

Evaluation of spending Pupil Premium for 2018-19

NUMBER OF PUPILS AND PUPIL PERMIUM GRANT RECEIVED 2018-19	
Total number of pupils on roll September 2018 (excluding Nursery)	630 R to Yr 6, 45 Nursery
Total number of pupils eligible for Pupil Premium Grant	R to Yr 6 - 320, Nursery 16
Total amount of Pupil Premium Grant received	£434,936 (including EYFS funding of £4531)
Total expected expenditure September 2018-19	£434,936

PERFORMANCE OF PUPIL PREMIUM PUPILS AT END OF KS2 IN 2018 COMPARED WITH NON-PUPIL PREMIUM PUPILS		
	Pupils eligible for PP (school)	Pupils not eligible for PP (National)
% pupils attaining expected level in Reading, Writing and Maths combined	61	72
% pupils attaining expected level in Reading	82	86
% pupils attaining expected level in Writing	72	83
% pupils attaining expected level in Spelling, Punctuation and Grammar	80	94
% pupils attaining expected level in Maths	74	91
%pupils making expected progress in Reading	6.2	4
% pupils making expected progress in Writing	2.1	2.1
% pupils making expected progress in Maths	4.1	4.6

Evaluation of Pupil Premium Strategy for 2018-19

Quality of Teaching for all				
Desired Outcome	Evidence base and rationale	Chosen Action	Impact	Cost
<p>Pupils benefit from good and better teaching strategies. The PP gap is reduced in line with National</p>	<p>DHT / AHTs monitors pupil premium progress within the phase as part of regular monitoring cycle</p>	<p>AHT/DHTs delegated responsibility to close PP gap through intensive support of teaching and learning. Lead interventions Additional support in class Parent meetings</p>	<p>Good or better teaching resulted in diminished gap by end of KS2 for Combined and Reading. Progress by end of KS2 of PP children exceeds non PP for Writing and is in line for Reading.</p> <p>By the end of KS1 PP children exceed non PP for Reading and Writing.</p>	<p>£184, 606</p>
<p>Raising standards for pupils benefitting from PP monies. Higher percentage of combined attainment in EY/ KS1 / KS2</p>	<p>Reduces ratio; class teachers to pupils improves outcomes (+3 months impact EEF Toolkit)</p>	<p>Additional teacher for year 6. Pupils taught in class groups of 23 (instead of 30 per class) English & Maths lead teachers non class based – Smaller class groups- quality teaching in place focussed on PP pupils. DHTs / AHTs / LP supporting classes across school. Interventions for each year group in place with additional PPA staff</p>	<p>Good or better teaching resulted in diminished gap by -</p> <p>GLD for EYs 17-18 57% 18-19 78%</p> <p>end of KS1 for Combined 18-19 63%</p> <p>end of KS2 for Combined 18-19 67%</p>	

Targeted Support				
<p><u>EARLY YEARS PUPIL PREMIUM £4531</u> PP children make early gains to reduce gaps in learning during EYFS so are able to start NC at required level.</p> <p>Pupils are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions</p>	<p>Reduced ratio of adults to pupils enables learning in smaller groups in YN. Some Pupil premium children learn better and make progress in smaller group situation (+3 months impact EEF Toolkit)</p> <p>Oral language and communication development impacting on learning (+5 months impact EEF Toolkit)</p> <p>Social and emotional learning (+4 months impact EEF Toolkit)</p>	<p>Additional TA time in Nursery and Reception, targeted at PP pupils who are underachieving, to raise standards in Reading and speaking and listening.</p> <p>Additional 1:1 reading for PP pupils (8 hours a week)</p> <p>WellComm strategy to support S&L development in EYs</p> <p>Ratio of staffing enables effective delivery of social skills. Use of Jigsaw approach to develop social and emotional learning</p>	<p>Additional support has impacted on language skills and gap is diminishing between PP and non PP by the end of FS</p> <p>GLD for EYs :- PP children performing well in relation to non PP</p> <p>PP children performing well in relation to non PP in every areas of the EY curriculum</p> <p>PP children out performed PP children in Brimingham in every areas of the EY curriculum</p> <p>Additional support for reading improved fluency levels and impacted on enjoyment levels</p>	<p>£4531</p>
<p>Improved progress for PP children with SEND and behavioural needs</p>	<p>Intervention teacher for SEN provides targeted support for SEN, PP pupils.</p> <p>Structured interventions with clear entry and exit testing is</p>	<p>Raise standards for SEND children across the school, through differentiation, appropriate intervention and careful planning.</p>	<p>Whole school staff training on Attachment Theory. Implemented new behaviour policy</p>	<p>£187,246</p>

