

Peters Hill Primary School

Pupil Premium 2018-2019 Review

Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals; those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment. This is a raising achievement agenda as well as a narrowing the gap agenda. Both agendas are priorities for Peters Hill. All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done.

Our Strategy Values

The values that we adopt in our approach to pupil premium support are to ensure children have:

1. Moral purpose.
2. Curiosity, enthusiasm and engagement.
3. Independence and confidence.
4. Logical, creative and deep thinking.
5. Respect for others and personal self-esteem.
6. Awareness of civic responsibility and global citizenship.
7. High standards of behaviour and positive attitudes.
8. Broad and balanced experiences with imagination, purpose and value.
9. Value all abilities, interests, cultures and beliefs.
10. Embrace and have autonomy with innovative technology.
11. Be part of a structured, caring and purposeful learning environment.

Our strategy is to focus our PP expenditure on the main barriers to learning for this group of children at Peters Hill.

The barriers to learning are;

1. Pupils basic needs may not be met.
2. Pupils may not have enriched curriculum opportunities.
3. Pupils may not have access to curriculum resources.
4. Pupils may need specific age-related teaching and learning that narrows the attainment gap.
5. Pupils may not demonstrate positive behaviours for learning.
6. Pupils may lack social skills and struggle with social inclusion.
7. Pupils may have poor attendance and punctuality.
8. Pupils may not have the regular support of parents.

Innovation

We aim to develop our own approach on pupil premium support that has a heavy emphasis on raising achievement and narrowing the gap. We establish clearly how we are spending this money and the impact it is having.

