Pupil Premium Report

Report on academic year 2018-2019

Total pupil premium funding 2018/19: £337,920.00

<table>
<thead>
<tr>
<th>Total number of pupils on roll EYFS</th>
<th>Number</th>
<th>Number of pupils eligible for the premium EYFS</th>
</tr>
</thead>
<tbody>
<tr>
<td>111</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Total number of pupils on roll KS1/2</td>
<td>700</td>
<td>265</td>
</tr>
<tr>
<td>Number of pupils eligible for the premium KS1/2</td>
<td></td>
<td>* 38</td>
</tr>
<tr>
<td>Number of Looked After Children (LAC)</td>
<td>4</td>
<td>* 0.4</td>
</tr>
<tr>
<td>Number of Service Children</td>
<td>0</td>
<td>* 0</td>
</tr>
</tbody>
</table>

As at: October 2018

* Note that LAC and Service Children are not specifically reported below as their small numbers would identify individual pupils

Name of Pupil Premium Leader: Ian McCrae (2018-19)

Name of Pupil Premium Governor: Rebecca Pritchard

Review of the use of the Pupil Premium Grant in 2017/18

<table>
<thead>
<tr>
<th>Desired outcome</th>
<th>Chosen action/approach</th>
<th>Impact</th>
<th>Lessons learned</th>
<th>Cost (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close the achievem ent gap by 50%</td>
<td>Tracking meetings x38%</td>
<td>KS2 Dis. gaps narrowed in combined (1%), reading and writing; KS1 Dis gap positive in writing - showing that the writing strategy is effective. Impact on dis. pupils planning not yet apparent</td>
<td>Continue the focus on dis. pupils (target: close gap by 50%) in planning; Reading strategy and maths mastery with demonstrate further narrowing of the gap</td>
<td>1675</td>
</tr>
<tr>
<td></td>
<td>PPA time x38%</td>
<td></td>
<td></td>
<td>57798</td>
</tr>
<tr>
<td></td>
<td>Teachers' PDMs x38%</td>
<td></td>
<td></td>
<td>34678</td>
</tr>
<tr>
<td></td>
<td>English consultant to close gaps</td>
<td></td>
<td></td>
<td>50000</td>
</tr>
<tr>
<td></td>
<td>Cirrus consultants x38%</td>
<td></td>
<td></td>
<td>30400</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Resource Allocation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra nursery capacity x38%</td>
<td>The extra capacity allows us to identify and support pupils in nursery likely to both qualify for PPG and be under-achievers</td>
<td>7600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y6 residential x60%</td>
<td>All pupils were asked to feedback and all found that the trip significantly improved their confidence and ability to work together</td>
<td>7200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach for vulnerable PP pupils</td>
<td>Boys that he worked with in Summer 2018 all now reintegrated successfully to class. When the coach was taken for cover, the impact dropped significantly: showing that his interventions work</td>
<td>18500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior leader responsible for PP</td>
<td>Staffing changes have meant that the funding has been used to fund senior leaders’ time for the strategic development of the initiatives in both this year’s report and those in next year’s and beyond</td>
<td>55000 (spread across all SLT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting disadvantaged pupils on trips</td>
<td>This has allowed us to support vulnerable pupils access school trips and sports fixtures where a contribution or payment has been required</td>
<td>10000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After school and breakfast club contribution</td>
<td>We have supported 21 PPG pupils in 2017-18 and many more on a temporary basis with after-school club. This allows their parents to work to support a stable home life</td>
<td>20000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELSA provision</td>
<td>Lunchtime behaviour incidents (mostly PPG pupils) have reduced from 23 in Aut1 2017 to 2 in Aut1 2018; successful reintegration of pupils to class means that we now have only 4 high-profile pupils (all PPG) who need constant 1:1 support; ‘Munch Club’</td>
<td>100000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(run by ELSAs) supports up to 30 pupils per day and over 60 pupils in total (almost all are PPG); Misbehaving pupils (identified in MAM meetings below the high-need threshold are routinely reintegrated into class following incidents; ELSAs run the new nurture provision to support high-need and referred below-high-need pupils (all PPG)