<p>Improved oral language skills. Pupil's specific needs addressed</p>	<p>shown to have impact on attainment and testing</p> <p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment +8 months – developing feedback approach for SEND/PP pupils</p> <p>Locally such provision is not available through NHS, unless on a long waiting list. School aims to get pupils early help, to reduce gaps in learning occurring. EEF- 6 months additional progress across a year.</p>	<p>Line managers support staff and liaise with external agencies, delivering training and monitoring progress.</p> <p>Those identified with SEND and PPG have access to QFT in all lessons</p> <p>SLE to support school.</p> <p>S& L therapist lead interventions across school according to need. Pupils receive speech and language targeted support from trained S&L teacher: leading to raised attainment and standards in reading and writing.</p>	<p>WellComm strategy impacted on S&L standards in EYFS – PP children able to access FS curriculum more successfully.</p> <p>S&L therapist providing 1:1 support for children with S&L diagnosis. Therapist training staff to lead S&L interventions impacting of communication abilities.</p>	
<p>PP children are more engaged with reading, making greater progress in reading</p> <p>Impact on spelling across school working towards at least expected for their age.</p>	<p>Reading comprehension strategies seen to improve learning by additional 5 months- EEF research.</p>	<p>AHT to embed Reciprocal Reading and Accelerator Reader to impact on standards of reading and writing</p> <p>Embedding of phonics and spelling scheme across school. Supported across the year by external consultant (Alex Phinn)</p> <p>Additional phonics and reading support across EYFS and Y1</p>	<p>External support for staff resulted in systematic phonics being taught which impacted positively on Y1/2 phonics data.</p> <p>Challenge Partner reports show impact on whole school spelling standards improved last academic year Year 1 Phonics results – the gap is narrowing between PP and Non-PP</p>	

		from FT qualified Reading teacher		
To ensure high quality oral and written feedback at least three times per week for all pupils	EEF Toolkit suggests high quality feedback is an effective way to improve attainment +8 months – developing feedback approach for SEND/PP pupils	All staff provide oral or written feedback to pupils. Feedback is evident in books and is responded to consistently by all pupils. All staff check pupil's responses for misconceptions and accuracy. Regular evidence of self-assessment. Pupil voice developed.	Challenge Partner observed consist use of school feedback and marking policy (April 19) Closing the Gap marking impacting on progress.	
To ensure higher attaining children achieve GD in their learning.	(+5 months impact EEF Toolkit)	Those identified as higher attaining and PPG have access to QFT in all lessons Flexible grouping is evident in all lessons Pupils evaluate their competency at the beginning and end of each unit of work. Consistent approach to Blooms Taxonomy to support GD Innovative tasks allow pupils the opportunity to use and apply the skills and knowledge they have been taught.	KS1 GD - Reading 17-18 11% 18-19 22% Writing 17-18 3% 18-19 4% Maths 17-18 9% 18-19 18% KS2 GD - Writing 17-18 8% 18-19 11% Combined KS2 GD - 17-18 2% 18-19 6%	

Other Approaches				
<p>Pupils <i>work together</i> on creative learning approaches, through cooking and growing topic in an area where obesity can be a factor. (NHS statistics) Teaching life skills. Case studies provided by FT teacher show collaborative learning approach has improved pupils approach to learning and the curriculum/motivation?</p>	<p>EEF- collaborative learning study. Motivation and enjoyment of learning is proven through this initiative (+5months) Teaching of Literacy and Numeracy are ably supported through cooking curriculum. Reading recipes and research- measuring and quantities. PP pupils targeted for School Nutrition action group work- as leaders</p>	<p>Provide enrichment opportunities such as: cooking, growing, music, camping experience Y6, participation in Creative Partnership events Children have the opportunity to learn new skills and encourage further parental engagement through performances. Children with limited experience often have limited vocabulary and this helps to provide opportunities for children to gain experiences to draw upon, whilst also supporting our healthy school approach.(seasonal)</p>	<p>Y6 camping impacting on self-esteem, life skills and enjoyment. Evidence e of impact on writing as a result of experience - all children making progress with writing within the topic. Music opportunities for children to participate in concerts at The Ark Centre– opportunity to work alongside talented musicians and experience/enjoy musical events. Food Tech – all children developing cooking/growing skills. Enhanced knowledge of healthy lifestyle and how to improve their diets (school located in area of high obesity)</p>	<p>£63,084</p>
<p>Parents provided with the resources and skills to support at home</p>	<p>Parental engagement (+3 months impact EEF Toolkit)</p>	<p>Range of parent workshops provided across school both with an academic focus and an informal approach to develop relationships eg coffee mornings, 1:1 structured conversation, parent library Parents invited to formal meetings to discuss progress</p>	<p>Parent library – parents developed understanding of reading expectations. Expectation meetings in September for all year groups. Phonics workshops and Y2 / 6 SATs workshops designed to develop parental understanding of curriculum and expectations. Parent / Child consultations – sharing of personal targets.</p>	

			<p>ASC coffee morning – sharing of strategies and resources</p> <p>ADHD clinic for two terms</p> <p>Positive Parent course</p>	
<p>Increased attendance rates for PP and SEN pupils and close gap between PP and non PP / SEN and non SEN attendance and punctuality</p>	<p>Improved attendance allows for higher standards, as pupils have received more quality first teaching.</p> <p>EEF – behaviour interventions, proven to improve learning, parental involvement and support proven to raise pupil aspirations, can therefore be attributed to raised standards in the longer term.</p>	<p>Improve quality of children’s access to education.</p> <p>Attendance Officer works with families where the attendance is a concern - monitors data, conducts support meetings with families and develops school strategies and initiatives to increase attendance through awareness. Targeted support and monitoring for PP pupils</p>	<p>Increase on the attendance percentage of PP children.</p> <p>Previous year - 93.6%</p> <p>PP - 94.4% non – 95.7%</p> <p>Increase on the attendance percentage of SEN children.</p> <p>Previous year - 91.6%</p> <p>SEN - 92.2% non – 95.2%</p>	
Total Budget				£434,936