

## Evaluation of the Pupil Premium Grant 2018-2019

Key Figures regarding Pupil Premium	
Total Number of Pupils (Year R to 6)	410
Total Numbers of Pupils Eligible for PPG	216
Percentage of pupil eligible for PPG	51%
Amount Received Per Pupil	£1320.00
Total Amount of PPG Received	£288,960.00

The Pupil Premium is allocated to children who are known to be eligible for Free School Meals (FSM), Service Children and children who have been looked after continuously for more than six months. This will also include pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

It is for schools to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils at their school.

From September 2012, schools are required to publish online information about how we have used the Premium funding. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

Item	Objective	Expected impact
<b>Staffing £199, 031</b>		
<b>Additional full -time teacher to teach Maths in KS2.</b>	To reduce class size in maths lessons in Years 3-6. To enable all children to make accelerated progress in Maths.	End of KS2 disadvantaged /other pupils' attainment and progress gap narrows.  The gap in both progress and attainment narrows in all KS2 classes.
<b>Additional full -time teacher to teach English in KS2.</b>	To reduce class size in English lessons in Years 4-6. To enable all children to make accelerated progress in English.	End of KS2 disadvantaged /other pupils' attainment and progress gap narrows.  The gap in both progress and attainment narrows in all KS2 classes.

### Maths Attainment Results

	Dis 2019	Non-Dis 2019	GAP	Dis 2018	Non-Dis 2018	GAP
Y3	69	84	15	71	88	17
Y4	70	97	27	65	96	31
Y5	72	87	15	67	92	25
Y6	79	87	8	75	88	13

### English Results Reading Attainment

	Dis 2019	Non-Dis 2019	GAP	Dis 2018	Non-Dis 2018	GAP
Y3	66	75	9	71	82	11
Y4	70	86	16	61	88	27
Y5	70	75	5	64	89	22
Y6	78	87	9	85	70	15

### English Results Writing Attainment

	Dis 2019	Non-Dis 2019	GAP	Dis 2018	Non-Dis 2018	GAP
Y3	69	84	15	65	77	12
Y4	60	78	18	68	80	12
Y5	70	75	5	67	75	8
Y6	75	91	16	75	88	13

### Commentary

#### Maths

This year we have had a full-time maths teacher out of class teaching in KS2, although in the first term this teacher was working full time in Y4 due to staff absence.

The gap in attainment in all year groups has narrowed. This has been most successful in Y5 and it is fair to say that this is the year group in which the split class arrangements for maths have been most stable.

#### English

This year we had employed a non-class-based teacher to teach across KS2. Unfortunately, due to circumstances beyond our control, this was not possible. Therefore, interventions for reading were instigated by trained teaching assistants and our assistant head. As you can see the gap in terms of attainment in reading has narrowed in all year groups. Again, the most marked improvement has been in Y5.

Money has not been heavily invested into writing, with most interventions being related to reading. The gap here in terms of attainment has widened slightly here in all year groups, except Y5 and as such will need to be monitored in 2019-2020.

	<b>Full time Family Support Worker</b>	<p>To engage families, that are hard to reach, in the safeguarding and welfare of their children.</p> <p>To engage families in interventions designed to reduce the issues that impact on children's learning.</p>	<p>Interventions are successful and lead to the improved attendance and well-being of children who are disadvantaged.</p> <p>The progress and attainment gap between disadvantaged pupils and other narrows in all year groups.</p>
	<b>Full time Learning Mentor</b>	<p>Individualised support for children with social and emotional barriers to learning.</p> <p>Access to external agencies for further resources to support emotional well-being.</p>	<p>Disadvantaged children perform in line with national expectations.</p> <p>Attendance of disadvantaged pupils improves due to emotional support provided.</p> <p>Barriers to learning are broken down for disadvantaged children, leading to good progress for all.</p>
	<b>Additional teacher in Reception and Year 1</b>	<p>To narrow the gap between disadvantaged pupils and their peers in Reception and Year 1.</p>	<p>The gap between the number of disadvantaged children and their peers, making a good level of development, narrows.</p> <p>The gap between the number of disadvantaged children and their peers, passing phonics screening, narrows.</p>

