

2018 - 19 Pupil premium review – July 2019

PP funding: £93,000

An external review of pupil premium was undertaken in February 2019. A follow up visit took place in July 2019. Further termly visits are planned for the next academic year.

Strategy outcomes	Actions	RAG
Develop provision to improve language levels across the school and curriculum to accelerate progress across the curriculum (YR – Y6).	Continued monitoring of the quality of guided reading following training and support provided by Eva Cerioni. Whole school has moved from a carousel approach to whole class guided reading through the use of quality texts ensuring children are exposed to age appropriate language. Monitoring continues to show a clear and purposeful vocabulary focus during guided reading. Next steps – explore SLCF communication trust materials to support the implementation of a spoken curriculum	
Development of an engaging, challenging and enriched curriculum based on children’s interests and needs. Increased percentage of pupils on track to meet ARE at the end the academic year (across the whole school) through professional development, raised expectations, an engaging curriculum, effective data scrutiny and assessment for learning leading to consistently high quality first teaching.	There is a consistent approach to the teaching of core subjects and to the use of the classroom environment to support this. The quality of teaching and learning has improved through the raising of expectations, the implementation of strategies and approaches from CPD and improved AfL (through mark less, impact more and flipchart planning). Attainment has narrowed, but targets for PP children not met. <b>*See table below for data</b> Clear curriculum intent has been established (creative, caring, confident). This will underpin curriculum planning next year.  Next steps – implement curriculum, embed changes that have been made to improve quality of teaching, begin to develop metacognition and self-regulation of all pupils. Provide more personalised CPD for teaching staff. Make staff more accountable for PP attainment and progress through regular book scrutinies and more rigorous PP meetings with teaching staff (VP).	
Established inclusion team. Professional development opportunities for teaching assistants and raised expectations for all to ensure effective interventions are in place leading to accelerated pupil progress and narrowing of gaps to ARE.	This team is well established and roles are clearly defined. The impact of this has been affected by the high levels of staff absence this academic year, particularly in KS2 as support was removed from here to cover EYFS and KS1).  Next steps – fill support staff gaps, provide quality CPD for all support staff to ensure interventions are effective. Hold support staff accountable for pupil progress within interventions through performance management.	
Raised expectations of pupils’ abilities and behaviour. Consistent application of the behaviour policy. Needs of pupils identified through rigorous monitoring of incidents by the inclusion team which are met through swift intervention and application of behaviour policy. Meet the needs of pupils with social, emotional and behavioural difficulties so they and other pupils can access their learning (including those new to school).	Through the revision and consistent implementation of the behaviour policy it is evident that the school has a much calmer feel and a more productive and purposeful learning environment. Both social behaviour and behaviour for learning have improved significantly.  Behaviour is closely monitored by the SENDCo and children with identified needs are given additional support through nurture.  Next steps – evaluate the impact of nurture provision and explore how this can be made more effective	
Improve attendance figures for children eligible for pupil premium.	The reassignment of attendance to TM (inclusion team) has had a significant impact on attendance figures, particularly the reduction of PA: <u>2017/18</u> Overall: 93.9%      PA: 26% <u>1<sup>st</sup> July 2019:</u> Overall: 94.54% (No EYFS: 94.76%) PA: 11.29%      (No EYFS: 8.33%) <b>PA is now below whole school</b> Attendance improved but target of 96%/PA=5.2% not yet met.	

Year	Reading		Writing		Maths		Combined	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
1 6 pupils 2x SEND	50% (+16.7)	43.8% (-12.5)	50% (+16.7)	34.4% (-25)	66.7% (+17.7)	43.8% (-25)	50% (+16.7)	34.4% (-18.7)
2 7 pupils 1x SEND	71.4% (+42.8)	68.8% (18.8)	71.4% (+42.8)	75% (+28.1)	57.1% (+28.5)	78.1% (+25)	42.9% (+14.3)	62.5% (+18.7)
3 17 pupils 2x SEND	58.8% (+11.7)	66.7% (+3.1)	35.3% (-11.8)	57.6% (+6.1)	47.1% (-5.8)	66.7% (+9.1)	35.3% (+5.9)	51.5% (+9.1)
4 10 pupils 4x SEND	40% (+10)	70.8% (+4.1)	30% (+10)	62.5% (-4.2)	60% (+30)	70.8% (+20.8)	30% (+20)	62.5% (+16.7)
5 14 pupils 4x SEND	50% (+14.3)	64.3% -	42.9% (+14.3)	46.4% (+3.5)	28.6% -	42.9% (+3.6)	21.4% -	42.9% (+7.2)
6 7 pupils 3x SEND	57.1% -	78.3% (+13.1)	14.3% -	52.2% (+17.4)	14.3% -	56.5% (+13)	14.3% -	43.5% (+17.4)

\*2/7/19 (Brackets = difference from Autumn 1 – moderated data)

Gender – ARE+

	Reading		Writing		Maths	
	B	G	B	G	B	G
Y1 3G 3B 2xSEND	0%	100%	0%	100%	33.3%	100%
Y2 2G 5B 1xSEND	80%	50%	60%	100%	60%	50%
Y3 10G #7B 2xSEND	28.6%	80%	14.3%	50%	28.6%	60%
Y4 5G 2xSEND 5B 3xSEND	40%	40%	20%	40%	60%	60%
Y5 *9G 2xSEND 5B 2xSEND	40%	55.5%	20%	55.5%	40%	22.2%
Y6 3G 1xSEND 4B 2xSEND	25%	100%	25%	0%	25%	0%

\*missing data for 1 girl – new

# 1 boy attends alternative provision - behaviour

Next steps:

- Case studies for current Y5/6 PP when all Summer 2 data in
- Tailored interventions for all particularly Y5/6 (2019/20)
- Ensure curriculum and selected texts engage boys
- Staff CPD – metacognition and self-regulation (following on from growth mindset – high impact/low cost EEF)
- Increase staff accountability and reflection through more regular meetings (in addition to termly progress meetings)
- Provide quality CPD for teaching assistants
- Explore ways to make nurture more effective for pupil premium children
- Explore and implement spoken language curriculum ((SLCF)
- Continue to embed QFT through drop-ins
- Monitor quality of feedback to PP children and how it enables children to narrow gaps