

Pupil Premium Review of expenditure 2018/ 2019

1. Review of expenditure for the Academic Year 2018-2019				
2018/2019				
i. Quality of teaching for all				
Desired outcome	Chosen actions/approaches	Impact	Lessons Learned	Cost
<p>A1. The % of PP pupils working at the expected standard will increase in reading, writing, Maths and R, W & M combined, the gap between disadvantaged and non-disadvantaged is diminished at the end of KS2, and the proportion of PP pupils achieving the higher standard is raised. The main area of focus will be reading as this was the weakest area in 2017-2018. (Linked to SIP Outcomes 1c & 5)</p> <p>A2. PP pupils' progress in Reading and Maths is improved and is closer to national expectations.</p>	<ul style="list-style-type: none"> Analysis of Y5 tests to identify gaps for underperforming PP pupils and those targeted to make accelerated progress and reach the expected or higher standards. 1:1 support and bespoke curriculum in Autumn term for identified children to fill gaps in reading, writing and maths. Additional teacher in Y6 to reduce class sizes and ensure PP pupils are given additional support. Additional Interventions teacher to work with targeted, underperforming PP pupils in English and Maths to boost their progress. Additional reading comprehension resources, e.g. Leicester Intervention materials, and continued use of Opening the Door to famous poetry and prose and Collins Y6 comprehension resources. Improved monitoring of moderation and assessment procedures. Rigorous book scrutiny, particularly of PP pupils targeted for 'exceeding'. 	<ul style="list-style-type: none"> Analysis of tests was effective in identifying individual gaps for all pupils, including PP pupils. These were shared with pupils and bespoke teaching was planned to address and assess these gaps to support pupils in meeting national expectations and making at least expected, if not accelerated, progress. End of KS2 attainment for all pupils rose 15% in Reading, 6% in Writing, 6% in Maths & 16% in combined attainment. Attainment of disadvantaged pupils improved in Reading (by 6% to 54%) and in combined attainment (by 7% to 46%). Maths and Writing remained in line with results in 2018. Attainment of disadvantaged pupils was lower than that of all pupils largely due to a significant proportion of PP pupils with SEN. PP pupils did make good progress from KS1 and progress scores were almost in line with all pupils. End of KS2 progress for all pupils showed a positive picture as scores were above national expectations in all subjects and demonstrated an improvement from 2018. The majority of pupils supported by the additional KS2 CT made good progress due to the smaller class size. PP Pupils supported by the KS2 interventions teacher and by KS2 CTs in after-school interventions all made good progress. Most of our PP pupils were supported in at least 3 interventions, and therefore it is a combination of all of these opportunities that supported them in making progress. Data linked to each intervention shows accelerated pupil progress for the majority of pupils; it is unclear as to which one was most effective due to the fact staff all involved worked closely on agreed gaps. The inference, poetry and comprehension resources were successful in supporting 2 groups of pupils make progress. KS2 Parent/carer meetings were successful in informing parents/carers about SATs preparation. More workshops are needed in KS2 to further support parents/carers with supporting their child's learning at home. Interventions carried out by the HOS succeeded in 	<ol style="list-style-type: none"> Attainment in Reading and combined attainment of Reading, Writing & Maths, still needs to improve for PP pupils. Leaders will look at analysis of tests and barriers PP pupils faced to plan provision that better prepares our next Y6 PP pupils achieve expectations at the end of KS2 that are as close to all pupils and national as possible in 2020. (See SIP QE for further actions). The additional CT in Y6 needs to be sustained to drive standards. Groupings involving the SEN pupils being taught for English and Maths by the same member of staff were effective in providing pastoral support and ensuring pupils were able to work on specific gaps appropriate to their needs. The additional Y6 interventions CT had a significant impact on progress, particularly with PP pupils in Writing. This, again, needs to be in place from September to have maximum impact on pupil progress. Parent/carer workshops need to be carried out more regularly in KS2 to ensure parents/carers are encouraged and supported to help their child/children with home learning. Continue with KS2 SATs meetings as these helped to engage parents/ carers, as well as sending home personalised pupil targets. After school tuition and HOS intervention groups supported pupil progress well and again need to be started as early in the year as possible. Strategies employed for raising attainment for PP pupils at the higher standard had some impact but need to be even more rigorous to ensure attainment is closer to that of All Pupils. Grouping for more effective differentiation will support more focused 	See below for spending breakdown.

