



Pupil Premium Evaluation 2018/19

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. This is to prepare children for the next stage of their academic journey.
- Children not on track to be at age expectations in Phonics and Reading at the end of KS1. In particular, this is to support children with communication and language barriers to learning.
- 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 residentials.

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 2018/19 the school will receive £104,100 in its allocated Pupil Premium Grant.

Provision	Cost	Impact
Additional 0.2 day Teacher for Upper KS2. <ul style="list-style-type: none"> • Experienced Teacher running interventions two afternoons a week. • Interventions targeting children at risk of not achieving Age Related Expectations as well as those aiming for Greater Depth. • English based interventions including Reading Comprehension and Writing for More Able. Why? <i>In 2017/18 43% of Y6 cohort (40% of disadvantaged) achieved age expectation in RWM. Nationally, 64% of children achieved expected. Internal Tracking (Summer 2018) indicates 56% of current Y6 at age expected+ for RWM combined at this stage.</i>	£6,732	<ul style="list-style-type: none"> • Reading: National 73%, Cohort 65% and Pupil Premium 64%. • Writing: National 78%, Cohort 74% and Pupil Premium 64%. • Maths: National 79%, Cohort 74% and Pupil Premium 64%. • RWM Combined: National 64%, National Disadvantaged 51%, Cohort 65% and Pupil Premium 64% • Average Scaled Scores R 105, GPS 106 and M 105. • Progress in R 1.5, W -0.7 and M 0.2. • Outcomes and Progress in line with National Expectations.
CLA Teacher Time <ul style="list-style-type: none"> • 0.1 PPA Teacher time allocated to CLA and post-CLA children. Time shared between children – ½ hour per child. • Reading support and monitoring weekly. • Attitude to learning promoted and checked weekly. Why?	£4,620	<ul style="list-style-type: none"> • CLA and Post CLA children supported well and engaged with learning. • 4 children – 2 children on track ARE for RWM, 1 child on track ARE for RW and 1 child below and supported. • 3/4 children reading regularly

<p><i>CLA and post-CLA children are vulnerable and, nationally, do not achieve outcomes in line with their peers. Additional adults involved in learning and promoting positive attitudes to learning will help this.</i></p> <p>The impact of an additional teacher will be measured, by SLT on the PEP and internal tracking, through outcomes and progress at the end of KS2.</p>		<p>at home (and in school) and making good progress.</p>
<p>Additional TA (2a) in Y3/Y4:</p> <ul style="list-style-type: none"> Additional adult for supporting English lessons in Year 4 with focus on 4 PP & SEND children. Reading support – 1:1 and small groups in Year 3. Maths No Problem – additional adult to support children new to initiative and requiring regular keep up sessions. TA working alongside Gardener in Residence to support all children to garden. <p>Why? <i>In 2018, outcomes and progress for PP & SEND children at KS2 was below expected. Progress for these children needs to be across Lower and Upper KS2. Gardening support engages children with school.</i></p> <p>The impact of an additional TA will be measured, by SLT and Governors, through outcomes and progress at the end of KS2.</p>	<p>£16,249</p>	<ul style="list-style-type: none"> Year 3: R 80% W 70% and M 63% with PP children R 64% W 45% and M 36%. PP children at KS1 R 67%, W 33% and M 44% with 2 children mobility. Year 4: R 80% W 68% and M 68% with PP children R 64% W 50% and M 43%. PP children at KS1 R 36%, W 18% and M 36%. 12% of PP children in Y 3/4 not reading regularly at home compared to start of year 32%.
<p>Additional part time TA (2a) in 1 and Additional part time TA (2b) in Y2:</p> <ul style="list-style-type: none"> Additional 0.5 TA in Y1 and 0.3 TA in Y2. 'Closing the gap' in Reading at Year 1 and Year 2. 1:1 and Guided Reading targeting those reading less at home. <p>Why? <i>In 2017/18 disadvantaged children at KS1 achieved below their peers in RW and M. 33% of disadvantaged achieved age expectation compared to 67% of cohort. Cohort did include multiple barriers to learning. 63% of Year 2 are Pupil Premium with 63% of these PP children on track for combined RWM at end of Summer 2019. 33% of Year 1 are Pupil Premium with 50% of these PP children on track for age related outcomes in Summer 2019.</i></p> <p>The impact of an additional TA will be measured, by SLT and Governors, through outcomes at the end of KS1.</p>	<p>£5,232 (Y1)</p> <p>£3,596 (Y2)</p>	<ul style="list-style-type: none"> Reading: National tbc%, Cohort 70% and Pupil Premium 61%. Writing: National tbc%, Cohort 70% and Pupil Premium 61%. Maths: National tbc%, Cohort 70% and Pupil Premium 61%. RWM Combined: National tbc%, Cohort 67% and Pupil Premium 56%. Outcomes overall in line National and significant improving for PP children in W and M.
<p>Additional part time TA (2b) in Reception:</p> <ul style="list-style-type: none"> Additional 0.6 TA in Rec. Supporting disadvantaged children with smooth transitions, learning support and language development. 	<p>£7,192</p>	<ul style="list-style-type: none"> Cohort started school significantly below age expectations including 11% at Communication & Language. GLD for whole class was 70%

