

Pupil Premium Review 2018-19

The Pupil Premium Grant is additional funding introduced in April 2011, to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The pupil premium is allocated to children who are looked after by the local authority, those who are currently eligible for free school meals (FSM) and who have been at any point in the last six years (known as Ever 6) and for children whose parents are currently serving in the armed forces

Context of our school

St Peter's is a larger-than-average-sized primary school. The number of pupils supported by the pupil premium is below the national average. Children attend the Reception classes full time. There is a breakfast club and an after-school club on the school site. The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Total number of pupil premium children in school = 57 (13%)

Total number of pupils currently FSM = 25 (5.7% whole school)

Total number of Service pupils in school = 21 (4.8% whole school)

How are we spending our share of the funding at St Peter's?

The allocation for Pupil Premium funding at St Peter's for this academic year 2018-19 was **£52,720**. Detailed below is a review of the spend. The Pupil Premium funding may have a positive secondary impact on all children at the school, or on some other children who are not disadvantaged; as some of the ways money in a school is spent, cannot be targeted solely at Pupil Premium children.

Pupil Premium Funding Review 18-19

Pupil Premium allocation of funding	Cost	Brief summary of the intervention	Impact: What did the action actually achieve?
<p>Child and Family Support Worker (21 hours per week) and ELSA team.</p>	<p>£ 33,000</p>	<p>The Child and Family Support Worker has worked closely with families of disadvantaged children carrying out home visits and providing 1:1 support with our most vulnerable parents/carers.</p> <p>The Child and Family Support Worker has previously received training in PEEP (a parental engagement programme which improves social interaction and speech and communication in Early Years and Reception children).</p> <p>The Child and Family Support Worker has closely monitored pupil attendance and punctuality; holding meetings with parents to discuss poor attendance and rewarding strong attendance through celebration assemblies and special certificates. Where necessary, referrals to be made to Family Support Hub.</p> <p>The ELSA team have provided wrap around emotional literacy support and nurture groups for our most vulnerable pupils. Children who are finding it hard to access their learning due to emotional and social difficulties are supported with detailed action plans to help them cope with life in the classroom.</p>	<p>The child and Family Support worker has worked closely with a number of PPD families and have developed a trusting relationship with these parents who will speak confidently about their concerns. When organizing the structured conversations between parents and vulnerable parents, the child and family liaison officer was able to offer reassurance by being a familiar and safe presence. An observable impact can be seen on the child's well being. Food hamper for 2 families provided at Christmas 2018.</p> <p>PEEP Programme to be begin in Autumn term 2019.</p> <p>Autumn term 2018 pupil premium attendance: 94.4% Summer term 2019 pupil premium attendance: 96.1%</p> <p>PPD below 90% attendance Spring term 2016-17: 4 pupils Spring term 2017-18: 3 pupils Spring Term 2018-19: 4 pupils (NB 1 child with severe medical needs)</p> <p>Summer term 2016-17: 8 pupils Summer term 2017-18: 4 pupils Summer Term 2018-19: 11 pupils (As of 3rd June 2019. NB 2 children with severe medical/SEMH needs, 7 due to illness, 2 due to unauthorised absence-penalty raised)</p> <p>No. of PP children persistently absent (PA below 90%) @ end of 2016-17: 3 pupils No. of PP children persistently absent (PA below 90%) @ end of 2017-18: 2 pupils + 2 with severe SEND needs and high levels of authorised absence No. of PP children persistently absent (PA below 90%) @ end of 2018-19: 3 pupils (to end of Summer 1) NB 1 child with severe medical needs.</p> <p>13 Pupil Premium Disadvantaged children have attended nurture sessions regularly over the year. Over the course of the year, some children have been withdrawn from the support because of the positive impact that could be seen on their barriers (emotional/social). For the children who continue to access the ELSA support, there has been improvements with their ability to access the curriculum. 1:1 support has been provided for 1pupil in the mornings to enable her to access school and her learning in Year 6.</p>