## Analysis by Year Group

### Reception

Attainment	DA	Non-DA	GAP 2019	GAP 2018
Reading	82%	76%	6	8
Writing	77%	76%	-1	14
Number	82%	82%	0	8
PSED	74%	87%	13	1
CL	77%	83%	6	11
PD	86%	90%	4	7
GLD	73%	71%	-2	15

The gap in attainment in all areas has narrowed, with the exception of PSED. This cohort had significant issues in relation to PSED when entering school and much intervention work had to be done to ensure that many children reached the expected standard. The additional adult in Reception has made this possible.

This year 11 children have been supported by the learning mentor and family support worker.

### Year 1

Attainment	DA	Non-DA	GAP 2019	GAP 2018
Phonics	73	94	21	n/a
Reading	65	91	26	8
Writing	45	91	46	14
Maths	62	91	29	8

In this year group the attainment gap appears to have widened significantly. This year group will need to be a significant focus in the academic year 2019-2020.

This year 9 children have been supported by the learning mentor and family support worker.

### Year 2

Attainment Y2	DA	Non-DA	GAP 2019	GAP 2018
Reading	67	86	19	24
Writing	54	83	29	32
Maths	63	89	26	35

The attainment gap in this year group has narrowed in all areas this year, although it is still apparent. This has been most significant in Maths. This year, as part of the role of the non-class-based teacher for maths, we have been able to split this year group three ways for one term. This appears to have helped to narrow the gap.

This year 4 children have been supported by the learning mentor and family support worker.

### Year 3

Attainment Y3	DA	Non-DA	GAP 2019	GAP 2018
Reading	66	75	9	11
Writing	66	79	13	13
Maths	69	84	15	17

The gap has narrowed slightly in reading and maths has narrowed slightly. The gap in writing remains static.

This year 10 children have been supported by the learning mentor and family support worker.

### Year 4

Attainment Y4	DA	Non-DA	GAP 2019	GAP 2018
Reading	78	90	9	9
Writing	78	90	16	9
Maths	75	95	8	13

The gap in reading has significantly narrowed by 11%. The gap has also narrowed in maths by 4%. In both of these subjects, significant interventions have been put into place. Including a three-way split for maths using an additional teacher as mentioned earlier in this report. In reading, teaching assistants have been used to provide 1:1 support for children in receipt of pupil premium funding. Again, this appears to have been successful. Although the gap has narrowed in writing, it is not a significant narrowing of the gap. The gap has widened in writing and this will be a focus next year.

This year 5 children have been supported by the learning mentor and family support worker.

### Year 5

Attainment Y5	DA	Non-DA	GAP 2019	GAP 2018
Reading	89	96	7	27
Writing	70	75	5	8
Maths	72	87	15	25

The attainment gap in reading has narrowed significantly this year. This is due to the fact that disadvantaged children have had significant reading interventions from both teachers and teaching assistants. The gap has also narrowed significantly in maths. Again, this is an area in which we have invested greatly in this year, with disadvantaged children being taught in a smaller group with a specialist teacher.

The gap whoever in writing appears to have widened, this is not an area that we invested much of our pupil premium funding into last year and will be a focus of 2019-2020.

This year 10 children have been supported by the learning mentor and family support worker.

## Year 6

Attainment Y6	DA	Non-DA	GAP 2019	GAP 2018
Reading	70	86	16	27
Writing	60	78	18	12
Maths	70	97	27	31

The attainment gap has remained static in reading, and has narrowed in maths. It did, however, widen in writing.

This year 7 children have been supported by the learning mentor and family support worker.

## Key Stage 2 Trend

The trend in pupil premium clearly shows that the gap has widened this year compared with last year, but this is cohort specific.