<ul style="list-style-type: none"> • Specific groups – eg Speech and Language. <p>Why? <i>In 2017/18 disadvantaged children at EYFS achieved 50% GLD compared to 70% of cohort. A good start to school education is the bedrock of achieving well in later years.</i></p> <p>The impact of an additional TA will be measured, by SLT and Governors, through outcomes at the end of EYFS.</p>		<p>with Pupil Premium at 56% - an increase at PP from 2017/18.</p> <ul style="list-style-type: none"> • 81% of children at ARE for Communication & Language including 67% of PP children.
<p>Additional Part-Time TA (2b):</p> <ul style="list-style-type: none"> • 0.4 TA supporting Y5 in afternoons and Y2 and Y3 in mornings. • Interventions include 1:1 and small group for disadvantaged children taking LRGS and LGGS tests. • In class support specific to more able disadvantaged. <p>Why? <i>In 2017/18 20% of disadvantaged achieved Combined RWM at the Higher Standard which is above cohort and National. In 2017/18, two PP children supported with LRGS tests and one of these successful due to additional support.</i></p> <p>The impact of an additional TA will be measured, by SLT and Governors, through outcomes at the end of KS1 and KS2.</p>	£5,720	<ul style="list-style-type: none"> • 7 children supported in Year 5 with accessing greater depth learning. 4 of these children – including 2 PP – will sit LGGS or LRGS tests in Autumn. • Y2 children supported with MNP and increase in Greater Depth for cohort – up to 20% from 13% and GD for PP children up to 17% from 0%.
<p>Employing a Learning Mentor:</p> <ul style="list-style-type: none"> • Attendance co-ordinator. • CLA Lead. • DSL. • Kidsafe Teacher. • Lead liaison with Wellbeing Prevention and Early Help. • Healthy School lead, eg cookery sessions for pupils and parents/carers <p>Why? <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 (95.9% v 97.3%) and included 4 persistent absentees(0 from current cohort) in 2017/18.</i> <i>In 2017/18 14% of children involvement with CSC (including CAF, CIN and CP). For children to make academic progress they need to be safe and supported.</i></p> <p>The impact of the Learning Mentor will be measured, by SLT and Governors, termly through attendance outcomes for groups (report through link governor), teaching of Kidsafe and behaviour and welfare data as shared in the Headteacher's Report.</p>	£32,329	<ul style="list-style-type: none"> • School Overall Attendance 96.4%. • Disadvantaged Attendance 95.7% and SEND Attendance 95.9%. Non-PP 97.3%. • 10 families supported through attendance agreement and 1 through PAST work. • 7 PA children including 1 short term, 1 late starter, 3 medical needs and 3 with unauthorised holidays. • Kidsafe sessions within curriculum provide children language and opportunity to discuss safeguarding. • Learning Mentor is Lancashire trained DSL and involved in supporting children with CSC involvement.

