



## Pupil Premium Evaluation 2017/18

Pupil Premium funding is received for each child who currently receives a Free School Meal or who has received Free School Meals at any time in the last six years. We adapt our Pupil Premium spending each term, based on the effectiveness of each intervention, to meet the ongoing needs of disadvantaged children.

### Pupil Premium money is targeted at:

- Children at risk of not achieving age expectations at the end of KS2.
- Children not on track to be at age expectations in Phonics and Reading at the end of KS1.
- Children at risk of low attendance.
- Children requiring additional pastoral support including children in need or subject to child protection plans.
- Ensuring all children can go on all educational visits including residential.

The Governors' and School Leadership's overarching intentions for these actions is to close the gap academically between disadvantaged children and their peers, to provide stability to children's life circumstances to allow learning to become a priority and to ensure that financial circumstances are not a barrier to learning.

For 2017/18 the school will receive £100,320 in its allocated Pupil Premium Grant.

Provision	Cost	Impact
<p><b>Additional 0.4 day Teacher for Upper KS2.</b></p> <ul style="list-style-type: none"> <li>• New 0.6 PPA appointment in 2017/18. For academic year this post to be extended to 1.0 role.</li> <li>• Additional days to provide small group and 1:1 interventions across Upper KS2.</li> </ul> <p><b>Why?</b>  <i>In 2016/17 55% of Y6 cohort (56% of disadvantaged) achieved age expectation in RWM. Nationally, 61% of children achieved expected. Internal Tracking (Summer 2017) indicates 55% of Y6 and 37% of Y5 at age expected+ for RWM combined.</i></p>	£12,900	<ul style="list-style-type: none"> <li>• <b>Reading:</b> National 75%, Cohort 57% and Pupil Premium 50%.</li> <li>• <b>Writing:</b> National 78%, Cohort 67% and Pupil Premium 60%.</li> <li>• <b>Maths:</b> National 76%, Cohort 57% and Pupil Premium 50%.</li> <li>• <b>RWM Combined:</b> National 64%, Cohort 43% and Pupil Premium 40% (Teacher Assessment 45%)</li> <li>• Progress in R -3.3, W -1.3 and M -1.9 hit Coasting Criteria.</li> <li>• Outcomes and Progress (Whilst Average Scaled Scores R 100, GPS 102 and M 101) below National Expectations.</li> </ul>
<p><b>Additional 0.1 day Teacher for Year 6:</b></p> <ul style="list-style-type: none"> <li>• PPA Teacher in Year 6 for additional ½ day.</li> <li>• Class Teacher to hold 1:1 and small group conferencing and closing the gap sessions.</li> </ul> <p><b>Why?</b>  <i>In 2016/17 55% of Y6 cohort (56% of disadvantaged) achieved age expectation in RWM. Historically disadvantaged have achieved in line with peers at expected but below peers at more than expected. Prompt and specific feedback from teacher has impact and this weekly opportunity allows specific closing the gap input.</i></p>	£4,000	<ul style="list-style-type: none"> <li>• <b>Writing:</b> National 78%, Cohort 67% and Pupil Premium 60%.</li> <li>• <b>RWM Combined:</b> National 64%, Cohort 43% and Pupil Premium 40%.</li> <li>• Progress in W -1.3 not significantly different from National. For Pupil Premium this was better at -0.7.</li> </ul>