		<p>supporting the majority of the PP pupils involved to achieve expected SATs results, with all pupils making accelerated progress from their starting points.</p> <ul style="list-style-type: none"> The proportion of disadvantaged pupils achieving the higher standard was below that of non-disadvantaged pupils and will need to be a focus next year. 	<p>teaching to meet the needs of high attaining pupils, in addition to targeted interventions and rigorous on-going assessment to identify their gaps and misconceptions.</p>	
<p>A.3 The % of PP pupils achieving the expected standard in Phonics is increased and meets national expectations. (Linked to SIP Outcomes 6)</p>	<p>1. KS1 TA providing phonics interventions for 3 afternoons 2. TA facilitating additional after school phonics support for SEN/ low attaining PP pupils using the Nessy program.</p>	<ul style="list-style-type: none"> The interventions carried out by the TA with specific Phonics expertise were highly successful and resulted in a significant rise for the second year running in our end of year results; this year from a 7% rise from 79% to 86% which was above national average (82%). All pupils involved made accelerated progress, and PP pupils out-performed all pupils by 6% achieving 92%. The TA was timetabled for 3 afternoons for Phonics interventions: this needs to increase, if funding allows. Nessy programme continues to be successful in supporting PP pupils to make progress with gaps in phonic knowledge. Intervention data shows that 2 out of the 8 PP pupils met the expected standard, and 1 pupil missed it by 1 mark. However, all pupils involved made progress- some from very low starting points- and again this intervention was only one aspect of their phonics provision in school. 	<ul style="list-style-type: none"> The Phonics interventions were highly successful; more time (an additional afternoon) could be funded and timetabled next year to support our pupils in meeting or exceeding national expectations to ensure a secure knowledge to support reading skills. The Nessy phonics program supported the phonics interventions carried out by TAs; this should continue as one of our strategies as some pupils respond well to computer-based learning. 	<p>See below for spending breakdown.</p>
<p>A4. Attainment of PP pupils in Years 3, 4 & 5 is raised. (Linked to SIP Outcomes 1)</p>	<ul style="list-style-type: none"> Transition meetings with Year 3 teachers on targeted underperforming PP pupils & PP pupils to be kept on track throughout KS2. Interventions CT to work with PP pupils in Y5. Lesson study opportunities for staff focussing on English and Maths. Team teaching led by Maths and English leaders English & Maths Leaders to embed and monitor the use of non-negotiables Introduce Maths No Problem in Y5 and provide resources and training for teachers involved. 	<ul style="list-style-type: none"> In school data demonstrated that Y3 attainment dipped in English and the proportion of PP pupils at expected level decreased over the year. Pupil progress had been evident in book scrutinies but some pupils had not made sufficient progress to maintain an expected end of year level of attainment in Reading and Writing. Staffing levels are lower in LKS2 therefore this lessens the time either the CT or TA can spend on interventions or pre/post teaching tasks. Attainment levels for PP pupils in Y4 remained largely in line with starting points, and in Y5 PP pupil's attainment in Reading, Writing and Maths was in line with or above that of non-disadvantaged pupils. This positive picture in Y5 was supported by the additional interventions CT who worked largely with underperforming Y5 PP pupils. Transition meetings were held and achievement and next steps for targeted pupils discussed. Provision maps and Pupil progress information is shared and PP pupils continue to be high priority in these discussions. Lesson studies were a highly effective strategy to enhance teaching and facilitate CTs learning from each other's best practice. Feedback from all staff involved was positive. Maths No Problem was successfully introduced in Y5 and has been effective in improving pupils' reasoning skills. 	<ul style="list-style-type: none"> Pupil progress continues to be a priority in Year 3. To ensure attainment levels from KS1 are maintained and built upon, we intend to move the LKS2 Phase leader to Y3 so he can oversee the transition and rigorously monitor pupil progress. Additional TA support will be timetabled where possible to facilitate transition to Y3 and additional intervention. Additional support from the interventions CT proved successful in raising / maintaining pupil progress in Y5 but it will not be possible to fund this provision in the next academic year due to budget restrictions. The lesson study approach of reflecting on and improving teaching proved to be an effective strategy in improving quality first teaching and will be carried out in all year groups for English and Maths next academic year. Maths No Problem has been seen to be effective up to Y5 and this will be extended to Y6 in 2018-2019. 	<p>See below for spending breakdown.</p>

