



DIMINISHING THE DIFFERENCE REPORT ACADEMIC YEAR 2017 - 2018

PUPIL PREMIUM FUNDING FOR ACADEMIC YEAR 2018 - 2019

Pupil Premium: Deprivation (FSM Ever 6)		
Eligible Pupils	Per Pupil	Allocation
188	£1,320	£248,160
Pupil Premium: Children adopted from care (Post CLA)		
Eligible Pupils	Per Pupil (Per Year)	Allocation
9	£2,300	£20,700
Pupil Premium Plus: Children Looked After (CLA)		
Eligible Pupils	Per Pupil (Per Year)	Allocation
10	£2,300	£23,000
	Total Allocation:	£291,860

Mission statement

Our pupil premium grant allocation will be used to dismantle the barriers faced by disadvantaged pupils to enable them to develop effective learning behaviours, which will enable them to achieve comparable levels to their non-disadvantaged counterparts.

Action to address in-school barriers:

1. To develop confidence, resilience and a love of learning.
2. To improve pupil literacy and numeracy attainment.
3. To experience an engaging curriculum which inspires and motivates.

Action to address external barriers:

4. To support and encourage learning at home.
5. To ensure pupils have excellent physical and mental health.

Detail of prioritised spending for disadvantaged pupils to diminish the attainment differentials: (This is a working document and pupil names have been redacted)

Barrier	Cost	Priority Funding	Academic progress is increased for all pupils entitled to pupil premium funding by:
1	£13,972 (£5,155 TLR, £1,000 Resources, £2,957 cover x 0.1, Teacher release x 27 days x £180 = £4,860)	The Outstanding Teaching Project developed in each band within school to improve outcomes for all pupils. Including teacher release and appropriate coaching.	Improving teaching and learning standards throughout the school.
2	£15,936 (£5,950 + £9,986 SLA + 0.4 TA)	Additional dyslexia support – Orrets outreach and TA support.	Increasing support for pupils with SpLD.
2	Current Year 3 Maths (wider than national gap in 2017-18)	TA and Teacher interventions for the following: Year 3 Maths Pupil Premium cohort of 26 13 are below 3W Adjusted Spring 1: Individual names redacted	Ensure the agreed cohort is supported and monitored in Pupil progress meetings throughout the year
2	Current Years 5 and 6 Reading (wider than national gap in 2017-2018)	TA and Teacher Interventions for the following: Year 5 Reading Pupil Premium cohort of 30 17 are below 5W Adjusted Spring 1: Individual names redacted Year 6 Reading Pupil Premium cohort of 34 15 are below 6W Adjusted Spring 1: Individual names redacted	As above
2	Current Year 5 Writing (wider than the national gap in 2017-2018)	TA and Teacher Interventions for the following: Year 5 Writing Pupil Premium cohort of 30 15 are below 5W Adjusted Spring 1: Individual names redacted	As Above
2	Current Years 2 and 4 RWM (Gap widening in 2017-18)	TA and Teacher Interventions for the following: Year 2 Reading, Writing and Maths Pupil Premium cohort of 28 18 are below 2W Adjusted Spring 1: Individual names redacted Year 4 Reading, Writing and Maths Pupil Premium cohort of 31 18 are below 4W Adjusted Spring 1: Individual names redacted	As Above
2	Current Y 6 Writing (Gap widening in 2017- 18)	TA and Teacher Interventions for the following: Year 6 Reading Pupil Premium cohort of 34 15 are below 6W Adjusted Spring 1: Individual names redacted	As Above
2	F2 RW and Y1 RWM (Spring term 2019 gap widening) *Additional funding of 2X 0.6 M5 in summer term: 0.6 - £7,386 x 2= £14,772	TA and Teacher Interventions for the following: F2 RWM Pupil Premium cohort of 13 are below ARE Spring 1: Year 1 RWM Pupil Premium cohort of 22 13 are below 1W Spring 1: Individual names redacted	As Above

