

IMPACT OF PUPIL PREMIUM GRANT 2018-19

The Pupil Premium is a fixed sum of money allocated to schools for children of statutory school age from low-income families who are known to be eligible for Free school meals (FSM) in both mainstream and non-mainstream settings; to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

Schools are free to spend the Pupil Premium (PP) as they see fit. At Stoneferry we target the funding to support those children who most need additional support and to help them to overcome the barriers they face to their learning. We are held accountable for how we use the additional funding.

In 2018/19 the level of premium is £1320 per pupil who are eligible for Free school meals, £1900 for looked after/post looked after pupils and £300 for children who have a parent in the forces.

The additional support we have identified our pupils need to help them overcome barriers to learning are:

- Social and emotional guidance and support.
- Attendance
- Support with language development
- Additional intervention for reading, writing and maths
- Targeted reading support
- Enrichment activities

The impact of how we allocate this funding is monitored closely.

- We analyse which pupils are underachieving and why this happens: this gives us a realistic view of the barriers to achievement experienced by many pupils and allows us to formulate an appropriate response.
- We place the greatest emphasis upon high quality teaching and interventions which are planned in waves to support learning where pupils need to catch up or require additional challenge.
- We use achievement data to check the impact of interventions and to make adjustments where these are necessary.
- The headteacher holds staff to account for progress via termly 'Pupil Progress Meetings'. Linking back to previous key points in a child's time within the school.

- Governors have an understanding of the way that Pupil Premium funding is used to support achievement and demonstrate challenge to leaders around the impact of this additional resource. They ensure that money is spent appropriately and monitor impact. This information is shared and discussed at regular LGB meetings.
- The allocation of resources is reviewed on a termly basis and Governors approve the overall spending on an annual basis. This is undertaken in the Summer Term, in order to plan for the new academic year.

Academic outcomes for Pupil Premium children end of Summer term 2019

Year Group	Pupil Premium children	Reading		Writing		Maths	
		ARE+	GD	ARE+	GD	ARE+	GD
F2	3	33% (ELG)		33%(ELG)		67% (ELG)	
Y1	6	67%	0%	67%	0%	67%	0%
Y2	6	67%	0%	67%	0%	50%	0%
Y3	6	83%	17%	50%	0%	83%	0%
Y4	6	100%	17%	83%	17%	83%	50%
Y5	8	88%	25%	88%	25%	88%	25%
Y6	3	67%	33%	100%	0%	100%	33%

This is a breakdown of our current allocation.

Current year allocation 18/19	How the allocation will be spent	Cost
	Emotional well being worker Training costs ELSA resources Attendance lead	£22, 000

£47945	Speech and language lead staff Training Speech and language resources	£5500
	Ensure high quality of the delivery of teaching. Learning and assessment strategies in order to improve outcomes for all children <ul style="list-style-type: none"> - Quality first teaching through Mastery Readiness programme - Continued focus on whole class Reading - Targeted questioning - Greater opportunities to write at length - Training for all staff - 2 staff members to attend Mastery Readiness training - Purchase of resources 	£7500
	Targeted support for pupils in Reading and Maths in Y5 and 6 <ul style="list-style-type: none"> - Inference Reading intervention 	£1000
	Targeted support for more able PP children	£1000
	1:1 reading input	£1400
	Targeted intervention work for pupils in KS1 and 2 across afternoons	£3400
	Additional educational psychologist support	£1000
	Enrichment activities	£3000
After school tuition	£1600	
Lexia	£800	
Total expenditure:		£48200
Measure	Evaluation of impact	
Emotional well being worker Training costs	Attendance was carefully monitored all year and our attendance figure, including persistent absence was reduced significantly. End of year overall attendance was 95.8%. This has	

ELSA resources
Attendance lead

been impacted by a high number of holidays taken in term time. The school has taken a firm stance on this and has not authorised these absences, however, they have had an impact on overall attendance.