Breakfast and Afterschool club	£7000	<p>Pupil premium disadvantaged children are offered free breakfast club every morning from 8am.</p> <p>After school provision is in place every day until 4:15pm providing children with a range of extracurricular activities.</p>	<p>Breakfast club continues to help improve attendance and punctuality for our PPD pupils and provides a calm start for the day ensuring that children are ready to learn and have had a good, healthy breakfast.</p> <p>Punctuality; Punctuality in PP children has improved throughout the course of this academic year with unauthorised lateness (G codes) also improving. Lateness letters and procedures have been recently reviewed and updated.</p> <p>Autumn term 2016-17: 83 lates, 4 unauthorised (after register closed) Autumn term 2017-18: 88 lates, 1 unauthorised Autumn term 2018-19: 104 lates, 4 unauthorised</p> <p>Spring term 2016-17: 97 lates, 3 unauthorised Spring term 2017-18: 62 lates, 1 unauthorised Spring term 2018-19: 100 lates, 2 unauthorised</p> <p>Summer term 2016-17: 61 lates, 2 unauthorised Summer term 2017-18: 56 lates, 3 unauthorised Summer term 2018-19: 43 lates, 0 unauthorised</p> <p>Whole year lateness 2016-17 for PP children: 241 sessions late, 9 unauthorised Whole year lateness 2017-18 for PP children: 216 sessions late, 5 unauthorised Whole year lateness 2018-19 for PP children: sessions 257 lates, 6 unauthorised (to end of Summer 1)</p> <p>NB Lateness over this current whole year has slightly increased , however 51 lates are accrued by 1 child, CFSW working with parent to improve.</p>
Morning Homework and ICT club	£3500	<p>This club is run by 1 LSA. The children have time to complete a range of home learning activities; access to online learning platforms such as sumdog weekly; 1:1 reading with LSA; a range of interactive Maths games and spelling input. Pupil premium children are all invited as a priority;</p>	<p>This club has up to 34 children on the register with 14 children (41%) of all Pupil Premium children attending the club regularly. This early morning club has continued to help improve punctuality. It has also proved beneficial for those vulnerable pupils with low self-esteem and anxiety surrounding early morning playground times and has given the opportunity to consolidate and embed learning.</p>
LSA training and intervention work	£12,000	<p>To improve quality an impact of interventions and classroom support</p>	<p>The support staff have received weekly training by the SENDCo and Deputy Headteacher on ways to undertake quality teaching of interventions, meet expectations and maximize impact in the classroom. Key areas covered have included: supporting Spelling strategies, reviewing the impact of interventions, supporting Autism in school, developing use of CPA in Maths support</p>

Third Space Learning	£4000	PPD from Year 4 and Year 5 have had weekly 1:1 tuition with an online tutor to improve their Maths learning. The sessions follow a familiar routine of assessment, learning new knowledge, consolidating, followed by a quiz to establish impact of the session. Follow up sessions are planned depending on	<p>Tutor reports show that all the children have engaged fully with the learning sessions. Online reports document progress across the different domains across the year. In some areas, some children are exceeding. There has been an impact on the children's arithmetic and their recall of known facts.</p> <p>Year 4 children data: (4 pupils) April 2018: 0% ARE for Maths April 2019: 25% ARE for Maths</p> <p>Year 5 cohort: (4 pupils) April 2018: 0% ARE for Maths April 2019: 25% ARE for Maths</p> <p>The children that are still currently below ARE in Maths have made good progress this year in closing the gap to reach ARE.</p> <p>Impact statements from the children who attend Third Space learning:</p> <p>"Sometimes it is hard but it gets easier when I do more practice."</p> <p>"The tutors make it fun. I find it easier to work on a computer rather than having to write things down."</p> <p>"It's quiet so I can concentrate and I like working on the computers. It's good fun."</p> <p>"It's challenging for me without being too hard."</p> <p>"It helps me because they talk to me about how I can solve the problems."</p>
1:1 meetings with PPD families	£500	PPD parents were invited in for a meeting with their child's class teacher lasting up to 1 hour. Class teachers were released from class to discuss with the parents the child's current attainment and progress, attendance and punctuality concerns, social and emotional wellbeing of the child and identify any opportunities to provide further support for the parents and pupils at home.	<p>PPD parents were targeted based on previous non attendance to school parent's evenings and also some of our most hard to reach parents. Of the 10 families targeted, 8 attended the meetings. The response to the meeting was very positive from both staff and parents.</p> <p>Impact statements from families that attended the meetings:</p> <ul style="list-style-type: none"> • "I'm really pleased with what St Peter's has done for my daughter. I feel more at ease to phone the school in future and to meet my daughter's teacher. I found it useful hearing how I could help her at home." • "I enjoyed discussing other ways and ideas about ways that I can help support my child's social development." • "It's nice to meet the teacher during the day." • "...a very good meeting to be able to talk in depth about my son. I would definitely like one of these meetings again." • "I have some ways to help my daughter with her learning at home. Thank you" • "I'd be very happy to come in again to review his progress."