Attainment	DA	Non-DA	GAP 2019	GAP 2018
Reading	78	90	9	2
Writing	78	95	16	5
Maths	75	95	8	5

## Sports Coaching £73,060

Sports Coaches	<p>High quality sports provision as part of the curriculum is delivered.</p> <p>The number of extra curricula activities increases.</p> <p>Individual children are targeted for support with behaviour.</p>	<p>All PE lessons are good and assessment in PE shows a development of skills.</p> <p>More disadvantaged children attend after school clubs.</p> <p>Positive impact on behaviour, in terms of the number of incidents recorded on e-portal.</p>
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#### Pupil Premium – Clubs Autumn Term 2018

23 Clubs were available during Autumn Term 2018  
432 Children attended  
176 Children who attended are Pupil Premium  
41% of Pupil Premium attended in the Autumn Term.  
190 Boys Attended Clubs  
242 Girls Attended Clubs  
47 SEN Children attended in the Autumn Term

#### Pupil Premium – Clubs Spring Term 2019

18 Clubs were available during Spring Term 2019 (was 22 in old school)  
362 Children Attended  
155 Children attended were Pupil Premium  
56 % of Pupil Premium attended in the Spring Term.  
153 Boys Attended Clubs  
206 Girls Attended Clubs  
51 SEN Children attended in the Spring Term

#### Pupil Premium – Clubs Summer Term 2019

16 Clubs were available during Summer Term 2019  
304 Children Attended  
145 Children attended were Pupil Premium  
51 % of Pupil Premium attended in the Summer Term.  
142 Boys Attended Clubs  
162 Girls Attended Clubs  
59 SEN Children attended in the Summer Term.

<b>Curriculum Enrichment £15,869</b>		
<b>Modern Foreign Language specialist teacher in KS2.</b>	<p>To ensure all children in KS2 have access to a broad and balanced curriculum.</p> <p>To ensure that the teaching in Spanish is of a high quality.</p> <p>To up-skill non-specialist teachers in the teaching of Spanish.</p>	<p>Children in KS2 speak positively about Spanish.</p> <p>Children leave Year 6 with a sound basis understanding of the Spanish language.</p>
<p>The teaching of Spanish has been consistent all year, with all children in KS2 having MFL lessons. This has involved each class having 3 half terms of lessons on a weekly basis.</p> <p>In June, governors undertook a visit to look at the spending of the pupil premium funding. As part of this visit, the governors spoke to a group of children. Comments taken from the governor's report relating to Spanish are given below.</p> <p><i>"Children in Yr6 leave with a sound basic understanding of the Spanish language."</i></p> <p>In addition to the above information, the school undertook an internal review of the curriculum in July. As part of this review a deep dive into Spanish was conducted. This showed that Spanish is well profiled in all classes and that the work children are completing is of a good standard. Assessment of this subject is currently made by the Spanish teacher and no formal analysis in terms of attainment of pupil premium children and non-pupil premium children has been done. This is an area to develop next year.</p>		
<b>Musical instrument tuition for all children in Years 2-5.</b>	To broaden the musical experiences of children across the school and to expose them to a variety of different musical opportunities.	All classes in Years 2-5 talk positively about music. Parents are engaged in musical performances.
<p>The teaching of Music has been consistent all year, with all children in Y2-Y5 having music lessons on a weekly basis</p> <p>In June, governors undertook a visit to look at the spending of the pupil premium funding. As part of this visit the governors spoke to a group of children. Comments taken from the governor's report relating to Music are given below.</p> <p><i>"Learning instruments is popular. The creation of an orchestra was also of interest."</i></p> <p>In addition to the above information, the school undertook an internal review of the curriculum in July. This showed that music is well profiled by teachers in the classes taught by the music service. There is now considerable room for improvement in this area. Music must be profiled in all classes, including those not taught by the music service. The school are committed to this and have recently appointed a leader responsible for the performing arts to ensure that children are given more opportunities in this area.</p>		
<b>Disadvantaged fund £1000</b>		
<b>Emergency funding to support families with trips, visit and uniform etc.</b>	All children are able to feel a sense of belonging to the school community. All children are able to access a range of experiences.	All children have correct school uniform. All children take part in trips and visits.
This year all of the PP children in Yr6 took part in the year 6 residential. Some parents were given subsidies for this as they found it difficult to pay.		