- Attendance is tracked in groups, this allows for swift intervention for PP when needed
- Regular intervention with families of PP children with poor attendance has improved individual data and attendance has improved.

The school is still working to find a consistent solution to the attendance of one particular child.

- Pupils with social and emotional needs were very well supported. CPOMS records show that over 55% of the children receiving PP funding have regular interaction with EWO with all other children using this support at different stages of the year. This has led to improved behaviour and attitudes to learning as well as providing the emotional support required to children. Behaviour in school from Pupil Premium children is very good. Only 2 children have received Friday detention for persistent poor behaviour throughout the year.

- EWO has been the first point of contact for teachers regarding behaviour in classrooms and around school this has reduced time taken by SLT greatly. The EWO has been very effective in managing behaviour in this way and informing staff and SLT as required. This has made the school far more efficient and effective. Children also have a very clear path to follow.

Behaviour incidents within the classroom for all groups of children including pupil premium are rare and when needed support plans were swiftly put into place for pupils requiring them. These ensured that all children could learn effectively, and this is demonstrated by the end of year data for all groups including pupil premium children. Behaviour in school is judged to be good.

- EWO has continued to deliver ELSA support to a number of Pupil Premium children throughout the year. She handled difficult situations well and reduced the impact difficult emotional situations on the classroom learning environment of children with specific needs. Such time is invaluable for the children and provides essential support

Speech and language lead staff
Training

Regular support was given to specific children in response to their Speech and Language needs. This has involved follow up work following external agency support and also in

<p>Speech and language resources</p>	<p>school intervention The S&L member of staff has worked closely with Foundation 1 staff to provide early identification and support for pupils within Early years. A key area of support has been provided to support specific children with social interaction opportunities. This supports these children as they continue to move through the school. In addition S&L worked closely with Year 6 to support all children including Pupil Premium with transition onto secondary school.</p> <p>Through specialist support provided via Speech and Language Unit, and continued work within school, one child has now moved from making a few recognisable letter sounds to speaking recognisable sentences with staff and peers. The S&L worker is now working closely with this child to help them with social oral interaction as this has never been needed by the child up to this point. The child now has a good friendship group and his speech continues to improve as a result. He has also made good progress in core subjects.</p> <p>Training has been provided for Dyslexia and courses have been attended by members of staff regarding Speech and Language. Coffee mornings have also taken place to allow parents to voice their views and improve outcomes for children. This has improved relations with key parents and better partnership work between school and home.</p>
<p>Ensure high quality of the delivery of teaching. Learning and assessment strategies in order to improve outcomes for all children</p> <ul style="list-style-type: none"> - Quality first teaching through Mastery Readiness programme - Continued focus on whole class Reading - Targeted questioning - Greater opportunities to write at length - Training for all staff - 2 staff members to attend Mastery Readiness training - Purchase of resources - Increase pupil arithmetic skills 	<p>The improvement in delivery of Maths by all staff and also the quality first teaching received by all children has had a positive impact on learning outcomes. Staff have provided ongoing targeted support for Pupil Premium children within the classroom and specific intervention when necessary. This can be seen especially in Year 5 which has the highest proportion of Pupil Premium children in the school, however these children perform above other children nationally.</p> <p>This evidence shows that quality first teaching has the biggest impact on outcomes. Staff have received key training on providing the right support and have created intervention provision planning documents to ensure children stay on track. New methods of teaching Maths have had a good impact on children and staff and all groups of children including PP have benefited from this.</p>
<p>Targeted support for pupils in Reading and</p>	<p>Pupil premium children are performing well in relation to other children in school. Where</p>

