



Richard Wakefield CE (C) Primary School

Pupil Premium Strategy Report 2018/2019

Introduction –

Our pupil premium funding is used to provide additional educational support to improve progress and to raise the standard of achievement for pupils who are, or who have ever been, registered as eligible for Free School Meals. A premium is also available for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. Pupil Premium Plus has also been introduced for adopted children and those on special guardianship. The funding is used to narrow and close the gap between the achievement of these pupils and their peers.

Wherever possible and working within the powers given, a school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. As a school we work hard to ensure that the additional funding makes a significant impact on their education and lives.

Review of Pupil Premium 2018/2019

Allocation; April 2018 – April 2019 - £52,750

| 2018 – 2019 | |
|-----------------|---------|
| Funding stream | Amount |
| FSM | £52,750 |
| LAC | - |
| Service Premium | - |
| Total income | £52,750 |

Breakdown of Pupil Premium pupils at school

| 2018 – 2019- as at September 2018 | | | | | | | | |
|-----------------------------------|----|----|----|----|----|----|----|-------|
| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Male | 1 | 3 | 2 | 1 | 2 | - | 7 | 16 |
| Female | 1 | 3 | 1 | - | 3 | 5 | 1 | 14 |
| Total | 2 | 6 | 3 | 1 | 5 | 5 | 8 | 30 |

How the funding was spent (2018 – 2019)

Areas identified

| Barriers to future attainment (for pupils eligible for PP across the school, including high ability) | |
|--|---|
| In-school barriers (issues to be addressed in school) | |
| A. | Varied levels of prior attainment for pupils in Y6 – 3/9 SEN, 1/3 SEN awareness |
| B. | Children eligible for pp often entering reception with speech and language issues which present barriers to learning |
| C. | Parental support with home learning for many pupils eligible for PP lacking |
| External Barriers (issues which also require action outside of school) | |
| D. | Attendance levels for some pp pupils – 4/5 of pupils below 90% for 2017/2018 are pp children |
| E. | Emotional resilience of many pupils eligible for PP weak due to home circumstances and issues – all pupils subject to CIn plans pp children |
| | |

Actions taken

| Desired outcomes | | | |
|------------------|--|---|---|
| | Desired outcomes and how they will be measured | Success criteria | Nature of support |
| A. | Children across school, but with a focus on SEN pupils in Year 6, to make more than expected progress from end of KS1 to end of KS2. | Schools tracking progress and end of year 6 national tests to show that interventions given to pupils eligible for PP have accelerated progress and closed the gaps to national expectations. | <ul style="list-style-type: none"> - Targeted support from skilled teachers to provide smaller teaching groups and smaller set support for core subjects. - Additional support from teaching assistants in the classroom. - Small group precision tuition by teaching assistants and additional teachers for focussed intervention groups – targeted at phonics, spellings, reading, writing and mathematics skills. Steps and processes in place to measure impact. |
| B. | Early intervention in reception and KS1 to ensure that pupils are not left behind and that attainment and progress gaps are closed. | Pupils eligible for PP make accelerated progress where required to reach at least expected standards by the end of EYFS. Targeted intervention in KS1 closes any academic gaps. | <ul style="list-style-type: none"> - Baseline and tracking to enable early identification of any intervention required. - More directed use of direct support and intervention programmes across school with SLT member line managing delivery and measuring impact. - Training teaching assistants in Early years and KS1 to deliver small group intervention programmes at times under the direction. |
| C. | Parents are more inclined and more able to support their child with their learning at home. | Pupils eligible for PP make above average progress due to engagement with home school learning. Parents feel more equipped to support their children with home learning activities. | <ul style="list-style-type: none"> - Develop further the interactive processes on the website to enable easier and more effective home school links. - Continue the programme of family learning in all year groups. - Continue to develop the precision of homework provision and use a variety of approaches to engage different groups. |
| D. | Above average attendance levels for pp pupils | Overall PP attendance improves to school average of above 96% | <ul style="list-style-type: none"> - Monthly thorough monitoring by school and regular meetings with the de Ferrers Academy Trust educational |

| | | | |
|-----------|---|--|--|
| | | Reduce the number of below 90% absentees amongst PP children to 0 working with de Ferrers Academy Trust educational welfare support team | welfare support team monitoring attendance levels in all years. - Late gate monitoring visits supported by de Ferrers Academy Trust educational welfare support team - Targeted attendance clinics to work with individual cases. |
| E. | Improved emotional resilience amongst PP children | Fully trained staff member in place who shadowed recently retired worker throughout 2018/2019 academic year. Ensure regular timetabled time set out for the children to meet with staff and address issues. Pupils eligible for PP to have a greater resilience to issues arising in school. | - Newly fully trained member of staff as HOPE worker to provide support to more pupils on a regular basis across school. - Focussed activities around key groups focussing on specific issues relating to the children. - Specific CAMHs supported targeted at key children. |