<p><b>Additional hours for TA to run booster clubs:</b></p> <ul style="list-style-type: none"> <li>• Small group tuition in Year 6 run by experienced TA.</li> <li>• Maths groups at 2x ½ hour for 25 weeks.</li> </ul> <p><b>Why?</b>  <i>In 2015/16 56% of disadvantaged cohort achieved age expectation in RWM. 55% of current Y6 on track to do so at end of Summer 2017.</i></p>	<p>£12.74 per hour £318.50</p>	<ul style="list-style-type: none"> <li>• <b>Maths:</b> National 76%, Cohort 57% and Pupil Premium 50%.</li> <li>• <b>RWM Combined:</b> National 64%, Cohort 43% and Pupil Premium 40%.</li> <li>• Progress in M -1.8 and for Pupil Premium -1.0.</li> </ul>
<p><b>Additional TA in Y6:</b></p> <ul style="list-style-type: none"> <li>• Additional adult for supporting quality first teaching.</li> <li>• Guided Group support in lessons.</li> <li>• Differentiated support to ensure all children, including 5 (17%) with SEND make expected progress+.</li> </ul> <p><b>Why?</b>  <i>In 2017, outcomes for SEND children at KS2 were R 67%, W 67% and M 33% with combined RWM 33%. Of current Y6 cohort, 40% on track for RWM combined.</i></p>	<p>£15,000</p>	<ul style="list-style-type: none"> <li>• <b>4 children with SEND including 2 EHCP.</b></li> <li>• <b>Reading:</b> 25% and Progress of -5.5</li> <li>• <b>Writing:</b> 0% and Progress of -6.1</li> <li>• <b>Maths:</b> 25% and Progress of -4.4</li> </ul>
<p><b>Afternoon Interventions for Children at risk of not achieving age expected:</b></p> <ul style="list-style-type: none"> <li>• TA deployment on class by class basis.</li> <li>• Interventions directed by class teachers.</li> <li>• Every class to have interventions running in afternoons.</li> <li>• Short term interventions linked to non-negotiables in Writing and close the gaps in Maths.</li> </ul> <p><b>Why?</b>  <i>Internal tracking and assessment across school identifies standards in Writing below those in Reading and Maths. There is a gap in % at age expected between PP and non-PP children.</i></p>	<p>£2,500</p>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> National 75%, Cohort 57% and Pupil Premium 50%.</li> <li>• <b>Maths:</b> National 76%, Cohort 57% and Pupil Premium 50%.</li> <li>• Regular Reading Interventions managed by TA ensured regular reading of more challenging texts than in previous year.</li> </ul>
<p><b>Additional part time TA (2a) Y2:</b></p> <ul style="list-style-type: none"> <li>• Additional 0.4 TA in Y2.</li> <li>• 'Closing the gap' in Reading at Year 2.</li> <li>• 1:1 and Guided Reading targeting those reading less at home.</li> </ul> <p><b>Why?</b>  <i>In 2016/17 disadvantaged children at KS1 achieved below their peers in RW and M. 20% of disadvantaged achieved age expectation compared to 64% of cohort. Cohort did have multiple barriers to learning. 43% of current Y2 disadvantaged children on track for combined RWM at end of Summer 2017.</i></p>	<p>£5,560</p>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> National tbc%, Cohort 80% and Pupil Premium 67%.</li> <li>• <b>Writing:</b> National tbc%, Cohort 70% and Pupil Premium 33%.</li> <li>• <b>Maths:</b> National tbc%, Cohort 70% and Pupil Premium 44%.</li> <li>• <b>RWM Combined:</b> National tbc%, Cohort 67% and Pupil Premium 33%.</li> <li>• Outcomes overall in line National and improving for PP children.</li> </ul>
<p><b>Additional hours for TAs to run Phonics club:</b></p> <ul style="list-style-type: none"> <li>• Twice weekly lunchtime phonics sessions.</li> <li>• Supporting PP children in Y2 to complete phonics test successfully.</li> </ul> <p><b>Why?</b></p>	<p>£12.74 per hour £318.50</p>	<ul style="list-style-type: none"> <li>• 93% of Cohort passed Phonics Test – above Lancashire and National.</li> <li>• 93% of PP children passed Phonics Test – above</li> </ul>