<table>
<thead>
<tr>
<th>Friends of Kingsley base</th>
<th>All parents involved with FoK have PPG children. All are focused on raising money for school projects</th>
<th>Develop further staff participation in events. Teachers are currently working to recruit FoK reps for each class to support this</th>
<th>5000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading strategy</td>
<td>KS1: Whilst reading results have improved the reading strategy needs more time to see the PPG gap closed</td>
<td>The relatively recently implemented reading strategy will see further narrowing of the PPG gap in 2019 - this will be consistently monitored and actioned as part of QA monitoring and tracking meetings</td>
<td>20000</td>
</tr>
<tr>
<td>Writing strategy</td>
<td>KS1: As a result of the writing strategy, PPG pupils made better progress than non-PPG; PPG gap largest in maths; KS2: Comb gap closed by 1% (attainment) and 37% (progress) - the most significant improvement was in writing.</td>
<td>Further narrowing of the PPG gap in writing is predicted as the reading strategy improves comprehension</td>
<td>20000</td>
</tr>
</tbody>
</table>
## Current attainment relating to disadvantaged pupils

### KS1:

<table>
<thead>
<tr>
<th></th>
<th>Expected+</th>
<th>In School Difference</th>
<th>Greater Depth (Ir, Wr, Ma)</th>
<th>In School Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>58%</td>
<td>12%</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>Non Disadvantaged</td>
<td>70%</td>
<td></td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>69%</td>
<td>1%</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>Non Disadvantaged</td>
<td>68%</td>
<td></td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>58%</td>
<td>18%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Non Disadvantaged</td>
<td>75%</td>
<td></td>
<td>27%</td>
<td></td>
</tr>
</tbody>
</table>

### KS2 - All pupils:

<table>
<thead>
<tr>
<th></th>
<th>Pupil attainment</th>
<th>Pupil progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016(A)</td>
<td>2017(A)</td>
</tr>
<tr>
<td>% Expected standard+ (Re, Wr, Ma)</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>% Higher standard (Re, Wr, Ma)</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>% Expected standard+ Reading</td>
<td>43%</td>
<td>55%</td>
</tr>
<tr>
<td>% Higher standard Reading</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>% Expected standard+ Writing</td>
<td>63%</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>2016(Att)</td>
<td>2017(A)</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Number of Pupils / % Matched</td>
<td>59</td>
<td>57</td>
</tr>
<tr>
<td>% Expected standard+ (Re, Wr, Ma)</td>
<td>24%</td>
<td>30%</td>
</tr>
<tr>
<td>% Higher standard (Re, Wr, Ma)</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Average Scaled Score (Re, GPS, Ma)</td>
<td>96.7</td>
<td>100.2</td>
</tr>
<tr>
<td>Average Scaled Score (Re, Ma)</td>
<td>96.1</td>
<td>99.8</td>
</tr>
<tr>
<td>% Expected standard+ Reading</td>
<td>31%</td>
<td>47%</td>
</tr>
<tr>
<td>% Higher standard Reading</td>
<td>3%</td>
<td>11%</td>
</tr>
<tr>
<td>Scaled Score Reading</td>
<td>95.1</td>
<td>99</td>
</tr>
<tr>
<td>% Expected standard+ Writing</td>
<td>51%</td>
<td>39%</td>
</tr>
<tr>
<td>% Higher standard Writing</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>Scaled Score Writing</td>
<td>96.6</td>
<td>93.4</td>
</tr>
<tr>
<td>% Expected standard+ Maths</td>
<td>29%</td>
<td>47%</td>
</tr>
<tr>
<td>% Higher standard Maths</td>
<td>8%</td>
<td>18%</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>Scaled Score Maths</td>
<td>97.2</td>
<td>100.7</td>
</tr>
<tr>
<td>% Expected standard+ GPS</td>
<td>39%</td>
<td>42%</td>
</tr>
<tr>
<td>% Higher standard GPS</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>Scaled Score GPS</td>
<td>97.5</td>
<td>100.5</td>
</tr>
</tbody>
</table>