Pupil conferencing	£1000	<p>Class teachers are released from the Library and Song time slots weekly to provide personalised learning time to work closely with PPD pupil on gaps in learning or addressing misconceptions from previous learning. Support in respond to feedback marking and editing strategies are also used. Time is given to develop resilience in learning when the children find a new concept difficult.</p>	<p>PPD pupil passports and pupil progress minutes document the impact that pupil conferencing is having on the PPD children progress.</p> <p>Year 1 – 6: PPD isolated group (NB not including service children): 2018: 34 pupils (Yr1-6) 2019: 34 pupils (Yr1 -6)</p> <table border="1" data-bbox="1016 344 2116 512"> <tr> <td>Reading:</td> <td>Writing</td> <td>Maths</td> </tr> <tr> <td>April 2018: ARE 65% GD 6%</td> <td>April 2018: ARE 47% GD 9%</td> <td>April 2018: ARE 59% GD 6%</td> </tr> <tr> <td>April 2019: ARE 53% GD 6%</td> <td>April 2019: ARE 53% GD 8%</td> <td>April 2019: ARE 58% GD 8%</td> </tr> <tr> <td>Combined:</td> <td colspan="2">April 2018: ARE 41% GD 3%</td> </tr> <tr> <td></td> <td colspan="2">April 2019: ARE 47% GD 6%</td> </tr> </table> <p>April 2019 (omitting SEND) PPD children at ARE in Maths: 69.5% (16 pupils) GD 3.3% (3 pupils) PPD children at ARE in Writing: 73.9% (17 pupils) GD 8.8% (3 pupils) PPD children at ARE in Reading: 73.9% (17 pupils) GD 17.6% (6pupils)</p> <p>(34 children PPD Yr1 – Yr6. 34 - 11 children PPD/SEND = 23 PPD only) as of April 2019</p> <p>There has been an increase in the % of combined ARE in R/W/M and in the % of combined GD in R/W/M. Although the data comparing to the previous year attainment looks largely unchanged, when looking at how the PPD children are performing without additional learning needs (SEND), the children are performing more inline with Non PPD children.</p>	Reading:	Writing	Maths	April 2018: ARE 65% GD 6%	April 2018: ARE 47% GD 9%	April 2018: ARE 59% GD 6%	April 2019: ARE 53% GD 6%	April 2019: ARE 53% GD 8%	April 2019: ARE 58% GD 8%	Combined:	April 2018: ARE 41% GD 3%			April 2019: ARE 47% GD 6%	
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School Library including reading challenges, competitions, author visits and after school library club	£1500	<p>The whole school has run 3 reading challenges throughout the year with prizes for the children who manage to not only complete it but also get chosen at random to be the overall winner in each class. There has also been a poetry competition in the Spring term. Our school librarian monitors the borrowing habits of the children in each class and Key stage with top readers rewarded in celebration assemblies. Author visits, World book day celebrations and free library books have been available to PPD children. This has continued to ensure the profile of reading is high across the school.</p>	<p>Pupil conferencing with PPD pupils has shown that a number of pupil premium pupils have engaged with the reading challenges. The school library has been well attended throughout the year by the Pupil Premium children. Each Year group has stocked the books for the reading challenge in their shared areas to ensure that children have access to the books at all times. Monitoring of borrowing habits has highlighted an increase in borrowing from pupil premium children during book review challenges. The reading dog in Year 4 has been a constant throughout the year and had a positive impact on the Year 4 children’s reading for pleasure. Although no PPD children took part in the poetry competition, many recalled enjoying the events both in class and as a whole school and enjoyed cheering on their friends.</p>															