<p>A5. Attainment of PP boys in reading, writing and Maths is raised. (Linked to SIP Outcome 3)</p>	<ul style="list-style-type: none"> • Boys' attainment (specifically attainment of PP boys) in all areas, particularly in writing, will be closely tracked and monitored. • Interventions will be put in place for underperforming PP boys. • Topics and class texts will be reviewed to ensure boys' interests are being promoted effectively. • Pupil voice will be carried out to gather ideas about boys' current interests & views on current topics. • Team teaching with Maths & English standards leaders. 	<ul style="list-style-type: none"> • End of year school data showed that gender gaps, in which boys underperform, remain in Y3 and Y6 in Reading, Writing and Maths, in Y5 in Reading and YR in Writing. Gaps improved in Y2 in all subjects, in YR in Reading and Maths, in Y1 in Writing, in Nursery in Writing and Maths and in Y5 in Writing and Maths. 	<ul style="list-style-type: none"> • Interventions & support for underperforming PP boys have had impact and helped to close gaps in the year groups mentioned and maintain good progress in Y1 Reading and Maths. We need to continue monitoring and tracking gender gaps and targeting PP pupils where gaps are identified in start of year baseline data. • Rigorous tracking of PP boys needs to continue so this informs intervention groups. • Engagement of pupils in lessons has improved through continued use of Kagan and Growth Mindset approaches: these will continue and develop as new Kagan structures are implemented. • Engaging PP pupils in their learning we feel is key in raising standards, therefore we will continue to review our approach and introduce new strategies, e.g. Times Table Rockstars; boys' reading club in which male role models are guest readers, the Pathways to Write scheme that bases each sequence of learning on inspirational texts. 	<p>See below for spending breakdown.</p>
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ii. Targeted support				
Desired outcome	Chosen actions/approaches	Estimated impact	Lessons Learned	Cost
<p>B1. PP pupils with SEND, including those with SEMH barriers to learning, are given opportunities to support their academic, personal, social and pastoral needs and help them achieve appropriate personal targets.</p> <p>PP pupils who are INAs are given pastoral support to settle into school and academic support to enable them to acquire English at an accelerated rate and as a result access more of their learning.</p>	<ul style="list-style-type: none"> • Provision of additional 1-1 support staff to maximise learning opportunities for all pupils, including specific 1-1 PP pupils. • Provision of supervision and support at break times, lunchtimes and at the end of the school • Nurture Group provision for a small minority of KS2 pupils, including PP pupils, who arrive at school unsettled, to support their SEMH needs and their readiness to learn. • Pastoral programmes and targets for vulnerable PP pupils. • Training (in-house from our Inclusion Lead or external CPD) for more of our Inclusion TAs to improve the quality of our pastoral support. • Team Teach training extended to more staff and renewed for those whose training was 2 years ago. • Play therapy extended to support more PP pupils manage their emotions and issues and increase their readiness to focus on learning. • Additional time from external agencies, eg. Ed Psychologist to enable more vulnerable PP pupils to access support they need. • Provision of INA support staff to ensure pupils are settled and able to acquire English at an accelerated rate. 	<ul style="list-style-type: none"> • Additional staffing was successful in supporting more PP pupils with their SEMH needs: ensuring individuals were able to access learning at their pace and attention span whilst giving peers, including PP pupils, greater opportunity to focus on their learning. • Support for PP pupils at playtimes has been successful in reducing inappropriate playground issues and has supported pupils' readiness to learn. At lunchtime, Inclusion staff have supervised pupils in the ICT suite, again to reduce incidents in the playground. The success of this provision is evidenced with less incidences of inappropriate behaviour recorded in the Playtime Record and on our CPOMS electronic system. • Our Nurture provision is based on sound research by our Inclusion Manager. Strategies employed effectively supported some of our most vulnerable PP pupils settle into school at the start of the day and facilitate their readiness to learn. • Pastoral programmes/ interventions, e.g. Lego therapy and were effective in developing PP pupils' emotional wellbeing and self-esteem, as were opportunities to reflect on and discuss effective ways of dealing with their emotions. Pupils involved were seen to make progress over the year in managing their emotions and this was monitored by Inclusion staff. • Team