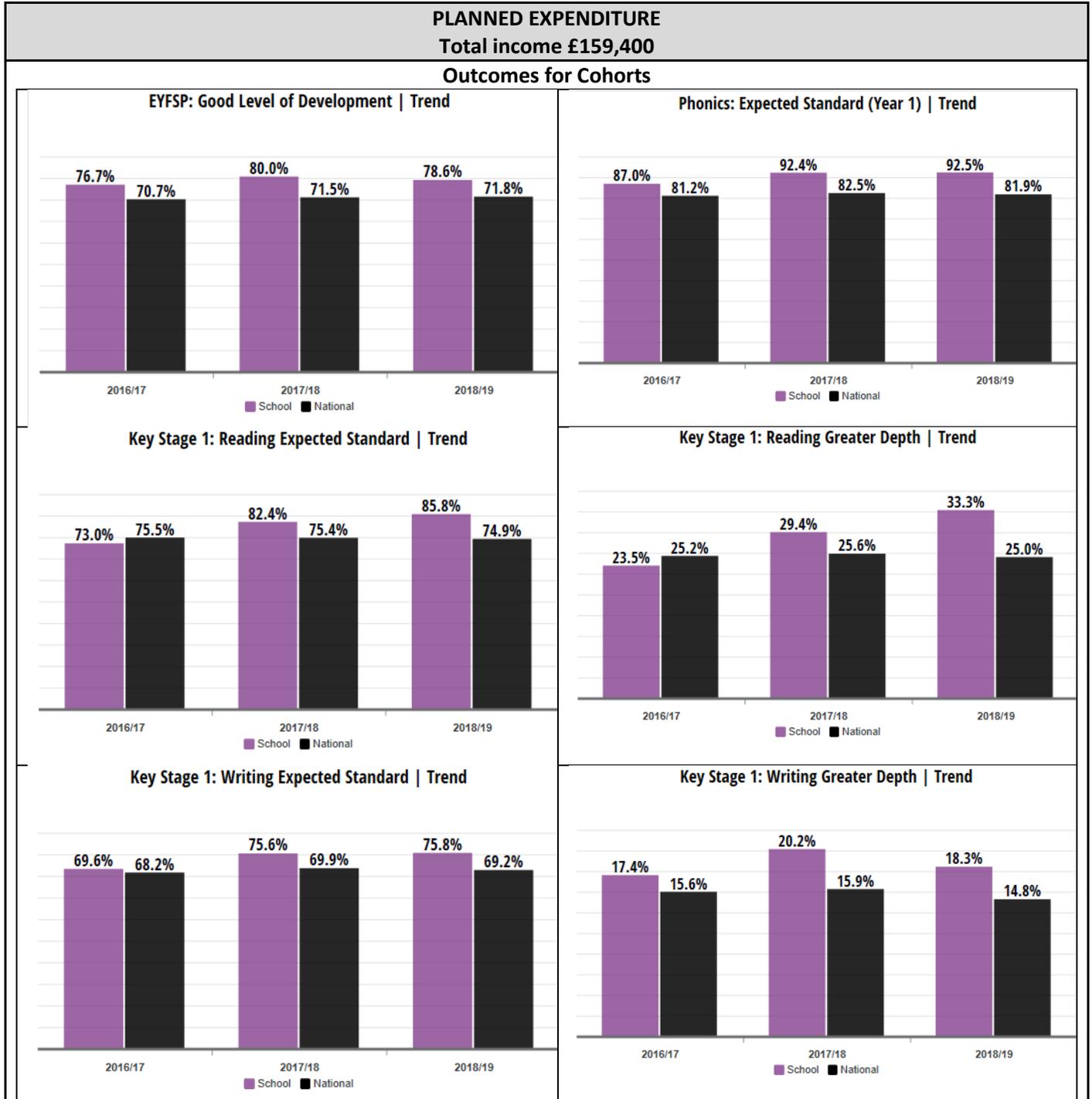
Partnership

We aim to ensure that we are outward looking using evidence from the many numbers of case studies that exist around good practice. We regularly access these examples to improve our own provision and the outcomes for our children. We use information from the Education Endowment Foundation to ensure that our work is evidence based and that our 7 core steps are all linked to the most positive strategies shown through the EEF. These range from strategies that have an impact of +3 to those of +8. The link to this information is shown here <https://educationendowmentfoundation.org.uk/>

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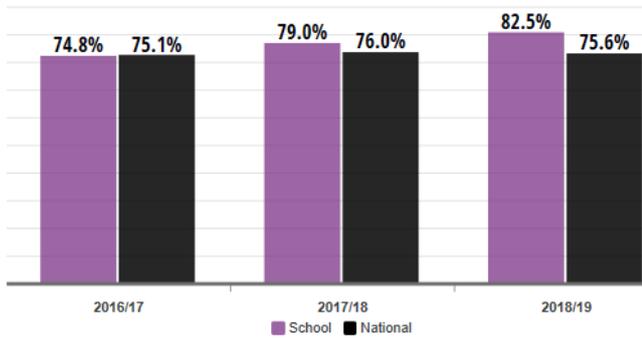
Funding - In the 2018/19 academic year Peters Hill Primary School will receive £159,400 in Pupil Premium funding.

Aim - Our aim for 2018/19 is for all children in receipt of Pupil Premium funding to make good progress from starting points in all subjects and to continue to narrow the attainment gap for disadvantaged pupils.

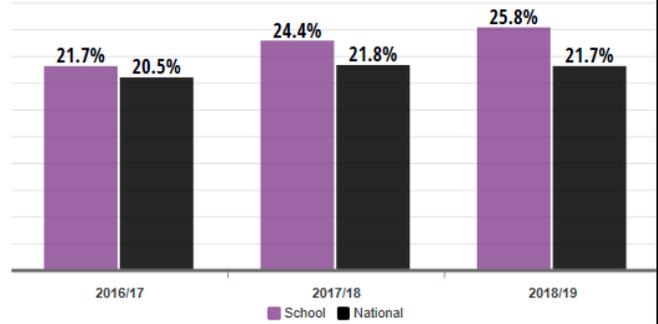


Peters Hill Primary School

Key Stage 1: Maths Expected Standard | Trend



Key Stage 1: Maths Greater Depth | Trend



Outcomes for FSM

	School FSM	Local Authority
Year 1 Phonics	92.3%	68.2%

Key Stage 1

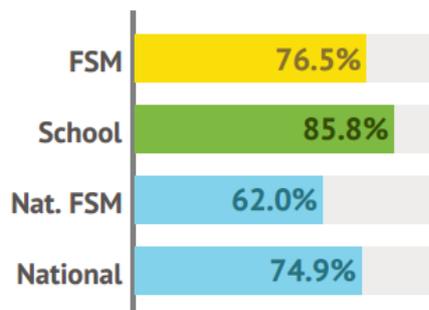
Working at the Expected Standard: Reading

FSM

76.5%

▲ 18.2% from 2016/17

Cohort size = 17



The percentage of FSM achieving the expected standard in Reading is 9.3% less than the School average, and 14.5% more than the Nat. FSM average. The school gap has narrowed by 18.8% since 2016/17.

