

PUPIL PREMIUM Information and Impact of Spend

Pupil premium is an additional fund provided to pupils who are entitled to free school meals, children who have been in care, and children who have a parent serving in the forces.

The Governing Body determine how to spend the pupil premium based on an analysis of need. These needs are categorised as follows:

- ✓ Learning and the curriculum
- ✓ Social, emotional and behavioural needs
- ✓ Enrichment beyond the curriculum
- ✓ Families and communities
- ✓ Alternative learning pathways and curricula
- ✓ Other

The main priority is that each and every child is provided with high quality classroom teaching. This will be supplemented by intervention programmes to support vulnerable learners as and when required. Parents and carers are kept informed at all stages.

Last year these were the areas where PPG was used .

Academic year 2017-18 £82,400		
Categories	Spend	Type of Support and Impact
Learning and the Curriculum	£33,314	Children in key stage two, who were at risk of not reaching their full potential had additional 'booster' sessions. Children attended intervention groups before and after school and were supported by well-trained and highly effective teaching assistants. Children across the school had small group support. Resources to support learning and curriculum were provided. Swimming and Cookery were subsidised.
School, emotional and behavioural needs	£16,210	An apprentice was employed in Foundation Stage to support 'Personal and Social' education. We employed a number of professionals to support with particular social and emotional needs including a 'Learning Mentor' and Counsellor.

		The governing body subscribed to additional support provided by the Multi-Agency Support Team.
Enrichment beyond the curriculum	£3000	This was subsidised by the school and children accessed additional cooperative learning skills on trips including residential trips. Guitar pupils were able to enter exam- result yet to be confirmed
Families and communities	£29,726	We subsidised an 'early start club' to support parents and carers returning to and/ or working. Children learnt to speak, read and write English through additional intervention groups.
Other	£3150	Staff were up skilled, through professional development training, in identifying and providing the appropriate support for a range of special needs. New equipment enabled the pupils to follow personalised programmes to support their learning. The children had more confidence to tackle more challenging learning.
Total	£82,400	Impact reviewed in March 2018

The difference in progress and attainment for this group of pupils has diminished.

78% of PPG eligible children made expected progress in Reading with 14% making better than expected progress.

60% of PPG eligible children made expected progress in Writing with 14% making better than expected progress.

76% of PPG eligible children made expected progress in Maths with 17% making better than expected progress.

We have reflected on our spending and included in our decision making the guidance contained in the Education Endowment Research findings, borne out of research into most effective uses of the pupil premium.

In the light of this and our provision mapping findings we will be using the pupil premium funding this year as follows:

Pupil Premium strategy statement 2017-18

Summary information

School	Mount Street Primary School				
Academic Year	2018-19	Total PP budget	£80, 820 April 2018-March 2019	Date of most recent PP Review	Sept 18 (plan initiated March 2018)
Total number of pupils	199	Number of pupils eligible for PP	39 pupils	Date for next internal review of this strategy	Dec 2018

Current attainment

<p>KS2 SATS: Attainment: 47% reading 60% writing 47% maths</p>	<p><i>KS2 SATs data: The % of Pupils eligible for PP 2017 – 2018 National figures in brackets.</i></p>	<p><i>KS2 SATs data: The % of Pupils not eligible for PP 2017 – 2018 National figures in brackets.</i></p>
Proportion achieving expected attainment or above in reading, writing & maths	27% (%)	93%(%)
Average progress score in reading where 0 was the figure for all pupils	101.6	108.1
Average progress score in writing (TA) where 0 was the figure for all pupils	98	111
Average progress score in maths where 0 was the figure for all pupils	99.7	106

Identifying Potential Barriers to learning for Disadvantaged Pupils (ie not necessarily present for all PP pupils)

