		50
3	12		67
4	17		77
5	16		76
6	25		89
Amount of PPG received per pupil		£1320 x 123 = £162,360 123 based on census pupil figures	
Total number of pupils eligible for PP+G		2	
Year Group	Number of PP	% of year group	
R	-	-	
1	-	-	
2	-	-	
3	1	6%	
4	-	-	
5	1	5%	
6	-	-	
Amount of PP+G received per pupil		£2300 x 2 = £4,600	
Total Amount of PPG received		£166960	

Cost to school	£184275
Amount of PPG	£166960
Amount deducted from budget	£17,315

PUPIL PREMIUM FUNDING STRATEGY: 2018-2019 - Evaluation

	Pupils eligible for FSM/PP (school)		Pupils not eligible for FSM/PP (school)	
	Met	Not met	Met	Not met
% Y1 phonics screening	80%	20%	71%	29%
KS2 - Year 6 data 2019				
% at age related expectation in reading	52% (4% Greater Depth)		60%	
% at age related expectation in writing	57% (0% Higher Standard)		60%	
% at age related expectation in maths	61% (0% Greater Depth)		20%	
% achieving end of year expectation in reading, writing and maths (combined)	35%		20%	

Barrier	Item / Action	Objective(s) / Rationale	Target Group	Cost	Timescale	Evaluation
Low attainment due to historic backgrounds.	Smaller class sizes in Year 6 – additional teacher support.	Increase staff to pupil ratio in order to increase impact of Quality First Teaching. Reducing class size is also demonstrated to show increased progress at https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/	Y6	£29630	January 2018 onwards	Outcomes at KS2 demonstrated the positive impact of the small group teaching approach for PP pupils: <ul style="list-style-type: none"> RWM- 35% PP vs 20% non-PP Reading (ARE) improved from 25% in 2018 to 52% in 2019 Writing (ARE) improved from 45% in 2018 to 57% 2019

						<ul style="list-style-type: none"> Maths (ARE) improved from 35% in 2018 to 61% in 2019 <p>Reduction in exclusions for Y6 was also evident (data in Behaviour Trackers)</p> <p>Moving forward, there will be a continued focus on targeting small group provision, especially for disadvantaged pupils in Reading and for the higher attainers / More-Able pupils</p>
<p>Low attainment due to historic backgrounds.</p>	RWInc	<p>Increase the number of pupils working at ARE for their reading. Ensure that teaching of phonics is focussed and pupils are provided with small group support as well as 1:1 catch up/keep up interventions.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes.</p>	KS1	<p>£1400 for 1:1 work £4000 for additional small group support staff £1800 for leadership development days with RWInc</p>	<p>January 2018 onwards</p>	<p>Outcomes in phonics for disadvantaged pupils were strong last year - 80% PP vs 71% non-PP</p> <p>At KS1 Reading (ARE): 44% PP v 56% non PP (National PP/Non-PP Gap KS1: Difference of 16%, school gap between PP/ Non PP is 12%)</p> <p>Moving forward, there is still a need to focus on KS1 Reading in order to diminish the difference between PP and national non-PP pupils (44% PP vs. national non-PP 78%)</p> <p>Provision in Read Write Inc to continue with increased monitoring</p>

<p>Low attainment due to barriers to learning with vocabulary.</p>	<p>Speech and language project</p>	<p>Partnership with Lingo Speech to provide tailored programs focussing on language and vocabulary acquisition. Additional speech therapy support included.</p> <p>The education Endowment Fund notes the impact on focussing in this area here: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>		<p>£1600 for SLCN partnership including SaLT support £1520 for Y6 TA support and training £1520 for FS intervention and training</p>		<p>Children accessing the Speech and Language provision made progress on the programmes (Language Legends at KS2 and Welcomm/Chatterbox at KS1)</p> <p>At KS2, there were positive improvements in outcomes in Reading and Writing (see page 1)</p> <p>Moving forward, Speech and Language provisions will continue as vocabulary on entry remains a key barrier to learning</p>
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<p>Low attainment due to historic backgrounds.</p>	<p>Provision of ongoing HLTA to support across school.</p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/ Target individual pupils, small groups and whole-class support to increase outcomes in Reading, Writing and Maths.</p>	<p>Y1-6</p>	<p>£16230</p>	<p>September 2018 onwards</p>	<p>Last year there was an inconsistency in the delivery of this support. Moving forward this provision will continue (where possible)</p>
<p>Low attainment due to historical backgrounds.</p>	<p>Additional support from highly qualified teaching assistants across school.</p>	<p>Ensure that additional capacity of teaching assistants impacts on outcomes for all pupils, especially those with additional needs and disadvantaged children. Impact will come through in-class support and the running of targeted intervention programmes. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ demonstrates that teaching assistants can have a positive impact on outcomes.</p>	<p>All including targeted children for interventions</p>	<p>£24000</p>	<p>September 2018 onwards</p>	<p>ARE outcomes at KS1 were as follows: Reading PP: 44%, Non-PP:56% Writing PP: 44%, Non-PP:44% Maths PP: 56%, Non-PP:67% (The gap between PP and Non-PP in school is smaller than the national PP / Non-PP gap)</p>