Teach training has been highly effective in supporting staff to deescalate issues arising in classrooms and in the playground. Training has enabled pupils to be effectively restrained where necessary and has increased the safety of others. Most importantly, it has supported staff in what to say to vulnerable pupils in crisis and how use appropriate body language. • Play therapy was a highly successful strategy for some of our most vulnerable PP pupils and supported these pupils with managing their emotions and exploring challenging issues. Pupils' emotional wellbeing was monitored by the therapist and positive outcomes were evidenced in all cases. • Additional support from external agencies, e.g. Bridgelea and the Educational Psychologist was essential in providing advice and support for some of our most vulnerable pupils, and particularly those at risk from exclusion. Additional time from the Educational Psychology service and Speech and Language Support enabled EHCP referrals to be processed more quickly and thus speed up the provision required for individual pupils. • -INA Support staff provided invaluable support for our many new to English PP pupils: pupils settled quickly into school, were supported effectively by resources and a class buddy and were able to acquire English at an accelerated rate. 	<ul style="list-style-type: none"> • Continue with funding additional 1-1 support staff to maximise learning opportunities for all pupils, including specific 1-1 PP pupils. • Provision of supervision and support at playtimes, lunchtimes and at the end of the school day needs to remain in place. • The Nurture provision needs to be extended if funding/ staffing allows as the number of pupils who would benefit is increasing. • Pastoral programmes are essential in supporting vulnerable PP pupils and need to be continued. • Team Teach training needs to be extended to more members of staff in the next academic year and be revisited for some staff whose training was 2 years' ago as this is a highly effective approach. • Play therapy will be continued and extended to more pupils if possible. • Additional time from external agencies is crucial in enabling the many vulnerable pupils we have in school access the support they need in a timely manner therefore we will continue to fund additional support. • INA Support staff are an invaluable resource for our many new to English pupils and a provision we need to continue to ensure pupils are settled and able to acquire English at an accelerated rate, therefore supporting them to make good progress from their starting points. We will aim to increase the hours of the TA next year from just mornings to full time. 	<p>See below for spending breakdown.</p>

<p>B2.Early identification of PP pupils requiring a range of social and well-being services will be tracked and monitored and strategies put in place.</p>	<ul style="list-style-type: none"> • The Family Support worker provided parents/carers with support, advice, courses and direction to specialist services • To improve attendance of parents/carers, extend the variety of courses and the range of support we can offer by surveying their interests/training needs and aim to offer incentives to encourage them to participate in the courses and training we provide, e.g. free books and resources to support their child. • The Family Support Worker to source new ideas for trips, guest speakers and information for parents/carers and target more parents/ carers 1-1 to increase involvement. • Provision of free breakfasts for vulnerable PP pupils. 	<ul style="list-style-type: none"> • The Family Support worker gave invaluable support, advice and direction to specialist services to families. • Courses delivered, including Parent Gym & Families Connect were very successful in supporting parents/carers with home learning and supporting their child’s development. • Parent/carer engagement was high when presentations such as: Rights Respecting School, RSE and the Rainbow Flag award were delivered. • A healthy breakfast can support PP pupils with punctuality & attendance, concentration and their readiness to learn in school. 	<ul style="list-style-type: none"> • The Family Support worker role is invaluable in our school due to the impact support, advice, courses and direction to specialist services can have on improving the lives of PP pupils. • Parental engagement is vital in school and HOS will liaise regularly with the Family Support worker to monitor and review the support given to parents/carers, the participation in courses and new ideas we can trial to improve participation. Free books and the Vouchers for participation in the Families Connect course proved to be successful in encouraging parent/carer to participation. • Free breakfast for vulnerable PP pupils is a practice we will continue. 	<p>See below for spending breakdown.</p>
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Desired outcome	Chosen actions/approaches	Estimated impact	Lessons Learned	Cost
