



PUDSEY PRIMROSE HILL PRIMARY SCHOOL

Pupil Premium in 2018-2019

We were allocated £84,420 for the academic year 2018-19. This was generated by 61 pupils (Ever 6); one pupil from a service family and 3 pupils adopted from care (post CLA).

We received this money in instalments and these funds were in addition to the main school budget.

Funding will be allocated in line with the Pupil Premium strategy agreed by Governors with a focus on raising standards for disadvantaged pupils.

Almost a quarter of our pupils who are in receipt of Pupil Premium Funding are also on our SEND register and so support is needed in order to help them overcome additional barriers to learning.

In Early Years we identify those pupils who have been in receipt of funded provision for two year olds as a group of vulnerable pupils, pending an allocation of Pupil premium Funding. We also take account of those who have older siblings in school who are funded through Pupil premium as this is an indicator that pupils in EYFS may also be eligible by January in Reception class.

Priority: To narrow the disadvantage gap by raising attainment of pupils from low income families and those post CLA. We recognise that not all pupils who are socially disadvantaged qualify for free school meals and that not all pupils in receipt of pupil premium funding are socially disadvantaged.

We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged and/or are of a vulnerable nature.

Success Criteria:

Targeted additional support which enables all pupils, however financially or socially disadvantaged to:

- improve attainment levels and rate of progress
- close attainment gap relative to school averages for non-PP and non-LAC averages
- have full access to curricular and extra-curricular activities

All of our work through the pupil premium will be aimed at closing gaps, this will predominantly be aimed at closing attainment gaps but may also be aimed at providing additional opportunities / experiences for pupils.

Barriers to learning:

The main barriers to learning for some of our disadvantaged pupils when compared as a group to non-disadvantaged pupils are:

- Poorer literacy, numeracy and communication skills
- Narrow life experiences
- Lack of resources
- SEMH needs
- Family Circumstances
- Lower attendance

All of our work to address the specific needs of disadvantaged pupils will be aimed at closing gaps through addressing the barriers outlined above.

We have allocated the 2018-19 funding as follows:

Specific Actions	Anticipated Cost	Total
Providing individual and very small group work with an experienced TA focussed on overcoming gaps in learning. (KS2)	X2 0.5 TA at Scale B1 £12,000	£24,000
Continuing with the 1:1 tutor system for pupils with 'gaps' in learning (UKS2)	Cost of X5 days planning time Cost of out of hours teaching time	£850
Increase TA by appointing an additional 0.5 TA to work on specific interventions throughout KS1 thus improving the range and quality of interventions offered to support pupils in Reading, writing and maths.	X0.5 FTE Teaching Assistant at Scale B1 £12,000	£12,000
Increase staffing ratio in Nursery to take account of the emerging needs of some of the younger vulnerable pupils in terms of Speech and Language and PSED. This will address the learning need of pupils in receipt of PP and other pupils experiencing difficulties with S&L and PSED	X1FTE TA at Scale B1 (funded X0.5 from PP budget and X0.5 from School budget.)	£12,000
Maintain the increase in hours for family Liaison Officer to address issues surrounding family circumstances, parental support and attendance.	X0.3 FTE Scale C1	£4,500
Fund high quality training for teaching assistants on specific interventions: Reading Plus; Use of visual images to support maths; fluency and reasoning in maths; numicon; spelling etc as these are issues identified in the school improvement plan and will benefit pupils who are PP as well as those that are not.	Training costs £500 then notional costs of TA time X4 hours per week £3,000	£3,500
Fund high quality training for teaching assistants on SEMH interventions to support pupils in receipt of PP funding who have SEMH issues as well as pupils who are not PP. ELSA, Talking and Drawing, Treehouse	Training costs £800 and cost of TA time notional X4 hours per week £3,000	£3,800
Purchase reading plus and associated licences to develop reading fluency and reading comprehension in KS2	£6,000 (for 3 years) cost per year £2,000	£2,000
Purchase times tables on line practice to develop, speed, accuracy and mathematical fluency.	£350	£350
Provide free of charge family engagement opportunities in the school hub, (Pre-school groups; parenting support; stay and play, story sack, music and movement)	X0.5 FTE TA at B1	£12,000
Fund / subsidise wrap around care and holiday club places free of charge to vulnerable families.	£6,000	£6,000
Provide a range of funded experiences to broaden horizons for pupils eligible for FSM or of hard pressed means such as opportunity to play a musical instrument free tuition, visits out of school etc.	£2,500	£2,500
Provide subsidies towards visits, experiences and residential opportunities for pupils eligible for FSM or of hard pressed means and small group visits for pupils in EYFS or more able pupils in all year groups.	£2,500	£2,500
		85,650

An extra £1,230 will be contributed from the school budget as the initial budget for Pupil Premium funding will not cover all the anticipated costs.