						<p>Outcomes at KS2 demonstrated the positive impact of the small group teaching approach for PP pupils:</p> <ul style="list-style-type: none"> • RWM- 35% PP vs 20% non-PP • Reading (ARE) improved from 25% in 2018 to 52% in 2019 • Writing (ARE) improved from 45% in 2018 to 57% 2019 • Maths (ARE) improved from 35% in 2018 to 61% in 2019 <p>Moving forward, support from Teaching Assistants will continue with increased monitoring and training planned to further enhance positive impact</p>
<p>Low attainment due to historical backgrounds.</p>	<p>Training and CPD for TAs and HLTAs across school.</p>	<p>Regular internal and external training for TAs and HLTAs to ensure the very best support can be provided for children across school, especially those with additional needs and disadvantaged children. Research has found that teaching assistants can have a positive impact on outcomes – https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ - CPD to be provided to ensure this happens.</p>	<p>All including targeted children for interventions</p>	<p>£2200</p>	<p>September 2018 onwards</p>	<p>A number of staff training opportunities have been provided to enhance the quality of delivery eg. TEAM Teach, Read Write Inc, Introduction to Mental Health, Supporting SEND needs, Speech and Language</p> <p>There has been a reduction in behaviour incidents and exclusions term on term (evident in Behaviour Data Trackers)</p> <p>Moving forward, staff training will continue to be provided to enhance the offer and provision in school</p>

<p>Low attainment due to historic backgrounds.</p>	<p>Hegarty Maths for children in Year 6 to access at home and in school.</p>	<p>Provision of Hegarty Maths for Year 6 children – provides opportunities for children to access booster videos and activities to improve Maths attainment. Training for staff plus provision of after-school clubs run by TAs for children not completing work at home.</p> <p>Pilot research into Hegarty Maths found that there were “very strong positive correlations between Hegarty Maths usage and SATs attainment for disadvantaged pupils.” - https://www.shinetrust.org.uk/impact-2/stories/hegartymaths/</p>	<p>Year 6 children</p>	<p>£2500</p>	<p>First use with Year 6 in January 2018</p>	<p>Outcomes at KS2 demonstrated the positive for PP pupils:</p> <ul style="list-style-type: none"> • Maths (ARE) improved from 35% in 2018 to 61% in 2019 <p>Moving forward, targeted work in maths will continue, with an increased focus on More-Able pupils</p>
<p>Improve attendance and punctuality</p>	<p>Breakfast Club Provision</p>	<p>Disadvantaged children can access breakfast club and ensure a nutritious and punctual start to the day. School combines this with a morning sports coach to support active lifestyle (costed under PE grant spend).</p> <p>Ensure that Y6 and Y2 children have had breakfast during SATS week and are in school on time.</p>	<p>All year groups</p>	<p>£2200</p>	<p>September 2018 onwards</p>	<p>Magic Breakfast was implemented last year to enable pupils to access a breakfast. Y6 children also received extra breakfast as / when required</p> <p>Last year, the attendance of disadvantaged pupils was 95.6% which was stronger than that on Non-PP pupils (95.1%) and also stronger than that of national PP pupils (94.3%)</p> <p>Moving forward, breakfast provision will continue to support disadvantaged pupils, increasing their readiness for learning and attendance</p>