**Barriers to future attainment for disadvantaged pupils**

- Inconsistent teaching across the academy
- High enough expectations from staff
- Social context of pupils
- High-needs pupils not able to access alternative education due to LA cuts
- High levels of mobility
<table>
<thead>
<tr>
<th>Desired outcome</th>
<th>Chosen action/approach</th>
<th>Is this a new or a continued activity?</th>
<th>Brief summary of intervention or action including details of year groups/pupils (not names) involved and the timescale</th>
<th>How will this activity be monitored, when and by whom? How will success be evidenced?</th>
<th>Cost (£)</th>
</tr>
</thead>
</table>
| Close the achievement gap by 50%           | Support for teachers during planning | Cont | All YGs; to allow teachers time to plan effectively so that gaps are narrowed; cost here is proportion of disadvantaged pupils | ● On-going  
   ● DHT (T&L); PLs; YGL  
   ● Formative and summative data | 54798 |
| DHT has carried out a curriculum review alongside teachers to ensure disadvantaged children – and school disadvantaged children – are now at the heart of curriculum experiences. Directed by DHT, a trust consultant has ably supported maths to ensure disadvantaged children’s basic skills are tackled additionally to mastery support. Pls have supported year groups to ensure planning for the new curriculum |
| Coach for vulnerable PP pupils             | New                             | To support vulnerable disadvantaged pupils reintegrate to class | ● Senco; DHT (Past); behaviour logs | 18500 |
| A behaviour mentor (additional to sports role) has supported key, high profile children who have benefitted from 1.1 support. The impact of this support has been seen in increased engagement in lessons and working with some of our higher need children, in the classroom, has meant that they have had additional support to stick more robustly to rules and routines. |
| ELSA provision                             | New                             | To support the emotional well-being of disadvantaged pupils and reintegrate them into class | ● Senco; DHT (T&L); DHT (T&L); behaviour logs | 100000 |
| The impact of the ELSA provision has been on the children that find it the most difficult to start the day positively. These skilled members of staff have run in a team of 4 alongside the Nurture Provision to provide emotional well-being support to children who require immediate intervention or sometimes a longer approach to Emotional Literacy. The impact of their work is measurable in the well-being of the children they see. |
| English consultant to close gaps           | New                             | To drive the reading and writing strategies and hold teachers to account for disadvantaged pupils’ progress | ● On-going  
   ● DHT (T&L); PLs; YGL  
   ● Formative and summative data | 10000 |
| Funds were diverted away from this during the course of the year. We recognised that Nurture Provision needed to have a higher priority and that as part of my ongoing support for planning via Phase Leaders, I could continue support the English lead. |
Y6 residential x60% New To support disadvantaged pupils to access the same outdoor activities and residential experience as their non-disadvantaged peers. 60% of pupils on this trip were disadvantaged 7200

As a result of financial support in the funding of this trip, disadvantaged children attending this residential gained access to experiences in line with that of their peers.

Teachers’ PDMs x38% (CPD) New PDMs focus on narrowing the disadvantaged gap. 38% of the funding (matching our PP allocation) is used for these meetings 34678

CPD has been used to support a curriculum review looking at the provision and implementation of learning that supports our disadvantaged children to gain cultural experiences beyond the classroom.

A Behaviour Consultant has supported the school to tackle negative learning behaviours and to provide staff with additional tools to manage escalating behaviour instances with de-escalation tactics.

The Trust advisor for Inclusion has provided on-going support to our SEND team and conducted CPD linked to trauma and attachment. The impact of this can be seen in the ongoing development of the school’s Nurture Provision where teachers and ELSA use this training to support our most vulnerable disadvantaged children.

Contribution to Senior leadership responsibilities for PP New To cover senior leaders’ responsible for ensuring the disadvantage gap is closed 46275

DHT for assessment tracks all statistically viable groups. Our disadvantaged group is tracked from their entry points. As they are often low/prior attaining groups, these children are tracked to ensure they make accelerated progress.

Evidence EYFS: 5-9% gap between disadvantaged and non. (RWM)

Evidence Phonics: Children in receipt of Pupil Premium did 4% better (86%)

Evidence KS1: Outcomes around 10-20% lower than non-disadvantaged children - will continue to be monitored and tracked next year.

Evidence KS2: (Reading) 52% (disadvantaged) / 53% (non dis.)

After school club contribution Cont Contribution to allow parents of disadvantaged pupils work outside of the school pick-up time 10000

This has ensured that children who need to access the club, can access it to support and combat the significant hardship some of our families are faced with. For example, disadvantaged children have accessed the provision
when parents have been finalising temporary accommodation after being faced with homelessness. Children feel safe and secure in this environment.

| Parental spending pot | New | £200 per PP pupil | 53000 |

This spending pot was used to boost parental sign up to the Pupil Premium. It has enabled disadvantaged children to access clubs, trips and adequate school uniform – ultimately ensuring that there is increased engagement in the school’s culture.

| Nurture Provision | New | 5000 +10,000 |

Creating a Nurturing Provision within the school has had a huge impact. Boxall Data shows after a period time children have made significant progress towards their individual targets. There has been a significant reduction in the number of instances of high level behaviour logged on Arbor since Nurture’s introduction in October 2018. Soft data also shows us that the well-being of these children has improved dramatically. They are more likely to settle in class, stick to school routines and have learnt valuable social skills which they will continue to develop. A referral process is planned for next academic year to streamline the point at which a decision is made on a child’s suitability for Nurture.

Total cost: £ 338,051  
Date of report: February 2019