2	Year 3 Maths Gap above national but closing, Y4 and 6 Maths gap widening (Spring 2019) *Funding as above	TA and Teacher Interventions for the following: <u>Year 3 Maths Pupil Premium cohort of 26</u> <u>13 are below 3W Spring 1:</u> Individual names redacted <u>Year 4 Maths Pupil Premium cohort of 31</u> <u>15 are below 4W Spring 1:</u> Individual names redacted	As Above
2	Year 6 Reading Gap wider than national (Spring 2019) *Funding as above	TA and Teacher Interventions for the following: <u>Y6 Reading Pupil Premium Cohort of 34</u> <u>15 are below 6W Spring 1:</u> Individual names redacted	As Above
3	£8,064 (£234 Testbase + £985 Target Tracker + £1,770 Pearson Education Bug Club and £5,075 Arbor)	Software licenses for pupil tracking, reading and assessment.	Developing more effective strategies to identify gaps in prior knowledge and assess effective teaching. Provide effective database to support pupil attendance, communication and pastoral support.
2	£6,846 £4,250 £38,683	Special needs advisory assessment team S.L.A. Additional EP support costs – John Pugh Provide non-teaching role for Inclusion Manager x 4 days per week with TLR	Providing increased access to SENNAT and EP to intervene at an earlier stage. Provide greater support for SEND pupils and ensure Quality First Teaching Advice is available
4	£1,008 £1,008	Increase 38 x 1 hour TA weekly homework club with computer access/ TA support available to pupils entitled to pupil premium to 2x per week funding	Supporting effective after school learning for pupils entitled to pupil premium funding.
4	£4,993	Parental support co-ordinator x 1 day per week	Supporting pupil behaviour and reducing barriers to their learning.
2	£2,149	Pupil Attendance Support x 1 day per week	Increasing pupil attendance, physical well-being and social relationships.
2	£2,067 (£1880 plus £187)	Volunteer reading programme x 5	Supporting children below age related expectations in reading, including those who are currently looked after.
4	£11,589	Family Support Worker x 14.4 hrs per week to support vulnerable and pupil premium families.	Providing family support for all families triggering TAF and those requesting support.
5	£33,746 (£24,966 Emma + £8,780 Carol)	Full time School Mentor and Massage Therapist (0.4 FTE) available to support children with emotional barriers to their learning within the school Tranquility Room.	Improving the confidence, well-being and engagement of pupil premium children completing the Tranquility programme.
2	£30,951	Increased teaching staff in KS2 for children on the SEND register working significantly below age related expectations (M1).	Increasing progress of children working below age related expectations with significant SEND.
2	£63,886 (£19,715 + £15,947, £15,231 + £12,993)	Increase TA support within all classes 4 x full time TAs.	Ensuring gaps in prior learning are identified and addressed in all classes.
2	£3,000	Part funding to purchase additional reading books – to include Book Bus stock	Increasing pupil engagement in reading for pleasure.

3	£3,000 to include stickers/ books etc and £1,000 bus costs/ Site Manager extra hours	Maintenance of library facilities to engage pupil readers and provide support to visit libraries using the school mini-bus	Increasing pupil engagement in reading for pleasure.
3	£15,000	Increased ICT resources for all pupils particularly pupil premium cohorts.	Increase pupil access for children without internet access at home and fully engage them in learning.
2	£1,400	Additional speech and language therapy support S.L.A.	Providing additional support for the large number of FS/KS1 pupils with speech difficulties identified in WELLCOM screening.
2	£3,500	Pupil Progress meetings (cover costs) x £90 per progress week from S1 2019.	Ensuring individual pupil progress is effectively tracked and supported.
3	£3,000	Subsidies for after school clubs and activities.	Increasing the engagement of pupil premium cohorts in after school activities.
3	£4,180	209 F.S.M. trip subsidy of £20 per annum per child.	Engaging all pupils entitled to pupil premium funding in all trips and activities available to them.
3	£1,000	Subsidy available to support access to residential.	Increasing confidence and engagement of children entitled to pupil premium by accessing school residential trips.
3	£2,500	Part funding of Chess in schools 50% contribution.	Developing logical thinking and problem solving in year 4.
2	£24,275 (£13,133 (SF) & £11,142 (EJ))	T.A. posts 1.5 FTE reading support for children below ARE..	Increasing confidence and attainment in reading with clear focus on pupils below age related expectations in year 2.
2	£2,700	To provide additional resources to support reading comprehension in KS2.	Providing greater support for reading comprehension of pupils below age related expectations.
All Priorities	TOTAL: £318,475	SIP Costs financial year 2017 - 18 Priority 1 (Health & Character) £2,270, £620 and £3,400 Priority 3 (Reading) £3,500 Priority 5 (Maths) £2,330 Priority 6 (Foundation Subjects) £3,000	Supporting School Improvement Priorities
TOTAL:	£318,475 (£26,615 funded from the school general staffing budget to address SIP priority needs in addition to the £291,860 generated for pupil premium as detailed above)		