<p>C. PP pupils with limited vocabulary are identified early and a focus on Communication and Language ELGs from Nursery accelerates their progress.</p>	<ul style="list-style-type: none"> • All pupils, including pupils eligible for PP, were monitored closely from entry to Nursery to assess their communication and language ability. • Pupils who had below age-related expectations in Communication and Language ELGs were identified and targeted intervention put in place. • PP pupils with EAL were given targeted support, where possible by the EMA staff as well as EYFS practitioners, so they quickly acquired essential vocabulary, were able to express their basic needs and were able to access learning more effectively • PP pupils identified as having severe speech and language challenges access specialist support. • The Inclusion Manager disseminated Elklan training to teaching staff so they are better equipped to support pupils' speech and language needs; • One further TA was trained in Elklan and was then provided interventions for pupils, including PP pupils, with specific speech and language needs. 	<ul style="list-style-type: none"> • Effective communication and Language abilities and the acquisition of a wide range of vocabulary are key foundations to successful outcomes in Reading and Writing in EYFS and throughout KS1 & KS2: targeted pupils' skills have improved over the year. • On entry to Nursery around 60% of our pupils were assessed as having low skills in communication and language: having a focus on this area of learning enabled 19% of pupils, including PP pupils, to make accelerated progress. End of year data shows that 59% of pupils were now achieving expected levels. • EMAS staff are an invaluable resource for our many new to English pupils and a provision we need to continue to ensure pupils are settled and able to acquire English at an accelerated rate, therefore supporting them to make good progress from their starting points. • Elklan training for practitioners and bespoke support that has been provided for pupils from Elklan trained staff has been highly successful in school and needs to be extended to more pupils next year. 	<ul style="list-style-type: none"> • Elklan training has been beneficial in the fact that more pupils have been able to access effective support. Trained staff are able to make referrals to speech therapy as Elklan is an accredited qualification. More time needs to be allocated to speech and language support using our trained staff to allow more pupils to benefit. • Year on year, we have a high proportion (around 60%) of pupils with communication and language needs on entry to Nursery and to address this further, we intend to introduce the Wellcomm Speech and Language programme in the EYFS next year to provide additional support to our pupils. • More funding is needed to enable more qualifying pupils to access specialist speech therapy. 	<p>See below for spending breakdown.</p>

Desired outcome	Chosen actions/approaches	Estimated impact	Lessons Learned	Cost
D. Attendance of PP pupils will increase with strengthened engagement through family support.	<ul style="list-style-type: none"> • Daily attendance monitoring by attendance officer and contact made with parents/carers of vulnerable pupils, including PP pupils, and collection of children and follow up visits/ meetings by Family Support worker/ PIP Team worker when necessary. • Dedicated time for Family Support Worker to work with families of PP pupils to improve attendance and punctuality. • Weekly, termly and yearly attendance rewards to motivate PP pupils. 	<ul style="list-style-type: none"> • Daily attendance monitoring had a positive impact on improving the attendance of particular PP pupils: support given to families enabled pupils to access our breakfast club, 'first day' phone calls, visits and meetings, and in special circumstances, collection of pupils, helped parents/carers. Attendance of most targeted PP pupils improved. • Incentives motivated the majority of pupils, including PP pupils, to attend more regularly. • End of year data shows that attendance was slightly below national (96%) at 95% for all pupils and 95% for PP pupils. • Persistent absence of all pupils and PP pupils was 14% at the end of the year. The proportion of all pupils with persistent absence increased due to many pupils having long periods of illness and families travelling abroad to renew visas. • Persistent absence of targeted individuals improved over the year. 	<ul style="list-style-type: none"> • Daily attendance monitoring and contact with parents/carers has been an effective procedure and needs to be maintained consistently throughout the next academic year. • Incentives and attendance rewards need to continue but with new incentives and rewards to maintain pupils' motivation. • Our strategies are having a significant impact on maintaining good attendance and improving persistent absence and it is vital that we continue to allocate funding for family support and attendance monitoring. 	See below for spending breakdown.