<p>Additional role for TA (2b/3) including:</p> <ul style="list-style-type: none"> Extended Services, including out of school activities for children and courses for parents/carers. Managing after school clubs to ensure participation of disadvantaged children. Assisting Learning mentor with attendance and managing pastoral groups including cooking and friendship groups. Monitoring reading at home in KS1 and KS2 and following up with parents. Kidsafe Teacher. <p>Why? <i>Participation at after school clubs for disadvantaged children was 83% compared to 82% 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>The impact of the Extended Services will be measured, by SLT and feedback to Governors, termly through closing the gap on attendance at after school clubs as well as KS1 families supporting reading at home.</p>	<p>£18,984</p>	<ul style="list-style-type: none"> 163 children (85%) of school involved in School Clubs (After School, Lunch, Bikeability, Councils etc) including PP children (91%). This is an increase for PP children. From Y1 to Y6 all 94% and PP 97%. PP attendance remains broadly in line with National target – 65.9%. Reading monitoring across the school – follow ups have helped support 76% of all children including 61% PP at age expected+ Increase in reading at home across KS1 – all children 72% to 94% and PP 69% to 93%. Increase in reading at home across KS2 – all children 83% to 91% and PP 76% to 85%.
<p>Additional hours for TAs at lunchtime:</p> <ul style="list-style-type: none"> Lunchtime support – Welfare grade 2 adults for 45 minutes a session. 5 days a week. <p>Why? <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>The impact of the Lunchtime Support will be measured, by SLT and feedback to Governors, termly through decreasing number of incidents in behaviour log over time.</p>	<p>£2,300</p>	<ul style="list-style-type: none"> Continued improved behaviour over lunchtimes with less behaviour incidents recorded in behaviour log. Reduction in serious incidents from 2017/18.
<p>Educational Resources:</p> <ul style="list-style-type: none"> GL Assessment resources – English, Maths and Verbal Reasoning <p>Why? <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>The impact of the Educational Resources will be measured, by SLT, through involvement and success at Grammar school tests.</p>	<p>£30 x 5 = £150</p>	<ul style="list-style-type: none"> 7 children in Years 5 and 6 supported with challenge linked to local Grammar Schools. 5 children (1 child supported in Y5 and left Y6) in Year 6 took tests including 2 PP. Of these 3 Non-PP and 1 PP child gained places.

<p>Subsidising educational visits and clubs:</p> <ul style="list-style-type: none"> • Subsidy of clubs: Football and Activ8 • Subsidy of music tuition: Guitar and Ukelele • Subsidy of educational visits: termly class trips where transport is subsidised to ensure affordability. • Subsidy of residential: London and Tower Wood <p>Why? <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>The impact of the Subsidies will be measured, by SLT and the Bursar and feedback to Governors, through involvement in clubs, music lessons and educational visits including residential.</p>	£13,544	<ul style="list-style-type: none"> • All children in Y6 wanting to attend London Trip did so - £2,309 subsidy. • All children in Y4 and Y5 wanting to attend Tower Wood Trip did so - £7,930. • Transport subsidised for educational visits - £2,000. • All Educational Visits linked to the curriculum able to go ahead. • PP+ Educational Visits subsidised £400. • 3 children in paid for clubs (eg Activ 8) able to continue throughout the year - £100. • £805 to support music tuition.
<p>WOOSH:</p> <ul style="list-style-type: none"> • Children attend breakfast club to ensure smooth start to beginning of day. • Siblings attend after school WOOSH so that children can attend Y6 boosters, clubs and parental led activities with other siblings. <p>Why? <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 and opportunities to focus on siblings requiring additional parental support.</i></p> <p>The impact of the WOOSH will be measured, by SLT and the Bursar, through children's attendance, smooth start to the day and welfare.</p>	£2,584	<ul style="list-style-type: none"> • 22 children supported during the year at a cost of £2,584. • Short term use of WOOSH eg Medical, Community Incident, Family Loss • Long term use eg transition at start of day, family situation, siblings in boosters and safe place for children who are vulnerable in community.
<p>Milk:</p> <ul style="list-style-type: none"> • Milk purchased for younger children to support healthy living at Willow Lane. <p>Why? <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>The impact of the Milk will be measured, by SLT, through children's understanding of the importance of milk in a healthy diet.</p>	£500	<ul style="list-style-type: none"> • Children enjoying health benefits of daily milk.
<p>Uniform:</p> <ul style="list-style-type: none"> • New arrivals to school supported when vulnerable. • Uniform creates feeling of identity and impacts on attendance. 	£516	<ul style="list-style-type: none"> • 8 individual children supported with full uniform. • Uniform sold through school subsidised for all children.

<ul style="list-style-type: none"> • Arrangement with Uniform supplier where school can be charged. • Subsidising school uniform for all PP children. <p>Why? <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>The impact of uniform support will be measured, by SLT, through attendance.</p>		
Total	£120,248	
Pupil Premium Grant Total	£104,100	