Barriers	A Limited language/restricted vocabulary Poverty (including experience) SEND
Desirable Outcomes	<p>Diminishing average achievement difference between ‘Disadvantaged’ and ‘Other’ pupils in all year groups.</p> <p>To raise levels of attainment to maximise percentage of pupils attaining age related expectations, and beyond where appropriate, in Year 6.</p> <p>To raise levels of attainment to maximise percentage of pupils attaining age related expectations, and beyond where appropriate in Year 5.</p> <p>All PP pupils, including high need child, to be ready every day to access learning and make the expected progress in reading, writing and maths.</p> <p>Increased in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either independently or with support from a family member.</p>
Barriers	<p>B Poor attendance Home/life changes Medical issues Lack of family engagement with learning</p> <p>Repeated school moves</p>
Desirable outcomes	<p>Increased attendance rates</p> <p>Families more involved in learning</p>
Barriers	C Low aspirations Low expectations (of themselves) Low expectations (of them outside school)

	Lack of positive role-models Lack of confidence and self esteem
Desirable outcomes	Aspirations to rise and for pupils to believe that they are capable and can achieve if they really want to.
Barriers	D Lack of sleep Safeguarding (CCC forms or social care plan) Poor nutrition
Desirable outcomes	All pupils physically and emotionally ready for learning every day.

1. Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of learning					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Intended impact/Actual impact

<p>Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups</p> <p>£20,000 allocated- swimming to come from this</p>	<p>Additional Qualified teachers to lead booster writing and maths sessions in Y2- 2 x ½ days per week Y5- 3 x per week Y6- 4 x weekly- maths and weekly for writing (see section ii for more details)</p>	<p>EEF toolkit shows progress on average is =4 months with an additional qualified teacher leading the groups. This was observed where this approach was used in 2016-17.</p>	<p>HT will monitor planning, lesson drop ins/ learning walks, book scrutinies and data analysis</p>	<p>HT</p>	<p>The gap will close between PPG eligible pupils and non-PPG eligible pupils.</p>
<p>Staff CPD £2000 PP funding + additional from main school budget</p>	<p>Enable follow up to ETL training and implementation of training- coaching support for staff.</p> <p>Total costs: £tbc</p>	<p>EEF shows quality first teaching as having a high effect on PP pupils attainment and progress. Effective CPD supports the development of quality first teaching.</p>	<p>HT will monitor impact through observations, lesson drop ins, learning walks and the assessment cycle.</p>	<p>HT</p>	<p>Pupils are able to demonstrate improved outcomes/ progress as a result of accurately targeted planning and assessment.</p>
	<p>INSIGHT Assessment CPD</p>	<p>EEF toolkit and Hattie's research evidence shows impact of months progress/ effect size of 7.0</p>	<p>Moderation and assessment meetings (including PP meetings); data drops/ book scrutinies; pupil conferencing</p>	<p>HT/AHT</p>	<p>Assessments further enabling progress and increase % at ARE.</p>
	<p>Oracy project training- EK/NH £440- part PTSA</p>	<p>EEF research shows oracy focussed lessons improves the quality of dialogic talk, vocabulary development and comprehension. Effect size 0.6</p>	<p>External coordinator evaluation with lead teacher</p>	<p>EK/NH</p>	<p>Improve vocabulary, comprehension and written sentence structures</p>

appropriate in Year 5.	pupils. HLTA led dyscalculia maths boosters for targeted pupils. ELSA for targeted pupils				
To raise levels of attainment to maximise percentage of pupils attaining age related expectations, and beyond where appropriate in Year 4.	Phonics and spelling boosters x 3 times weekly Reading boosters- some daily readers 1:1 TA led ELSA for targeted pupils Handwriting group- Teacher led	Autumn 2018 % of disadvantaged pupils not on track in reading, % in writing and % in maths. EEF evidence effectiveness of these strategies. +4 months progress	Planning session times organised, ensuring consistency of approach. Half termly data drops, lesson observations and book scrutinies will ensure successful implementation.	Class teacher	At least 85% at ARE
To raise levels of attainment to maximise percentage of pupils attaining age related expectations, and beyond where appropriate in Year 3.	Phonics and spelling boosters x 3 times weekly Reading boosters- some daily readers 1:1 HLTA led ELSA for targeted pupils.	Autumn 2018 % of disadvantaged pupils not on track in reading, % in writing and % in maths. EEF evidence effectiveness of these strategies. +4 months progress	Planning session times organised, ensuring consistency of approach. Half termly data drops, lesson observations and book scrutinies will ensure successful implementation.	Class teacher	At least 85% at ARE