<p><i>Phonics underpins success at Reading and disadvantaged children achieved lower outcomes in Reading at KS1.</i></p>		<p>Lancashire and National.</p>
<p><b>Science Club</b></p> <ul style="list-style-type: none"> <li>• Weekly Science Club for 12x KS2 Pupil Premium children.</li> <li>• Externally run club for ½ a term.</li> <li>• Hands on Investigations.</li> </ul> <p><b>Why?</b>  <i>Disadvantaged children may lack opportunities for STEM experiences beyond school.67% of PP children and 77% of non-PP children achieved age expectation in KS2 Teacher assessments.</i></p>	<p>£540</p>	<ul style="list-style-type: none"> <li>• Science Club run over 2 terms for 24 children including 20 Pupil premium children.</li> <li>• Observations in Science lessons identified engagement by all children.</li> <li>• Science at KS2: Cohort 77% and increase in PP to 73%.</li> </ul>
<p><b>Employing a Learning Mentor:</b></p> <ul style="list-style-type: none"> <li>• Attendance co-ordinator.</li> <li>• CLA Lead.</li> <li>• DSL.</li> <li>• Kidsafe Teacher.</li> <li>• Lead liaison with Wellbeing Prevention and Early Help.</li> <li>• Healthy School lead, eg cookery sessions for pupils and parents/carers</li> </ul> <p><b>Why?</b>  <i>Only by being in school, will children be able to learn at age expectation. Whilst overall attendance is good (over 96% last three years), disadvantaged children's attendance is below non-disadvantaged (96% v 96.2%) and include 1 persistent absentee from current cohort (below 90%) in 2016/17.</i>  <i>In 2015/16 9% and in 2016/17 6% of children at CP or CIN involvement with CSC. For children to make academic progress they need to be safe and supported.</i></p>	<p>£31,683</p>	<ul style="list-style-type: none"> <li>• School Overall Attendance 96.6%.</li> <li>• Disadvantaged Attendance 95.9% and SEND Attendance 96.0%. Non-PP 97.3%.</li> <li>• 4 families supported through attendance agreement and 3 through PAST work.</li> <li>• 6 PA children including 2 short term, 2 with significant pastoral events and 2 with unauthorised holidays.</li> </ul>
<p><b>Additional role for TA (2b/3) including:</b></p> <ul style="list-style-type: none"> <li>• Extended Services, including out of school activities for children and courses for parents/carers.</li> <li>• Managing after school clubs to ensure participation of disadvantaged children.</li> <li>• Assisting Learning mentor with attendance and managing pastoral groups including cooking and friendship groups.</li> <li>• Monitoring reading at home in KS1 and following up with parents.</li> <li>• Kidsafe Teacher.</li> </ul> <p><b>Why?</b>  <i>Participation at after school clubs for disadvantaged children was 60% compared to 77% of all children. Involvement in out of school activities leads to better engagement with school, health benefits and experiences which may have a lifelong impact. Reading monitoring leads to discussions and increased reading at home.</i></p>	<p>£18,707</p>	<ul style="list-style-type: none"> <li>• 6 families (50% PP) involved in Fathers &amp; Lego Robotics with Adult Learning.</li> <li>• 159 children (82%) of school involved in School Clubs (After School, Lunch, Bikeability, Councils etc) including 74 PP children (83%). This is an increase for both all and PP children.</li> <li>• PP attendance remains broadly in line with National target – 65.9%.</li> <li>• Reading monitoring across the school – follow ups have helped support 73% of children at age expected+</li> <li>• Increase in reading at home across KS1 leading to 80% of Y2 achieving expected standard.</li> </ul>