Forces Club	£200	The forces club is a club run by the child and family support worker. The purpose of the club is to support Service children who may have parents active/away for long periods of time and provide them with a safe space to talk about how they are feeling. It provides a network of other children who are in the same situation as them or have had similar experiences.	The club is regularly attended by the service pupils. The number of service children attending this club has increased from 10 at the start of the year to 12 pupils. The club has developed children's ability to communicate with others and has a direct impact on their confidence back in the classroom. Impact statements from the children who attend Forces club: Pupil questionnaires further confirmed the above with all pupils commenting on increased understanding of others feelings and having a safe place to discuss feelings. The children commented that it was good to have the opportunity to talk to friends going through similar experiences as them.
Residentials in Year 5 and 6.	£1500	To ensure access to residential cultural and physical experiences for all children there is a fund allocated to support families to part pay the cost.	We have supported a small number of disadvantaged families with school trips this year. This has enabled their children to access the full range of educational learning offered by the school providing them with rich and varied experiences. This is particularly true for Year 5 where 4 pupils have received discounts for School trips.
Year 6 booster English and maths intervention	£250	The small group approach enables the teacher to meet the needs of each child quickly and effectively and in-doing so accelerates progress. Sessions run in the morning before school throughout the Spring Term.	Booster maths and English sessions have helped accelerate progress of a lower attaining group of children in year 6. End of KS2 data for Year 6 pupil premium disadvantaged pupils:: Reading: 80% ARE and 60% GD Writing: 80% ARE and 20% GD Maths: 80% ARE and 20% GD
Read, Write Inc intervention	£2000	Targeting children who are not on track to narrow the gap in learning between pupil premium and non-pupil premium pupils in reading.	This intervention has allowed has allowed pupil premium pupils to access a richer variety of texts which has been identified as a barrier to learning for some children. 50% of PPD children are now on track for reading compared to 0% in Autumn 2018. This intervention has been very successful in supporting the teaching of phonics.
Philosophy teaching input and drama club to help develop a rich and varied vocabulary and provide opportunities for children to reason, explain and justify their thinking confidently.	£200	The aim of the drama club is to develop speaking and listening skills through discussion and role play. Philosophy will now be part of the PPA sessions that the children have bi-weekly with SLT/SENDco – children will debate topics related to a range of stimuli	Feedback from Philosophy shows an increased willingness to engage in debate, explaining their thinking in a coherent manner. The children have shown an increased awareness of the importance of listening to other children's points of view and either agree or disagree based on what has been said. Records of the Philosophy session further support the impact that this is having on the language development of the PPD children. PPD accessing the drama club in school comment on their increased confidence to perform and be part of drama scenarios. Many PPD children shown great enthusiasm about the prospect of sharing their performance with their peers through the year.
Homework Club	£500	A weekly club run by 2 LSA's to provide further support and guidance for year 6 pupils. (NB from Summer 2, this will be opened to the Year 5 PPD pupils)	Parents, children, and adults running the homework club feedback positively regarding the impact that homework club had on the children's engagement and progress.. Impact from Parents about the club: "My child really struggled in year 5 but with this club and the support from his class teacher he has come on so much. I'm forever grateful." "My child seemed excited about home learning for the first time," "Combined efforts of additional targeted support and the homework club has revitalised her learning and shown her how hard work can achieve good results."