<p>To raise levels of attainment to maximise percentage of pupils attaining age related expectations, and beyond where appropriate in Year 2.</p>	<p>Phonics boosters x daily Daily readers Fine motor skills to support handwriting development TL (additional Teacher) to work with identified pupils- writing focus.</p>	<p>Autumn 2018 % of disadvantaged pupils not on track in reading, % in writing and % in maths. EEF evidence effectiveness of these strategies. +4 months progress</p>	<p>Planning session times organised, ensuring consistency of approach. Half termly data drops, lesson observations and book scrutinies will ensure successful implementation.</p>	<p>Class teacher</p>	<p>At least 85% at ARE</p>
<p>To raise levels of attainment to maximise percentage of pupils attaining age related expectations, and beyond where appropriate in Year 1.</p>	<p>Phonics boosters x daily Daily readers Fine motor skills to support handwriting development</p>	<p>Autumn 2018 % of disadvantaged pupils not on track in reading, % in writing and % in maths. EEF evidence effectiveness of these strategies. +4 months progress</p>	<p>Planning session times organised, ensuring consistency of approach. Half termly data drops, lesson observations and book scrutinies will ensure successful implementation.</p>	<p>Class teacher</p>	<p>At least 85% at ARE</p>
<p>A, C To raise levels of attainment to maximise percentage of pupils attaining age related expectations in EYFS</p>	<p>An apprentice employed in Foundation Stage to support 'Personal and Social' education. £ Part of £16,210</p>	<p>This has been beneficial in the past and has accelerated progress in vocabulary acquisition and development. To address identified barriers to learning and put in place early intervention to support children as they access EYFS/KS1. Research evidence suggests this makes +5 months progress.</p>	<p>Apprentice course leader to monitor effectiveness of Apprentice in their role; EYFS leader to monitor impact on pupil progress and attainment.</p>	<p>LO</p>	<p>Pupil progress and attainment will increase for EYFS pupils.</p>

A, C To raise levels of progress to maximise attainment of pupils who either arrive into school with minimal English or who have EAL needs	Children learning to speak, read and write English- English in a flash intervention and EMAS support	To develop English vocabulary	EMAT team support Learning mentor support Breakfast club booster group	SENDCO	Accelerated acquisition of English language
A, C, D	Enrichment beyond the curriculum £3000	To enable identified pupils to attend Heatree/ Camp Kernow residential; to raise self/ esteem and address identified aspiration based barriers to learning. To enable pupils to access swimming lessons. To enable PP pupils to attend the guitar festival/ music exams To enable pupils to access visits outside of the school site to enrich	HT to monitor impact	NH LO BS	All PPG eligible pupils able to attend.
budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Intended impact/Actual impact

<p>A, B, C, D All PP pupils to be ready every day to access learning and make the expected progress in reading, writing and maths.</p>	<p>Other professionals employed to support with particular social and emotional needs : PSA to support with parental engagement/ lead Homunculi sessions for identified PP children.</p> <p>Total Cost: part of £29,726 PSA</p>	<p>Improving the social and emotional dimensions of learning, Effective use of the Homunculi training/ Attachment disorder undertaken in the previous academic year. PSA to support parental engagement/ support.</p> <p>EEF toolkit-</p>	<p>SENDCO to monitor PSA and TAs</p>	<p>LO</p>	<p>Improved attendance to 97%. Family support/ early help provision. Children's emotional/ social needs met.</p>
<p>A, B, C, D Improved attendance. Increased % working at ARE/ making expected progress and diminishing the difference between disadvantaged/ non disadvantaged pupils.</p>	<p>Early start club' to support parents and carers returning to and/ or working PP pupils to be given extra targeted support in maths and literacy</p> <p>Total Cost: part of £29,726</p>	<p>The need to diminish the difference between pp and non pp pupils.</p>	<p>Monitoring of attendance, pupil progress meetings to establish the impact of boosters.</p>	<p>RSW/ JN NH</p>	<p>Improved attendance to 97%. Pupils benefiting from nutritional breakfast. Targeted support accelerating progress/ % at ARE</p>
<p>Total budgeted cost</p>					<p>£80, 820 PPG funding + £ top up from school budget</p>