<p><b>Additional hours for TAs at lunchtime:</b></p> <ul style="list-style-type: none"> <li>• Lunchtime support – Welfare grade</li> <li>• 2 adults for 45 minutes a session.</li> <li>• 5 days a week.</li> </ul> <p><b>Why?</b>  <i>Calm and constructive lunchtimes lead to better engagement with school and more productive learning after breaks. More adults and activities last year led to fewer incidents of inappropriate behaviour and therefore more children ready to learn promptly in lesson times.</i></p>	<p>£2,300</p>	<ul style="list-style-type: none"> <li>• Improved behaviour over lunchtimes with less ‘serious incidents’ recorded in behaviour log.</li> <li>• Reduction in incidents from 2016/17.</li> </ul>
<p><b>Educational Resources</b></p> <ul style="list-style-type: none"> <li>• BONDS resources</li> </ul> <p><b>Why?</b>  <i>Children who are academically capable of accessing the LRGS and LGGS tests need experience of the format. Families will be talked to regarding aspirations, resources provided and children supported with understanding format at lunchtimes.</i></p>	<p>£25 x 10 = £250</p>	<ul style="list-style-type: none"> <li>• 10 children in Years 5 and 6 supported with challenge linked to local Grammar Schools.</li> <li>• 4 children in Year 6 took tests including 2 PP. Of these 1 Non-PP and 1 PP child gained places.</li> </ul>
<p><b>Subsidising educational visits and clubs:</b></p> <ul style="list-style-type: none"> <li>• Subsidy of clubs: Football and Activ8</li> <li>• Subsidy of music tuition: Guitar and Ukelele</li> <li>• Subsidy of educational visits: termly class trips</li> <li>• Subsidy of residential: London and Tower Wood</li> </ul> <p><b>Why?</b>  <i>Success at school is about more than just the academic. Participation in clubs, educational visits and residential allows disadvantaged children experiences which could have a lifelong effect. It leads to better engagement with school improves learning – in particular writing - by giving children language and experiences to draw upon.</i></p>	<p>£5,688</p>	<ul style="list-style-type: none"> <li>• All children in Y6 wanting to attend London Trip did so - £3,640 subsidy.</li> <li>• All children in Y4 and Y5 wanting to attend Tower Wood Trip did so.</li> <li>• Transport subsidised for educational visits - £1,940.</li> <li>• All Educational Visits linked to the curriculum able to go ahead.</li> <li>• 3 children in paid for clubs (eg Activ 8) able to continue throughout the year.</li> <li>• Scouts Membership and Attendance costs (£84) for child vulnerable in the community.</li> <li>• £936 to support music tuition.</li> </ul>
<p><b>WOOSH:</b></p> <ul style="list-style-type: none"> <li>• Children attend breakfast club to ensure smooth start to beginning of day.</li> <li>• Siblings attend after school WOOSH so that children can attend Y6 boosters.</li> </ul> <p><b>Why?</b>  <i>Targeted families are regularly late to school and therefore learning is missed. Siblings attending after school club allows Y6 children to take part in booster sessions. Flexible use of WOOSH provides families in short term difficult circumstances with support.</i></p>	<p>£1,875</p>	<ul style="list-style-type: none"> <li>• 18 children supported during the year at a cost of £1,875.</li> <li>• CLA child attending Breakfast Club – previously PA – achieved 99%.</li> <li>• Short term use of WOOSH eg Medical, Community Incident, Family Loss</li> <li>• Long term use eg transition at start of day, family situation, siblings in boosters and safe place for children who are vulnerable in community.</li> </ul>

<p><b>Milk:</b></p> <ul style="list-style-type: none"> <li>• Milk purchased for younger children to support healthy living at Willow Lane.</li> </ul> <p><b>Why?</b>  <i>Milk is a vital source of nutrients and children from disadvantaged families are more likely to have a less healthy diet than peers.</i></p>	<p>£1,000</p>	<ul style="list-style-type: none"> <li>• Children enjoying health benefits of daily milk.</li> </ul>
<p><b>Uniform:</b></p> <ul style="list-style-type: none"> <li>• New arrivals to school supported when vulnerable.</li> <li>• Arrangement with Uniform supplier where school can be charged.</li> <li>• Subsidising school uniform for all PP children.</li> </ul> <p><b>Why?</b>  <i>New, clean uniform makes children feel part of the school they are at. Due to changes in children's lives, some children move school in year. Financially supporting with uniform (when another has already been bought) supports with move.</i></p>	<p>£562</p>	<ul style="list-style-type: none"> <li>• 8 individual children supported with full uniform.</li> <li>• Uniform sold through school subsidised for all children.</li> </ul>
<p><b>Contribution to school rewards:</b></p> <ul style="list-style-type: none"> <li>• Certificates, Stickers, badges, punctuality awards etc.</li> </ul> <p><b>Why?</b>  <i>Praise for good choices leads to long term engagement with learning and school and therefore better outcomes.</i></p>	<p>£500</p>	<ul style="list-style-type: none"> <li>• Raised status of positive behaviour, acting out school values and showing work to Leadership Team.</li> </ul>
<p style="text-align: center;"><b>Total</b></p>	<p>£103,702</p>	
<p style="text-align: center;"><b>Pupil Premium Grant Total</b></p>	<p>£100,320</p>	