Overall impact on attainment for PPD children at St Peter's 2018-2019			
Year R	Year 1 (2 pupils)	Year 2 (4 pupils)	Year 3 (8 pupils)
<p>Impact:</p> <ul style="list-style-type: none"> • 50% ARE for Reading • 50% ARE for Writing • 100% ARE for Maths 	<p>Impact:</p> <ul style="list-style-type: none"> • 100% ARE and 0% GDS for Reading • 100% ARE and 0% GDS for Writing • 100% ARE and 0% GDS for Maths <p>Please note: 1 pupil in also on the SEND register.</p>	<p>Impact:</p> <ul style="list-style-type: none"> • Reading: 75% ARE and 25% GDS • Writing: 50% ARE and 0% GDS • Maths: 50% ARE and 0% GDS <p>50% of pupil premium disadvantaged pupils are on track to achieve ARE in Reading, Writing and Maths.</p>	<p>Impact:</p> <ul style="list-style-type: none"> • 63% ARE and 13% GDS for Reading • 38% ARE and 13% GDS for Writing • 50% ARE and 13% GDS for Maths <p>Please note: 3 of the pupils continue to be on the SEND register.</p>
	<ul style="list-style-type: none"> • Both Pupils are making expected progress this year. • 1 pupil has had access to the Nurture to develop interactions between peers. This support is continuing and having a positive impact on playtimes and learning behaviours in class. 	<ul style="list-style-type: none"> • 2 pupils are now working at ARE for reading, writing and Maths so combined ARE is 50% up from 0% in Autumn term. • 1 child has made accelerated progress (more than 6 steps) in R/W/M. • 3 children have made expected progress in Reading and Writing; of which 1 has also made expected progress in Maths also and 1 has made accelerated progress in reading. • 1 child who was WT ARE in all areas is now working at ARE in Reading. 	<ul style="list-style-type: none"> • All PPD children making expected progress in R/W/M from their starting points expect for 1 child with SEND. • 37.5% of PPD children combined ARE or above. • Of the 3 pupils currently below ARE in reading, 2 have made expected progress this year. 1 child with SEND has made less than expected progress. • Of the 5 pupil currently below ARE in writing, 4 have made the expected progress this year. 1 child with SEND has made less than expected progress. • Of the 4 pupils currently below ARE in <i>Maths</i>, 2 children have made expected progress this year and one child has made accelerated progress (more than 5 steps) - 1 child with SEND has made less than expected progress. • 1 child has made accelerated progress in Reading and Writing this year.

	Year 4 (9 pupils)	Year 5 (6 pupils)	Year 6 (5 pupils)
	<p>Impact:</p> <ul style="list-style-type: none"> • 44% ARE and 22% GDS for reading • 56% ARE and 11% GDS for writing • 56% ARE and 11% GDS for maths <p>Please note: 4 of the pupils are also on the SEND register. 2 of these children have highly challenging behaviour needs and 1 child has severe medical needs.</p>	<p>Impact:</p> <ul style="list-style-type: none"> • 17% ARE and 0% GDS for reading • 33% ARE and 0% GDS for writing • 33% ARE and 0% GDS for Maths <p>Please note: 2 pupils are also listed on the SEND register</p>	<p>Impact:</p> <ul style="list-style-type: none"> • Reading: 80% ARE and 60% GDS • Writing: 80% ARE and 20% GDS • Maths: 80% ARE and 20% GDS <p>Please note: 1 pupil is on the SEND register and has had significant behaviour difficulties. 1 pupil is previously CLA (2017/2018).</p>
	<ul style="list-style-type: none"> • 1 child is now GDS combined R/W/M. • 1 child is now ARE in R/W/M who was previously was only on track for ARE for reading and Maths. • 3 children have made expected progress in R/W/M. Of which 1 child made more than expected progress in Maths. • 1 child has made expected progress in writing and more than expected progress in Maths. 	<ul style="list-style-type: none"> • 1 child has made accelerated progress in Writing. • Of the 5 children currently below ARE in reading, 3 have made expected progress this year. • 1 child is now ARE in reading. Of the 5 children currently below in ARE for <i>reading</i>, 4 have made expected progress. • 2 children are ARE in writing – 1 of which achieved ARE this year. Of the 4 children currently below ARE in <i>writing</i>, 2 have made expected progress and 1 has made 4 steps since joining in Autumn 2 (expected). • 2 children are ARE in Maths – 1 of which achieved ARE this year. Of the 4 children currently below ARE in <i>Maths</i>, 3 have made expected progress and 1 is making just short of expected (4 steps) • Although below ARE in R/W/M, 1 child has made 4 steps progress in Reading and writing since joining in Autumn 2. The same child has made 5 step progress in Maths (accelerated progress) 	<ul style="list-style-type: none"> • 4 out of 5 pupils have made at least expected progress in R/W/M. • 1 child has made more than expected progress in Maths to achieve GDS. • 1 child has made more than expected progress in Reading to achieve GDS. •

