

2018-19 PUPIL PREMIUM IMPACT STATEMENT

Pupil Premium Champion: Jacqui Andrews Pupil Premium Governor: Sharon Richards

2018-19 Pupil Premium received: £97,768

Number of disadvantaged Pupils: 70

Disadvantaged Pupils as % of school roll: 36%

Review of spend and impact

EYFS: PPG used £20,520 (21% of grant)

Specific Barriers:

* A. Early Years Foundation Stage (E.Y.F.S.) Reading

The percentage of school disadvantaged children not attaining age related expectations in Reading compared to national non- disadvantaged children was -19.6% (-2 pupils).

(Ref Perspective & school E.Y.F.S. tracking.)

* B. Early Years Foundation Stage (E.Y.F.S.) Number

The percentage of school disadvantaged children not attaining age related expectations in Number compared to national non- disadvantaged children was -22% (-2 pupils).

(Ref Perspective & school E.Y.F.S. tracking.)

Targets:

*A. Pupils eligible for Pupil Premium in Early Years make accelerated progress so the number of disadvantaged pupils meeting A.R.E. in Reading is 75% (6 out of 8 children).

*B. Pupils eligible for Pupil Premium in Early Years will make accelerated progress so the number of disadvantaged pupils meeting A.R.E. in Number is 75% (6 out of 8 children).

Interventions:

* A. Read Write Inc (R.W.I.) a phonics literacy programme; extra input provided to support reading ; BLAST 2, Communications and language skills and social skills .

* B. Targeted interventions small group and 1-1, focused on Number with children who were off track to improve their opportunities to be successful. 'Number of the week' focus in N and R.

Outcomes:

* A. Pupils eligible for Pupil Premium in Early Years made accelerated progress so the number of disadvantaged pupils meeting A.R.E. in Reading was 83% (5 out of 6 children).

* B. Pupils eligible for Pupil Premium in Early Years made accelerated progress so the number of disadvantaged pupils meeting A.R.E. in Number was 83% (5 out of 6 children).

Evaluation and lessons learned:

There was migration of families throughout this academic year which meant that there were only 6 PP children in Reception when EYFS data was submitted in July. Results this year indicate that the correct interventions and strategies were used to support those children. We will continue this good practice this academic year. We acknowledge that there is a need to identify vulnerable learners who may be struggling with language and communication and therefore have purchased the Talk Boost intervention. This is a structured evidence based programme that accelerates children's progress in language and communication. EYFS and KS1 Teachers and Teaching Assistants have attended Talk Boost training and interventions will commence in Autumn 2 when children have been assessed and identified. There has been a whole school focus on the importance of Reading and due to this, we have introduced the Power of Reading and Literacy Tree schemes to ensure that Reading is embedded into all areas of the curriculum.

KS1 PPG used £23,940 (24% of grant)

Specific barriers:

* C. Key Stage 1 Reading.

At the end of Year 1, disadvantaged children in the current Year 2 (Leavers 2023) were attaining lowest in Reading and Writing (both 43%, 3 pupils out of 7). It was in Reading that there was the greatest gap between school disadvantaged children and non-disadvantaged children (-45%, - 3 pupils). (Ref School internal tracking data.)

* D. Key Stage 1 Maths

Results for end of Key Stage 1 for 2018 show that Maths had the greatest gap to national other of -29.6% (2 pupils out of 8). The gap between in school disadvantaged children and non-disadvantaged children was also greatest in Maths (-31%, -2 pupils) (Ref Perspective and school internal tracking data.)

Targets:

*C. Disadvantaged children will make accelerated progress in Reading in order that 73% will be working at A.R.E or above (8 out of 11 children).

*D. The gap between school disadvantaged children's attainment and *national other* in **Maths** at the end of Key Stage 1 will diminish in order that 73% will be working at A.R.E or above (8 out of 11 children).

Interventions:

* C. Targeted small intervention groups and 1-1 precision teaching. Teachers and TAs deliver intervention groups. Teaching assistants to work with small groups who will receive regular sessions. Focus children to continue RWI and phonics booster groups.

* D. Targeted small intervention groups. Pre teach, catch up and precision teaching delivered by either the Teacher or TA. After school booster classes.

Outcomes:

* C. 6 out of 10 children achieved the expected standard in Reading, with 2 children achieving Greater Depth. Gap between school disadvantaged and non disadvantaged closed from -45% to -33%. Gap to National disadvantaged was -2% and non disadvantaged was -33%.

* D. 7 out of 10 children achieved the expected standard in Maths with 2 children achieving Greater Depth. Gap between school disadvantaged and non disadvantaged closed from -31% to -9%. Gap to National disadvantaged was +7% and non disadvantaged was -9%.