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Key Stage 1

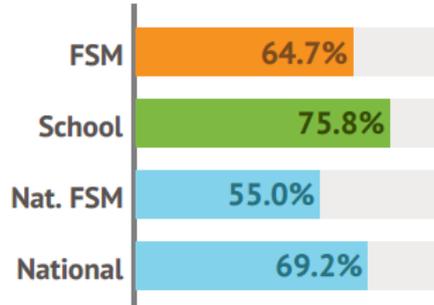
Working at the Expected Standard: Writing

FSM

64.7%

▲ 6.4% from 2016/17

Cohort size = 17



The percentage of FSM achieving the expected standard in Writing is 11.1% lower than the School average, and 9.7% more than the Nat. FSM average. The school gap has narrowed by 5.4% since 2016/17.

Key Stage 1

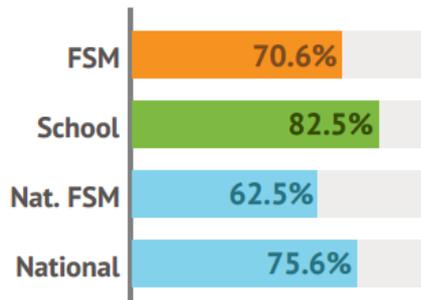
Working at the Expected Standard: Maths

FSM

70.6%

▲ 20.6% from 2016/17

Cohort size = 17



The percentage of FSM achieving the expected standard in Maths is 11.9% lower than the School average, and 8.1% higher than the Nat. FSM average. The school gap has narrowed by 20.1% since 2016/17.

Key Stage 2

	School at or above	LA at or above	School high attaining	LA high attaining
Reading	60.7%	53%	21.4%	14.1%
Writing	64.3%	62.8%	10.7%	11.4%
Maths	67.9%	57.9%	25%	12.2%

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Key Stage 2

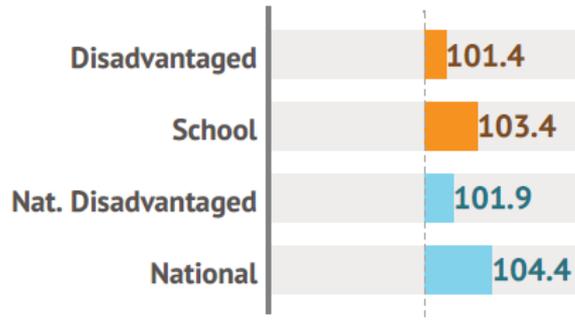
Average Scaled Score: Reading

Disadvantaged

101.4

▼ 0.4 from 2017/18
 ▲ 0.2 from 2016/17
 101.5 3 year average

Cohort size = 28



The Average Scaled Score for Reading amongst Disadvantaged students is 2.0 points lower than the School average, and 0.5 points less than the Nat. Disadvantaged average. The school gap has narrowed by 0.5 points since 2016/17.

Key Stage 2

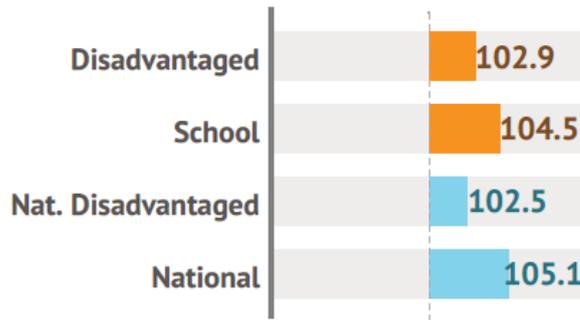
Average Scaled Score: Maths

Disadvantaged

102.9

▲ 0.2 from 2017/18
 ▲ 2.1 from 2016/17
 102.1 3 year average

Cohort size = 28



The Average Scaled Score for Maths for Disadvantaged students at Peters Hill Primary School is 1.6 points less than the School average, and 0.4 points more than the Nat. Disadvantaged average. The school gap has narrowed by 1.4 points since 2016/17.

KS2 Progress	School Average	Disadvantaged Average	LA
Reading	-0.79	-1.46	-2.4
Writing	+0.41	-1.37	-0.9
Maths	-0.48	-0.64	-2.4