Impact on GD in Reading, Writing and Maths according to April 2019 data analysis

Year group	Pupil currently achieving GDS in <u>Reading</u>	Pupil currently achieving GDS in <u>Writing</u>	Pupil currently achieving GDS in <u>Maths</u>	Number of pupils targeted to move to achieve GDS in R/W or M by end of KS2 (currently secure ARE)
1	0	0	0	2
2	1 (25%)	0	0	1
3	1 (13%)	1 (13%)	1 (13%)	2
4	2 (22%)	1 (11%)	1 (11%)	1
5	0	0	0	1
6	3 (60%)	2 (20%)	2 (20%)	0

The percentage of children achieving GDS for PPD children is pleasing and shows the impact of whole school approaches and targeted support. Due to the accelerated progress for some children who are now working at ARE, there is further opportunity to target 7 children across the key stage to achieve GDS by the end of Key Stage 2.

Previous expenses

Year 2 Girls' Maths Club	£200	Extra maths resources purchased for Year 2 girls maths club in the spring term. This targeted a number of girls, including pupil premium girls, who were not currently on track to meet end of year expectations.	Monitoring in books demonstrated good progress as a result of this extra support. In some cases accelerated progress was made. In January 2018 (before the girls' maths club began) 0% of PPD girls were on track to achieve ARE in maths in Year 2. As a result of the club and quality first teaching by July 2018 50% of all PPD girls in Year 2 achieved end of year expectations.
Writing tuition for four Year 4 pupils.	£1000	Specifically targeting 4 pupil premium pupils who are not currently on track in writing. 2 hours of after school tuition per week led by an outstanding teacher and focusing on the foundations in writing.	Class teachers report that children are 'independently applying skills learnt in tuition into their written work'. Monitoring has also evidenced that children are able to use an improved and more accurate range of vocabulary independently to understand, interpret and improve their English.
Year 5 Enterprise challenge	£200	A project to develop the learning behavior attitudes of a small number of Year 5 pupils including pupil premium children	As a result pupils are much more engaged with learning. This project has helped develop communication and collaboration skills and has improved the learning behavior for pupils. Pupils completed personal evaluations on the project with all pupils commenting on increased confidence back in the classroom, development in team skills and a more resilient approach to learning.

Key stage 1 phonics and reading resources provided for selected pupils	£500	<p>Extra phonics resources sent home with identified pupil premium disadvantaged children.</p> <p>Reading packs sent home with tasks and activities for parents and children to engage with</p>	<p>This is helping to engage parents of PPD children with home learning activities and as a result is raising the profile of reading for pleasure at home. We will continue to monitor the progress of this over the course of the next academic year to ensure more Key Stage 1 PPD children achieve ARE in reading.</p>
Whole school drive on using concrete and pictorial representations to explain thinking in Maths	£2000	<p>Whole staff training and resource spending to ensure that children can explain and represent their thinking in a variety of ways to help ensure mastery of learning.</p>	<p>Whole school data for PPD children shows an improvement in the number of pupils achieving ARE and Greater Depth since February 2018. February 2018: 48% ARE and 7% GD July 2018: 62% ARE and 12% GD.</p> <p>Book monitoring for pupil premium pupils has also shown an increase in children explaining their thinking and representing their thinking in different ways including pictorially.</p>