

Pupil Premium Review

Pupil Premium Review for 2018 - 2019

1. Summary information 2018/19			
Academic Year	2018-2019	Total PP budget	£96,363.33
Total number of pupils	606	Number of pupils eligible for PP	93

2. 2019 YEAR 6 SATs outcomes - use the format below or insert core data relevant to your setting			
Number of children eligible for PP:	17		
Proportion of children e.g. 3/12 (or %)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Achieving/exceeding expected standards in reading, writing and maths combined	100%	93%	71%
Achieving/exceeding expected standard in reading	100%	95%	78%
Achieving greater depth in reading	19%	49%	31%
Achieving/exceeding expected standard in writing	100%	96%	83%
Achieving greater depth in writing	0%	26%	24%
Achieving/exceeding expected standard in maths	100%	99%	84%
Achieving greater depth in maths	19%	42%	31%

2019 YEAR 2 TEACHER ASSESSMENT outcomes - use the format below or insert core data relevant to your setting			
Number of children eligible for PP:	11		
Proportion of children e.g. 3/12 (or %)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
achieving/exceeding expected standards in reading, writing and maths	73%	83%	
achieving/exceeding expected standard in reading	82%	95%	
achieving greater depth in reading	0%	39%	
achieving/exceeding expected standard in writing	82%	86%	
achieving greater depth in writing	0%	26%	
achieving/exceeding expected standard in maths	82%	89%	
achieving greater depth in maths	0%	26%	

2019 RECEPTION outcomes - use the format below or insert core data relevant to your setting			
Number of children eligible for PP:	7		
Proportion of children e.g. 3/12 (or %)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
achieving expected standard plus in reading	14%	79%	
achieving expected standard plus in writing	0%	77%	
achieving expected standard plus in maths	71%	90%	
Achieving GLD	83%	83%	

i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure that the progress made by 'disadvantaged' children is at least as good as their peers and 'narrow any gap' in their attainment.	Use data to identify attainment gaps for disadvantaged children.	Data is effectively used across the school. Teachers know which pupils are not making adequate progress including those who are disadvantaged and they know how what steps they are taking to support them.	Continue use of data. Inclusion Lead to monitor data for children identified as disadvantages across the whole school.	£5371.60
	Staff to attend relevant training on effective use of the pupil premium grant.	Three members of staff attended Daniel Sobel's 'Narrowing the Gap' course at Fosseyway school. 3 step actions plans are being trialled. Inclusion Lead took part in 'Pupil Premium Grant Working Party' to plan PPG strategy and reporting template across the Trust.	A full staff review of 3 step action plans is planned for Autumn term 2 2019. Strategy and reporting template rolled out.	£550 £360
	Use performance management and tracking to review the effectiveness of LSA intervention input or ability grouped teaching and adapt practise according to best practise research	Training was delivered on phonics for all staff who needed it, specifically for Read Write Inc.	Number of PPG children who passed phonics screener in Y1 was 93% (82/88)	£500
ii. Targeted support				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure that the progress made by 'disadvantaged' children is at least as good as their peers and 'narrow any gap' in their attainment.	Once children identified as being at risk of not meeting their targets through school data tracking systems, ensure that appropriate additional provision is put in place using interventions run by teachers and LSAs,	End of key stage data indicates that 100% of children eligible for the pupil premium grant met the expected standard in Reading, Writing and Maths.	Continue to use intervention planned by teachers and delivered by teachers/LSAs as a way of raising standards for all pupils. Continue to train LSAs to ensure that interventions have maximum impact. Use information from the Education Endowment Foundation to maximise the impact of LSAs. Find ways to ensure that more children eligible for the pupil premium grant achieve greater depth in reading, writing and maths.	£64,147
	Analyse evidence from outside bodies, such as the Educational Endowment Foundation, to see what Pupil Premium input provides the greatest impact – and consider how this can be adopted at WASPS	Research completed as part of PPG working party found that LSAs can have positive impact when they are implemented in the right way. Training carried out for LSAs to increase efficacy of interventions and of children.	Use of pre-teaching to be increased across the school with more training for teaching staff and LSAs in 2019-2020. Implement progress meetings to discuss impact of intervention and identify next steps. Continued training for LSAs and teachers on how to maximised their impact.	£940
	Provide extra tutoring before SATS and ensure access arrangements are made and met during SATS in KS2.	End of key stage data indicates that 100% of children eligible for the pupil premium grant met the expected standard in Reading, Writing and Maths	Good impact. Continue use next year.	£450

Children that qualify for the Pupil Premium Grant receive additional nurture support as needed.	1:1 Play therapy	4 children received ongoing long-term therapeutic support.	Play therapy continues to be effective. Continue and ensure good communication between therapist, school staff and families.	£7980
	1:1/small group emotional literacy sessions 1:1/small group Thrive sessions	Good relationships formed between specialist staff, pupils and families. Support and advice given to teaching staff based on enhanced understanding of pupils as a result of 1:1 work.		£5700 £3420
	Forest School	8 Year 5 children per term attended Forest School		£5700

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Develop strong relationships with parents so that they feel able to support their children's learning at home.	Y0 & Y1 coffee mornings. Parent education evenings for reading and phonics	Y0/1 coffee mornings did not take place. Education evenings continue to be well attended by majority of parents, especially for Little WASPS.	2 Year 0 coffee mornings and additional coffee mornings for Y1 have been planned for 2019/20 and are on the school calendar. Text reminders to be sent out before events. Parents of PPG qualifying children who do not attend to be contacted and an alternative arrangement made.	£190
Disadvantaged pupils have access to extra-curricular activities	Financial support for school trips.	Support provided for residential trips in year 4	Continue to look at pupils who are meeting ARE but qualify for PPG to identify how they can be stretched in order to enable them to reach greater depth as appropriate. Continue to make use of opportunities for children access extra activities. Continue.	£417.99
	Financial Support for music lessons.	One pupil received tuition for drum lessons.		£300
	Additional opportunities to attend external workshops/sporting events.	Pupils from Y2 attended Bathhub multisports. Y3 Grandpals support reading/wellbeing for targeted individuals		£200 £60