The impact of this expenditure has been measured throughout the year by termly review of attainment and progress and has been fully evaluated and reviewed at the end of the academic year 2018-19

IMPACT OF SPENDING:

We monitor the outcomes of children for whom the pupil premium funding is allocated on a termly basis at the very least. They are tracked internally, as are all our children, and their progress is closely monitored. The impact of interventions is regularly evaluated and they are reviewed accordingly. Our evaluation of the spending has identified the following successes:

- Attainment of pupils eligible for PP funding has improved this year.
 - ✓ At the end of Reception 66.7% of pupils eligible for PP funding attained a GLD, an increase of 4.2% compared to 2018 and an increase of 29.5% compared to 2016. Average Point Scores has increased this year, 1.91 compared to 1.88 in 2018. However this is still lower than 2.14 in 2017 and 2.0 in 2016. This is because a pupil with SEND affected the APS.
 - ✓ 67.1% of pupils eligible for PP met the expected standard in RW and M combined at KS1 SATs. This is an increase of 17.1% compared with 2018 and 2017. The best results were in reading and maths where 78% of pupils achieved the expected standard and science where all pupils achieved the expected standard. However, no pupils in receipt of PP funding achieved higher levels in any subject at KS1.
 - ✓ 60% of pupils met the expected standard in the KS2 SATs across RW and M combined (in line with 2018, an 24% increase compared to 2016 results). The best results for PP pupils was writing (80%). 20% of pupils eligible for PP funding achieved the higher level across reading, writing and maths – this is the first year that a PP cohort have achieved higher levels across the board (R,W and M).
 - ✓ 60% of the PP cohort at the end of KS2 achieved the higher level in Reading and GPS and 20% achieved the higher level in Maths and Writing.
 - ✓ Comparison of attainment for KS1 and 2 SATS for pupils in receipt of PP funding against National results for this cohort is not yet possible as data is not available.
 - ✓ Work scrutiny of pupils in receipt of PP has found no evidence of poorer presentation or care in their work than children who are not in receipt of PP funding.
- Progress of pupils in receipt of PP funding is good and in line with progress throughout the school
 - ✓ The progress of pupils in receipt of PP funding is in line with the progress of those pupils not in receipt of additional funding in all subjects and years groups with the only exception being that of Year 1 reading and writing in Year 5 reading and writing where progress of PP pupils is lower than that of non PP pupils. This is an area of continued focus during the forthcoming year.
 - ✓ Particularly strong progress of disadvantaged pupils was evident in Year 4 who have made exceptional progress compared to their starting points and in Year 6 in reading.
- The move to single age group classes has enabled teachers to plan learning to close the gap between age related expectation and current attainment. This has been made easier still by additional TA support and smaller classes (in particular in Year 6).
- Focused interventions and additional support have had a positive impact on attainment, progress and well-being of vulnerable pupils. Additional staff has increased staff to pupil ratios has had an impact on the speed at which barriers to learning can be identified and responsive interventions planned. School tracking of the impact of interventions across school shows that the group of pupils in receipt of pupil premium funding are making good progress in all year groups.
- There has been a greater focus this year on meeting the needs of pupils and the families of children with SEMH needs with good results. Staff training IN ELSA; Tree House; Bereavement; Talking and Drawing has been beneficial in developing staff knowledge and skill. This in-school small group and individual support as

well as managed recreation times has supported identified pupils who have made good progress in developing resilience, positive relationships and improved attitudes to learning. Attendance has improved and so has progress and academic attainment.

- An increase in the engagement of families using extended services, in particular stay and play sessions and the introduction of 'Ready Steady Play' for rising threes has provided additional parenting support. This has enabled more pupils to be Nursery-ready and settle confidently into the setting. Parents have told us that they have felt better supported and more able to address the SEMH and PSED needs of their children. An increase in uptake of opportunities offered and the broader range of opportunities means that this role will be continued for 2019 – 20.
- Support for vulnerable families via before/ after school places and holiday provision has been welcomed by parents who have given positive feedback to the extended services manager and school staff. This opportunity has provided routine, social interactions with other children during school holiday periods and for a number of children has ensured that they have been at school on time and ready to learn.
- The work of the attendance officer has been beneficial in improving attendance. Attendance of pupils in receipt of PP funding has improved this year. Attendance of pupil premium pupils was 95.71% in 2018-19, a slight decrease from 95.85% in 2017-2018. Attendance for pupil premium pupils for 2018-2019 was 95.71% and for non-pupil premium pupils it was 97.3%. The gap between pupil premium and non-pupil premium pupils in 2017-2018 was -1.6.
- In 2015-16 a total of 15 PP pupils had attendance below 90%. This number reduced to 9 pupils in 2016-17 and 5 pupils in 2017-18. In 2018-2019 9 PP pupils, which includes pupils in the care of the local authority, had attendance below 90%.
- Over-time the family liaison officer and extended services offer has had an impact on the punctuality and attendance of vulnerable pupils.