Impact – progress and attainment

By the end of Year R – EYFS data

| Reception | Number of children | Emerging | Expected | Exceeding | GLD (good level of development) |
|-----------|--------------------|----------|----------|-----------|---------------------------------|
| Reading | 1 | 1 | 0 | 0 | 0 |
| Writing | 1 | 1 | 0 | 0 | 0 |
| Number | 1 | 1 | 0 | 0 | 0 |

1/3 of PP children started year on SEN register

Year 1 and 2 Phonics

| | | | |
|----------------------------|---------------------------|---------|---|
| Year 1 | Number achieving standard | % score | % pupil premium achieving standard - (5/6 children) |
| 37 children | 33 | 89% | 83% |
| Year 2 retakes | Number achieving standard | % score | % pupil premium achieving standard - (0 children) |
| 2 children | 2 | 50% | 0% |
| Overall – by end of year 2 | Number achieving standard | % score | % pupil premium achieving standard - (3/3 child) |
| 28 children | 26 | 94% | 100% |

By the end of Year 2 – End of KS1 data

| Year 2 | Number of children | Working towards | At expected standard | At greater depth |
|---------|--------------------|-----------------|----------------------|------------------|
| Reading | 3 | 1 | 2 | 0 |
| Writing | 3 | 1 | 2 | 0 |

| | | | | |
|-------------|---|---|---|---|
| Mathematics | 3 | 2 | 1 | 0 |
|-------------|---|---|---|---|

By the end of Year 6 – End of KS2 data

| Year 6 | Number of children | Working towards | At expected standard | At greater depth |
|-------------|--------------------|-----------------|----------------------|------------------|
| Reading | 7 | 2 | 2 | 3 |
| Writing | 7 | 3 | 2 | 2 |
| Mathematics | 7 | 3 | 2 | 2 |
| GPS | 7 | 2 | 3 | 2 |

We are still awaiting ASP to detail data but initial indications are that progress will be good. Updates will be added once data officially in.

All year groups Pupil Premium end of year assessment levels

The tables below show the number of children who are working at the different levels in their year group.

Beginning – starting to achieve expectation in their year group

Within – meeting the standards expected for that year group

Secure – showing a full and complete understanding of the expectations for that year group.

| Reading | Number of children | Beginning | Within | Secure | Progress Expected |
|---------|--------------------|-----------|--------|--------|-------------------|
| Y1 | 6 | 33% | 67% | 0% | 83% |
| Y3 | 1 | 0% | 100% | 0% | 100% |
| Y4 | 5 | 60% | 40% | 0% | 60% |
| Y5 | 4 | 50% | 50% | 0% | 100% |

| Writing | Number of children | Beginning | Within | Secure | Progress Expected |
|---------|--------------------|-----------|--------|--------|-------------------|
| Y1 | 6 | 67% | 33% | 0% | 83% |
| Y3 | 1 | 100% | 0% | 0% | 0% |
| Y4 | 5 | 80% | 20% | 0% | 80% |
| Y5 | 4 | 75% | 25% | 0% | 75% |

| Mathematics | Number of children | Beginning | Within | Secure | Progress Expected |
|-------------|--------------------|-----------|--------|--------|-------------------|
| Y1 | 6 | 33% | 67% | 0% | 100% |

| | | | | | |
|----|---|-----|------|-----|------|
| Y3 | 1 | 0% | 100% | 0% | 100% |
| Y4 | 5 | 40% | 40% | 20% | 60% |
| Y5 | 4 | 50% | 50% | 0% | 78% |

Although small numbers of PP children in some year groups make statistical comparisons difficult the progress of these individuals has been good, however there are still gaps to be closed regarding attainment. Where there are large groups still at the beginning of age expectations there are a significant proportion of SEND pupils with individual interventions set up. Clearly a key area of focus is writing where the below expected figures are greatest and this is identified and actions in place on the school development plan.