Desired outcome	Chosen actions/approaches	Estimated impact	Lessons Learned	Cost
E.Provision of Wider opportunities The aspirations and opportunities of families, including those with children eligible for PP, will be increased through wider opportunities provided by the school.	<ul style="list-style-type: none"> • Subsidised school trips/ visits linked to half termly topics, e.g. Reddish Vale Farm, Roman Chester, Liverpool Slave Trade museum, Styal Mill, Stockport Air Raid shelters and castle visits. Exotic reptiles and theatre companies have been invited into school, as well as the 'dinosaur' for Science Day. • Extra-curricular activities, such as: guitar club, code club, steel band, skateboarding, violin tuition, football, KS2 homework club, French club and science club have been provided. 	<ul style="list-style-type: none"> • Trips, visits, guest visitors and school events subsidised by school have enabled many PP pupils to access opportunities and experiences that they may otherwise not have had. We feel these opportunities have been invaluable in increasing their knowledge, skills and aspirations. • The range of extra-curricular activities has enabled PP pupils to participate in a wide range of activities which have been successful in widening their experience. • Many of our PP pupils have become skilled musicians and have grown in confidence in performing at our school concerts. A couple of our violinists achieved Grade 1. 	<ul style="list-style-type: none"> • Continue to subsidise a wide range of trips and experiences that will inspire, educate, challenge and interest the pupils and increase their knowledge, skills and aspirations. • Provide a wider range of extra-curricular activities that will continue to broaden our PP pupils' experiences and open their minds to new interests that they may wish to take up. 	See below for spending breakdown.

2. Additional detail		
PP Spending Plan 2018-2019 (for 197 eligible pupils)	Brief Details	Amount
Outcome A (Attainment and Progress & Raised standards in Maths and English)		
	<p>Teaching Staff</p> <ul style="list-style-type: none"> • Additional Y5/6 support teacher to facilitate lower class sizes and targeted interventions for eligible pupils. • Additional Y6 intervention teacher to support with underperforming PP pupils. • Additional Y4/5 intervention teacher support with underperforming PP pupils • TA providing additional Phonics support. • CTs providing after school 1-1 tuition. • Pupil Progress meetings to discuss PP pupils' achievement. • Investment in Maths No Problem training to raise standards in Maths teaching and learning • Staff training in core subjects to improve quality first teaching. • Staff training to meet pupils' pastoral needs more effectively so vulnerable pupils are more able to focus on their learning. • Peer support from Maths Leader • Peer support from English Leaders • PEN CPD on raising boys' achievement in FS and KS1 <p>Management staff</p> <ul style="list-style-type: none"> • HOS management of PPG, data analysis, planning support with PLs- 1/2 hour per week. • Inclusion Manager – intervention planning, supervision and training for intervention staff and reviewing PP pupil outcomes. • HOS Guided Reading Intervention 1 hour per week. • HOS Maths Intervention 1 hour per week. • Phase Leaders release time for leading lesson study to enhance teaching and learning across the school. <p>Other</p> <ul style="list-style-type: none"> • Funding for EY2P consultant to support with provision and raising standards • Additional spending on the EYFS outdoor provision to improve outdoor learning opportunities 	£165,779

Outcomes B & C (Well-being, pastoral support, and Communication and Language)		
Additional Education Support Staff, training and resources.	<ul style="list-style-type: none"> • INA Support TA for KS1 & KS2; Additional EAL support TA in EYFS • Additional 1-1 Inclusion TAs (one as deputy safeguarding lead) to support vulnerable PP pupils and facilitate Nurture Provision • Jigsaw PSHE Scheme • Additional Educational Psychologist support • Elklan training from Inclusion Manager for all staff (Speech and Language support) • Elklan training for one Inclusion TA • Team Teach Training • Bridgelea Pupil Referral Unit support • Play Therapy • Funding for 1 PP pupil for drama therapy • After school club financial support for 1 PP pupil 	£71,981
Outcomes D Attendance, family Support		
	<ul style="list-style-type: none"> • Family Support worker • Attendance officer • Parents in Partnership (PIP) team • Parental Engagement Network meetings to support family support worker in engaging parents and providing courses and information • Breakfast Club Payment for 6 vulnerable PP pupils • Attendance Reward Scheme and cinema night incentives to motivate PP pupils. • Incentives/ awards to recognise achievement and good citizenship and badges for roles and responsibilities, school council, librarian, environmental, star of the week stickers, headteacher awards, gold star awards 	£26,555
Outcome E (Access to wider opportunities)		
	<ul style="list-style-type: none"> • Residential Trip Subsidies • Class Trip subsidies • Theatre visits and Theatre company productions in school • Additional extra-curricular Music Tuition in Steel band, guitar, African drumming and violin • Weekly children's newspapers from First News Ltd • Subsidised study guides • Xmas present and World Book Day Books 	£14,906
		Total
Total	£277, 314 PP Grant)	£279, 221