Evaluation and lessons learned:

There was migration of families throughout this academic year which meant that there were only 10 PP children in KS1. The gap in Reading and Maths between school disadvantaged and non disadvantaged was closed considerably, especially in Maths, as was the gap to National. The successful targeted small intervention groups in Maths, alongside pre teach, catch up sessions and after school booster classes will continue this year. We have used time on INSET days and staff meetings to discuss the 'hook' in Maths lessons and appropriate challenge to ensure consistency in teaching and learning We acknowledge that there is a need to identify vulnerable learners who may be struggling with language and communication and therefore have purchased the Talk Boost intervention. This is a structured evidence based programme that accelerates children's progress in language and communication. EYFS and KS1 Teachers and Teaching Assistants have attended Talk Boost training and interventions will commence in Autumn 2 when children have been assessed and identified. There has been a whole school focus on the importance of Reading and

due to this, we have introduced the Power of Reading and Literacy Tree schemes to ensure that Reading is embedded into all areas of the curriculum.

KS2: PPG used £27,360 (28% of grant)

Specific Barriers:

* E. Key Stage 2 Maths

Results for Key Stage 2 for 2018 show that Maths had the greatest gap to national other of -10.7% (1 pupil out of 10). The gap between in school disadvantaged children and non-disadvantaged children is also greatest in Maths (-13.3%, -1 pupil) (Ref Perspective and school internal tracking data.)

* F. Key Stage 2 Greater Depth

At the end of Year 5, 0% of disadvantaged children in the current Year 6 achieved greater depth in Reading, Writing or Maths compared to school other of 33% (Reading), 38% (Writing) and 24% (Maths). (Ref School internal tracking data)

Targets:

*E. The gap between school disadvantaged children's attainment and *national other* in Maths at the end of Key Stage 2 will diminish in order that 78% will be working at A.R.E or above (7 out of 9 children).

*F. The gap between school disadvantaged children's attainment and national other in Reading, Writing and Maths will diminish in order that 22% will be working at greater depth (2 out of 9 children).

Interventions:

* E. Targeted small intervention groups. Pre teach, catch up and precision teaching delivered by either the Teacher or TA. Extra Teacher to support Y6, 5 mornings per week. After school booster classes.

* F. Targeted small intervention groups. Extra Teacher to support Y6, 5 mornings per week. After school booster classes.

Outcomes:

* E. 1 child left St Luke's so there were 8 PP children. 5 out of 8 children (63%) achieved the expected standard in Maths. Gap to National non disadvantaged was maintained, gap to school non disadvantaged widened to -25%.

* F. 1 child left St Luke's so there were 8 PP children. 1 child achieved greater depth in Reading and 1 in Maths.

Evaluation and lessons learned:

There was an improvement from the previous year of disadvantaged children achieving greater depth (from 0% to 11%). We have had a focus on writing to improve greater depth for PP children. 1 child was 1 point away from achieving greater depth in Reading. We improved the percentage in Maths from 2017-18 academic year and 2 children were 1 scaled point score away from greater depth in maths. We have used time on INSET days and staff meetings to discuss the 'hook' in Maths lessons and appropriate challenge to ensure consistency in teaching and learning. Moving forward, we will identify 'cusp' children earlier and use appropriate interventions in order to increase the percentage of children achieving greater depth at KS2.

External Barriers: £3,808 (4% of grant)**Specific Barrier:**

* G. Absence rate and persistent absence rate for disadvantaged children is far higher than for non-disadvantaged pupils. In 2017-18 the school absence rate for disadvantaged children was 7.9% (previously 6.62%.) compared to the national non-disadvantaged rate of 3.4 % (Ref unvalidated data MIME)

For persistent absenteeism for school disadvantaged children is 29.3% (previously 18%) whilst non disadvantaged is 10.6%, and the national non-disadvantaged rate is 6.2%. (Ref Unvalidated data MIME.)

Targets:

*G. Overall disadvantaged attendance is in line with national *other* pupils. The absence rate to drop below 6%. The persistence absence rate for disadvantaged pupils to drop below 15%.

Interventions/strategies:

Whole school attendance initiatives such as half termly raffles for prizes, the school is closely monitoring attendance data for disadvantaged pupils.

Learning Mentor has been trained to use SIMs so that she can more readily monitor all aspects of attendance and report to Senior Management. The learning mentor is working with disadvantaged children who are P.A. in small groups, to mentor them about improving their attendance and investigating any underlying issues which are causing adverse effects.

Individual family support is offered to families encountering problems.

The Governing body has approved changes to school policies to allow it to fine the parents of children who are persistently absent.

Outcomes:

Persistent absenteeism for school disadvantaged children was 7.7% (previously 29.3%).

Evaluation:

We have put different procedures into place such as targeting children who are on the cusp of being persistent absentees. We buy into a Service Level Agreement with the Local Authority attendance service. Panel meetings with parents and home visits have formed part of this support. Children who would have been absent due to parental illness have been brought to school by staff members. A half termly attendance letter has been sent home to all children so that parents have an informed view of their child's attendance percentages.

Other expenditure: £3,040 (3% of budget) paid for a play therapist to support Children Looked After through SEMH and PSE initiatives.

The play therapist works with PP children who have identified SEN (SEMH) and/or are Looked After Children, supporting their emotional and wellbeing needs in order to facilitate their learning.