<p>Maths in Y5 and 6 - Inference Reading intervention</p>	<p>children have failed to reach the expected standard this is due to specific SEND matters, and these children have additional Small Step learning plans in which they are making good progress.</p>																								
<p>1:1 reading input</p>	<p>Time has been provided on a regular basis to hear pupil premium children read. This provides much needed support for improving fluency and improving outcomes for pupils in assessments and in their ability to access the whole curriculum. The impact of this support is being seen in the upper school where fluency in reading is key and children are using this support to achieve well in assessments. A range of additional books has been purchased by the school to ensure that pupil premium children have good quality books to read.</p>																								
<p>Targeted intervention work for pupils in KS1 and 2 across afternoons</p>	<p>Whole school intervention provision mapping took place after each assessment point during the year. Children receiving pupil premium funding received key focused intervention, where necessary, which has impacted greatly on final outcomes. In Year 6, data for pupil premium pupils has matched or improved on 2018 in all areas as a result of this intervention.</p> <table border="1" data-bbox="846 699 2045 887"> <thead> <tr> <th></th> <th>Pupils</th> <th>R (ARE)</th> <th>R(GD)</th> <th>W(ARE)</th> <th>W(GD)</th> <th>M(ARE)</th> <th>M(GD)</th> </tr> </thead> <tbody> <tr> <td>Y6 2018</td> <td>6</td> <td>67%</td> <td>0%</td> <td>67%</td> <td>0%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Y6 2019</td> <td>3</td> <td>67%</td> <td>33%</td> <td>100%</td> <td>0%</td> <td>100%</td> <td>33%</td> </tr> </tbody> </table> <p>In Key Stage 1, the data has dropped in some areas. Specific reasons which the school has tackled and addressed all year have impacted on this. The school will continue to address these needs in the next academic year.</p>		Pupils	R (ARE)	R(GD)	W(ARE)	W(GD)	M(ARE)	M(GD)	Y6 2018	6	67%	0%	67%	0%	50%	17%	Y6 2019	3	67%	33%	100%	0%	100%	33%
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<p>Additional educational psychologist support</p>	<p>Additional assessments and support has been provided for 2 pupil premium children, who also have SEND needs. This early assessment has provided staff with key information and support so that better quality first teaching and additional intervention can be provided for these children. Since this input, progress of these particular children within school has been good. Parents and children are very happy with the support their children are receiving and the children have made good progress academically and socially.</p>																								
<p>Enrichment activities</p>	<p>All pupil premium children have attended trips and enrichment activities such as clubs during the school year, regardless of cost. This has involved 3 quality trips for all year groups and a school residential in Year 6. The school's determination to provide excellent visits which enhance the curriculum has resulted in better written outcomes by pupil premium children on their return to school, as well as engagement and behaviour for</p>																								

	learning in topic work.																		
After school tuition	<p>This has been provided to pupil premium children in Year 2 and Year 6 by the Head of School, Deputy Head Teacher and Key Stage 1 lead. All pupil premium children attended extra learning sessions weekly. Focus was given to fixing gaps in knowledge and helping children to look at areas which needed additional support.</p> <p>Impact on Key Stage 1 and 2 SATS was good, with children in both Key Stages making key improvements and in most cases reaching the expected or greater depth standards in their assessments.</p>																		
Lexia	<p>All children have access to Lexia at least 3 times a week.</p> <p>Reading scores across the school have demonstrated the impact in fluency this is having</p> <table border="1" data-bbox="846 568 1314 911"> <thead> <tr> <th colspan="2">Reading</th> </tr> <tr> <th>ARE+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>33% (ELG)</td> <td></td> </tr> <tr> <td>67%</td> <td>0%</td> </tr> <tr> <td>67%</td> <td>0%</td> </tr> <tr> <td>83%</td> <td>17%</td> </tr> <tr> <td>100%</td> <td>17%</td> </tr> <tr> <td>88%</td> <td>25%</td> </tr> <tr> <td>67%</td> <td>33%</td> </tr> </tbody> </table>	Reading		ARE+	GD	33% (ELG)		67%	0%	67%	0%	83%	17%	100%	17%	88%	25%	67%	33%
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