<p>Behaviour, social and emotional issues as a barrier to creating strong friendship groups and positive learning behaviours.</p>	<p>Additional support and interventions for behaviour of targeted pupils (self-esteem, behaviour choices, nurture work, gardening etc) through the work of the Families and Safeguarding Officer, Positive Behaviour Lead, SENDCo interventions</p>	<p>Positive behaviour lead is employed to focus on pupils struggling with social and emotional needs and reduce barriers to their learning. SENDCo leads nurture provision and ensures those with the most significant needs have a bespoke education, thus removing barriers.</p> <p>Work of the safeguarding and families lead increases the capacity for Early Help and Family Interventions, reducing barriers to accessing education. These approaches are used to reduce exclusions for pupils who are at risk of exclusion. This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>This approach is in line with research:</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>All – including targeted PP children</p>	<p>£50000</p>	<p>September 2018 onwards</p>	<p>The support in place had a positive impact on a reduction in the number of behaviour incidents and exclusions term on term (evident in Behaviour Data Trackers)</p> <p>Following support, pupils have had a successful reintegration back into the classroom setting.</p> <p>Moving forward, further support is required to continue to decrease the number of Fixed Term Exclusions for disadvantaged pupils (as well as the difference between the exclusions of PP and non-PP pupils in school)</p>
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<p>Behaviour, social and emotional issues as a barrier to creating strong friendship groups and positive learning behaviours.</p>	<p>Families & Safeguarding Officer role to run social and emotional interventions and family support.</p>	<p>Families have access to additional support where necessary, including increased Early Help capacity and bespoke support.</p> <p>Attendance improves. Pupils are able to access learning more effectively and therefore more pupils are on track and making at least expected progress. This approach is in line with research:</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>Children and families that need support</p>	<p>£30000</p>	<p>All year</p>	<p>Last year, the attendance of disadvantaged pupils was 95.6% which was stronger than that on Non-PP pupils (95.1%) and also stronger than that of national PP pupils (94.3%)</p> <p>Due to the level of social deprivation and SEMH needs in school, continued support is required to continue to further reduce exclusions</p>
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<p>Speech, language and communication issues.</p>	<p>WELCOMM to be used for pupils entering school to accelerate outcomes for those pupils with known difficulties (particularly in the FS profile).</p>	<p>Improve children’s speech and language acquisition at an early age and support pupils with specific language difficulties through targeted support.</p> <p>Research also shows that oral language interventions have a positive impact on outcomes: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	<p>Pupils with limited and/or immature early language and specific language difficulties</p>	<p>£10000</p>	<p>January 2018 onwards</p>	<p>Children accessing the Speech and Language provision made progress on the programmes</p> <p>Moving forward, Speech and Language provisions will continue as vocabulary on entry remains a key barrier to learning</p>
<p>Wider opportunities and understanding place within local, national and international society.</p>	<p>Subsidising the cost of school visits, residentials and visitors into school to enhance the curriculum.</p>	<p>Ensure all pupils have access to school visits to enrich their curriculum and remove the cost barrier.</p> <p>Having broad range of visits and experiences to develop SMSC opportunities and develop the acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - this is in line with the research, improving the quality of teaching and learning of disadvantaged pupils should lead to improved outcomes but also contribute to the improved attendance figures due to more positive engagement by pupils with the curriculum.</p>	<p>All children including targeted PP children</p>	<p>£2000</p>	<p>All year</p>	<p>Children participated in a range of visits and experiences</p> <ul style="list-style-type: none"> • Crucial Crew • York Chocolate Story • Canon Hall Farm • Butterfly House • Harry Potter Day <p>Last year, the attendance of disadvantaged pupils was 95.6% which was stronger than that on Non-PP pupils (95.1%) and also stronger than that of national PP pupils (94.3%)</p> <p>There has been a reduction in behaviour incidents and exclusions term on term (evident in Behaviour Data Trackers)</p> <p>Outcomes at KS2 demonstrated a positive impact</p>

Wider opportunities and understanding place within local, national and international society.	Work with local community hubs	<p>Raise aspirations and understanding of adult life. Widen outlook and understanding of skills required in the world of work.</p> <p>This is in line with DFE research that promotes actions to raise aspirations to higher education for higher attaining pupils: https://www.gov.uk/government/publications/school-level-strategies-to-raise-aspirations-to-higher-education</p>	Year 5/6	£1000	Events throughout the year	<p>Visitors to school (eg. Authors) and the Junior PCSO Programme were used to inspire and raise career aspirations. There were no exclusions in Y6 since the PCSO programme was underway</p> <p>Moving forward, increased work to raise aspirations will be explored (eg. Junior Citizen Programme)</p>
Self-esteem and emotional literacy.	Celebration of achievements through events including the Year 6 end-of-year celebrations.	<p>Recognise and reward outstanding effort and attitude of pupils – focusing on the REACH dispositions leading to improved engagement in learning and improved outcomes.</p> <p>Last year, the additional support led to continued improved progress for disadvantaged pupils in Year 6 in Reading, Writing and Mathematics.</p>	All children	£1500	Events throughout the year	<p>Last year rewards were successfully used to motivate pupils and celebrate achievements.</p> <ul style="list-style-type: none"> -Last year, the attendance of disadvantaged pupils was 95.6% which was stronger than that on Non-PP pupils (95.1%) and also stronger than that of national PP pupils (94.3%) -There has been a reduction in behaviour incidents and exclusions term on term (evident in Behaviour Data Trackers) -Outcomes at KS2 demonstrated a positive impact (see page 1) <p>Moving forward rewards will continue</p>
Wider opportunities and pupil resilience.	Music lessons to develop pupil skills and enjoyment.	<p>Improve pupil engagement. Provide opportunities to enrich the curriculum and experiences for pupils. Research led by Dr. Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help disadvantaged children improve their reading skills: http://www.bbc.co.uk/news/health-28703013</p>	Year 4 children	£1175	All year	<p>Impact for pupils accessing music provision was limited- discontinuing for year 19/20</p>