Review of expenditure				
Previous Academic Year		2017-18		
Desired outcome	Action taken	Impact	Lessons learned	Cost
To raise levels of attainment to maximise percentage of pupils attaining age related expectations	Additional teacher deployed for booster groups/ HLTA time to release class teacher to work with identified pupils	<p>All PP eligible pupils worked with these adults and accessed the additional support.</p> <p>In year 6 the average progress in reading was: 3.04 In writing: 1.08 In maths: 0.91</p> <p>All were at least in line with national averages and in some instances above.</p> <p>Across the school the difference in progress and attainment for disadvantaged pupils has diminished.</p> <p>78% of PPG eligible pupils made expected progress in Reading with 14% making better than expected progress.</p> <p>60% of PPG eligible pupils made expected progress in Writing with 14% making better than expected progress.</p> <p>76% of PPG eligible pupils made expected progress in Maths with 17% making better than expected progress.</p>	This approach will continue in the coming year.	Part of £33,314

Targeted support				
Desired outcome	Action taken	Impact	Lessons learned	Cost
	Phonics boosters took place Children particularly at risk of not meeting their academic potential had additional booster sessions run by well trained teaching assistants/ class teacher (some were before and after school).	90% of pupils passed the phonics screening. 100% of disadvantaged pupils passed the phonics screening.	Phonics booster groups need to continue in the coming year with an additional session during the Spring term.	Part of £33,314
Other approaches				
Desired outcome	Action taken	Impact	Lessons learned	Cost
Access to residential opportunities and towards swimming costs	PPG eligible pupils and the opportunity to attend Heatree and Camp Kernow. Swimming was offered to targeted year groups. Cooking was also subsidised.	The children who attended either residential demonstrated improved confidence and, in some cases, an improved resilience towards the challenges presented to them. X% were able to swim 25m at the end of the swimming course.	This will continue next year. We will also review the range of extra-curricular activities offered by the school so that pupils who were not keen to attend the residential might access other enrichment activities.	£3000
Social, emotional and behavioural needs supported	An apprentice was employed in the Foundation Stage to support PSED. We employed a number of professionals to support with particular social and emotional needs, including a Learning Mentor.	PSED data is positive for this group. 100% attained a GLD in PSED. Also, the additional adult has enabled additional opportunities for dialogue with children, supporting the development of early Oracy skills. This has less impact than hoped for owing to the long term absence of the	Continue to employ an Apprentice in the Foundation stage Target pupils thorough ELSA training within school- this would enable more frequent sessions during the week and also enable a greater number of children to access the provision.	Part of £16,210

		learning mentors.		
Additional detail				
<p>During 2017-18 we received funding for 1 service child, totalling £ which was spent on the following: Booster support with reading and maths.</p> <p>3 pupils eligible for PPG also had their entrance to the guitar exam subsidised. All passed, 1 with distinction.</p> <p>Some of the PPG grant was also used to employ a Parent Support Advisor. The impact of this was increased engagement with identified families and support for their children's learning; access to additional services to support the children at home with meeting basic needs.</p> <p>Early start club subsidised for some pupils to support parents and carers returning to/ and or working. Children learnt to speak, read and write English through additional intervention time before school.</p> <p>Staff were upskilled through professional development training, in identifying and providing the appropriate support for children's needs.</p> <p>New equipment enabled pupils to follow personalised programmes to support their learning. Cost for the above : Part of £29,726</p>				

This plan will be reviewed at the end of term, taking into account the progress of pupils, their wellbeing and opportunities for further support to be implemented.