In Year Review of disadvantaged pupil attainment

Data from September 2018 – Spring 1 2019 demonstrates the following:

Summer 2018 – Spring 2 2019	Reading National KS1 18% National KS2 16%	Writing National KS1 20% National KS2 16%	Maths National KS1 18% National KS2 17%
F2	18.1 (+16.8%)	13.0 (+12.8)	9.6 (-1.0)
Year 1	6.1 (+2.9%)	9.6 (+6.4%)	14.5 (+12.9%)
Year 2	0.7 (-12.0%)	0.7 (-12.0%)	8.0 (-3.0%)
Year 3	11.6 (-0.2%)	9.6 (-5.9%)	19.8 (-2.2%) 2.8% above national
Year 4	4.7 (Static)	4.2 (-0.4%)	13.6 (+1.8%)
Year 5	0.6 (-16.2%)	4.2 (-10.2%)	0.8 (-0.8%)
Year 6	17.3 (+4.6%) 0.3% above national	3.9 (Static)	7.5 (+2.3%)

Although in some subjects the within school gap has widened between disadvantaged pupils and their non-disadvantaged counterparts (indicated in pink) statistics demonstrate the gap within school is lower than the national disadvantaged gap in all year groups and subjects with the exception of the year 3 maths assessments which are 2.8% above national (indicated in red).

The only data which is above the national disadvantaged gap is within year 3 and only in maths (2.8% above national). All other subjects and year groups retain a smaller than national disadvantaged gap. In F2 the gap widened in reading and writing following the autumn baseline but the gap closed in maths. From Autumn year 1 – Spring 1 year the gap increased by 4.1% in reading and writing but the gap increased at a higher rate in maths (12.9%).

End of KS1

Year 2 outcomes for 2018 – 2019 – End of KS1 Data

The chart below shows the attainment of pupils entitled to pupil premium compared to their non-pupil premium counterparts:

Year 2 2018 – 19 (Cohort:)	Attainment Pupil Premium (Cohort: 27)	Attainment Non-Pupil Premium (Cohort 60)	Attainment Gap	Progress Pupil Premium	Progress Non- Pupil Premium	Progress Gap
Reading at expected level	71.0%	82.8%	- 11.8%	5.6	5.3	+ 0.3
Reading at greater depth (6)	3.6%	19%	- 15.4%	5.2 (6)	5.4 (24)	- 0.2
Writing at expected level	67.9%	75.9%	- 8%	5.7	5.7	0.0
Writing at greater depth (2)	0.0	8.6%	- 8.6%	5.0 (2)	5.2 (19)	- 0.2
Maths at expected level	89.3%	87.9%	+ 1.4%	6.2	6.1	+ 1
Maths at greater depth	10.7%	20.7%	- 10%	5.5 (4)	5.6 (16)	- 0.1

Impact and lessons learned:

- Pupil Premium progress in KS1 reading demonstrates positive impact in our initial reading support. On reflection more support will be given to replicate this intervention within KS2 classes.
- Overall reading attainment remains below Non PP counterparts by 11.8%.at expected and 15.4% at greater depth. Greater support beyond initial reading intervention should be a priority next year to support the comprehension skills and reading stamina for our PP cohort. Staff have also identified the need to increase pupil engagement in reading for pleasure within all classes. It is important to note that there were only 2 PP pupils who exceeded the ELGs for reading at the end of F2 and this number increased to 6 at the end of KS1.
- Changes to writing planning and writing CPD has supported PP achievement in writing but this is not yet impacting on children reaching greater depth. Support for planning and higher ability pupils will be a priority for the new plan. It is important to note that there were no PP children who were exceeding the ELGs at the end of F2 but 2 PP children achieved greater depth in writing at the end of KS1.
- As a result of targeted interventions in maths and the development of pre and post teaching from TAs attainment at expected and progress over the year is positive for PP pupils when compared to their non PP counterparts. Nevertheless PP pupils are below their non PP counterparts at greater depth. It is important to note that only 2 PP pupils in this cohort exceeded the ELGs at the end of F2 but 4 achieved greater depth at the end of KS1.

Year 6 outcomes for 2018 – 2019 – End of KS2 Data

The chart below shows the attainment of pupils entitled to pupil premium compared to their non-pupil premium counterparts:

Year 6 (Cohort: 2018 – 19 (Disaggregated for the MLD Base)	Attainment Pupil Premium (35)	Attainment Non-Pupil Premium (50)	In Sch Gap	Nat Gap	Progress Pupil Premium	Progress Non- Pupil Premium	In Sch Gap	Nat Gap
Reading at expected level	67%	73%	-6%	-12%	5.9	6.1	-0.2	-0.9
Reading at greater depth	10%	36%	-26%					
Writing at expected level	69%	82%	-13%	-14%	6.1	6.1	0.0	-0.4
Writing at greater depth	0.0%	8%	-8%					
Maths at expected level	78%	84%	-6%	-17%	6.1	6.0	+0.1	-1.3
Maths at greater depth	18%	30%	-12%					

End of KS2

Area	Pupils eligible for pupil premium	Pupils eligible for pupil premium (nationwide)	Pupils not eligible for pupil premium	Pupils not eligible for pupil premium (nationwide)
Expected progress in reading	-1.5	-1.2	-1.2	-0.3
Expected progress in writing	-2.3	-1.7	-1.8	-1.3
Expected progress in mathematics	+0.2	-1.4	+1.6	-0.1
Making better than expected progress in reading	-1.5	-1.0	-1.6	-0.5
Making better than expected progress in writing	0	1.3	-2.8	-0.8
Making better than expected progress in mathematics	+ 0.7	-1.0	+0.3	-0.1

Impact and lessons Learned:

- In-school maths PP at expected achievement gaps are closing and are less than national. This is replicated in reading and writing.
- Progress measures are generally more secure indicating that recent PP spending is having a more positive impact but this will need to be sustained over a longer period.
- Again we need to consider pushing the higher prior attainers and those PP with 120+ NFER to ensure all PP pupils are reaching their full potential and have narrowed the gaps evident at baseline and ELG.
- Greater funding to consolidate the slow improvements in reading and writing will need to be embedded in order to reach or exceed national attainment generally whereas teaching of maths appears more secure.

In line with Education Endowment Fund research we have agreed to identify less priorities over a more sustained period (2 rather than the suggested 3 years in light of the appointment of a new Head and Deputy for September 2020).

Our clear focus will be on supporting literacy skills more effectively and to ensure effective support for more able learners. The main driver will be on reading and embedding the recent Pathways planning to support writing.

Reviews of our emotional support indicates the need to maintain this next year and to increase the support given by the school Family Support Worker. We also need to maintain effective support for children with additional needs via the school Inclusion Manager and use the opportunity to increase library facilities to further develop effective strategies to engage pupils with reading.

Our 101 enhancement opportunities identified to develop experiential knowledge and vocabulary will still be funded as we believe this will help support PP pupil learning and knowledge retention.