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	April - Aug	Sept - Dec	Jan – Mar	Total	Expected Impact
Staffing/Intervention/Inclusion					
Targeted TA support in each year group	25,571	25,571	25,571	76,713	Increased attainment for pupils in each year group across the school. Greater evidence of teaching assistants supporting individual learning. Greater evidence of teaching assistants supporting group learning. Improving outcome plans in place through pupil premium ambassadors.
Nurture Room and Learning Mentor and the introduction of a school pastoral mentor - developing children's social skills - Pastoral Care through the development of a consistent base that children access to ensure integration and inclusion in the school community and curriculum.	8,930	7,144	5,358	21,432	Children feel safe and supported at school and able to be part of the school community. Children demonstrate they understand how they positively contribute to the school community. Improved social and emotional skills. Improved self-confidence and feelings of self-worth. Improved ability to form new friendships and relationships. Improved emotional resilience. Improved behaviours for learning leading to greater involvement and engagement in learning. Reduced number of individual behaviour plans across the school. Only 2 are in place.
Nurture room learning resources	120	100	80	413	As above
Inclusion Manager and Early Help strategies through the pastoral support team	4518	3652	2739	10,909	Appropriate agencies in place and support monitored. Information regularly shared with parents and carers. Pupils accessing well-chosen intervention that will narrow the gap to their peers. Staff supported in ensuring that resources are available. Staff supported in ensuring that strategies are effective. Early needs identified and effective strategies in place to support progress and attainment.
Speech & Language teaching assistant across the school with a sharp focus on early intervention.	0	1765	1765	3,530	Children identified early. Regular programs of support are in place and monitored. Progress is tracked with IOPs. The percentage of children needing speech and language support decreases as they move through their early education.

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<p>Nurture room Breakfast support - Dr Kevan Collins, Chief Executive of the Education Endowment Foundation, said: "Having a good breakfast is something which many of us take for granted as a good start to the day, and has been shown to make a real difference to pupils' concentration."</p>	535	428	321	1284	<p>A positive social experience at the start of the school day for every child. Children more focused and engaged in lessons and ready to learn. Positive relationships with members of staff and a point of contact for support. Increased opportunities to bond and socialize with children from different year groups. Increased punctuality figures for disadvantaged children.</p> <p>Increased attendance figures for disadvantaged children – above 95%.</p>
<p>Nurture room Breakfast resources</p>	325	350	300	975	As above
Core Development					
<p>Reading books for KS1 and KS2 for current/new titles and authors including accelerated reader and beanstalk reading support. Accelerated reader access for all pupil premium children including access to chrome books in the classroom on a daily basis. Two devices in each classroom.</p>	6000	9400	0	15400	<p>Improved rates of motivation in independent reading. Greater engagement in reading and particularly reading for pleasure. Significant improvement in pupils accessing age related reading materials. Increase in boys engagement in library access. Improved behaviours for learning through improved access to resources. Improved feelings of confidence and self-worth.</p> <p>Improved age-related reading attainment outcomes with a positive progress indicator at the end of KS2.</p>
<p>Birmingham Rep SLA – focus on performance and oracy.</p>	2,453	2,490	2,490	7,434	<p>More children are engaged in opportunities for drama and theatre across the school. Increased children's knowledge and skills in drama and theatre studies. Increased children's confidence and self-esteem when performing individually or working as part of a group.</p>
Behaviour for learning					
<p>Forest school (inc ASC Summer) – weekly sessions across the whole school.</p>	2,730	2,520	2,160	7,410	<p>Direct impact on children will be... Confidence – freedom, time and space to learn and demonstrate independence.</p>

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					<p>Communication – language development prompted by children’s sensory experiences.</p> <p>Motivation and Concentration – a keenness to participate and concentrate over time.</p> <p>Physical skills – physical stamina and gross and fine motor skills.</p> <p>Knowledge and understanding – an interest in their natural surroundings and respect for their environment.</p> <p>The wider impact will be...</p> <p>New perspectives – new understanding of children observed in a different setting.</p> <p>Extended learning – families engaging in outdoor learning experiences following positive pupil feedback.</p> <p>Social Skills – increased awareness of the consequences of actions on peers through team activities such as sharing tools and participating in play.</p>
Strategic direction					
<p>Pupil premium ambassadors – one teacher in every year group to be allocated as the PP ambassador. This role will give a greater focus on specific barriers to learning and the strategies that can be used to overcome these. Tracking sheets to be introduced for half termly updates.</p>			7,000	7000	<p>All staff to be fully aware of those pupils who are in receipt of Pupil Premium.</p> <p>Improved individual staff/pupil engagement through one-to-one discussions.</p> <p>Detailed Tracking of academic progress of every pupil.</p> <p>Monitoring of the social well-being of each pupil and actions taken.</p> <p>Monitoring of attendance and punctuality for individual pupils and actions taken.</p> <p>More focussed intervention with those pupils who have been identified as requiring a higher level of need.</p> <p>Up-to-date case studies for Pupil Premium pupils including pupil profile sheets outlining barriers to learning.</p> <p>Clear allocation of funds in relation to need.</p> <p>Up to date document which clearly summarises how the Pupil Premium Fund has been spent for the year group and the impact it has had.</p> <p>Effective decision making in every year group regarding the support that PP children will receive.</p>
Residentials and ed visits				6900	
Total spend				159400	