

REPORT ON USE OF PUPIL PREMIUM GRANT TO SUPPORT DISADVANTAGED PUPILS

Evaluation 2018/19

Action Plan 2019/20



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Gilbert Scott Primary

NB	Disadvantaged Pupils	DPs	Pupils for whom pupil premium funding is provided
	Others	Oth	Pupils who are not categorised at Disadvantaged
	All		All pupils

1. Summary of Action Plan 2018/19					
Total PPG allocation	£114,960	Pupils on roll at January 2019 census	207	Number of disadvantaged pupils	87
Area of spend:	Amount:	Expected impact:	Monitoring:		
Attendance	9,820	Reduce the number of persistent absentees eligible for PPG to 10% or below. Overall PPG attendance improves from 93.4% to 95% in line with non-PPG pupils	SLT, EWO, office and family support worker		
Punctuality	3,320	Pupils are on time and ready to learn	SLT, EWO, Family support worker		
Readiness to Learn	21,280	Pupils are ready to learn and are able to focus in class. Pupils reduce the amount of times they lose their behaviour passport.	Class teacher and Inclusion team		
Teaching & Learning	69,651	Pupils achieve (or exceed) expected targets in reading, writing and maths and make (or exceed) expected progress.	SLT/governors		
		The gap of 34% is reduced by half at the end of KS1. Pupils achieve (or exceed) expected targets in reading.	SLT / governors		
		Pupils make the expected progress in reading, writing and maths	SLT including English and Maths leads		
Other	9,989	Pupils attend after school clubs, educational visits and events. Pupils make (or exceed) expected progress in all areas of the curriculum	SLT		
Total	114,060				

2. Outcomes 2019						
Key Stage 2	Year 6 Roll	24	Gilbert Scott		National	
	Year 6 DPs	12	<i>All</i>	<i>DPs</i>	<i>DPs</i>	<i>Oth</i>
% achieving expected standard or above in reading, writing & maths			50%	42%		71%
Progress in reading			0.1	-0.7		0.31
Progress in writing			-0.5	-0.4		0.24
Progress in mathematics			-1.13	-1.0		0.31
Key Stage 1	Year 2 Roll	28	Gilbert Scott		National	
	Year 2 DPs	10	<i>All</i>	<i>DPs</i>	<i>DPs</i>	<i>Oth</i>
% achieving expected standard or above in reading			75%	70%		75%
% achieving expected standard or above in writing			64%	60%		69%
% achieving expected standard or above in maths			79%	80%		76%

3. Attendance 2018/19			
Year Group	No of PP pupils	Attendance of PP pupils	Attendance of all pupils
1	12	89.62%	91.4%
2	13	93.11%	95%
3	13	93.96%	96.2%
4	15	93.9%	95.3%
5	16	94.52%	95.2%
6	12	91.13%	94%
Academy	81	92.7%	94.52%

4. Review of Action Plan 2018/19		
Action	Impact: Did you meet the expected impact? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
i. Attendance		
To subsidise the cost of attending breakfast club. Continue to focus on Year 6 during SATs week.	Cost is subsidised but the school has given free places to 4 pupils. One pupil to improve punctuality (successful) and three to support a family having difficulties (successful). Both were temporary measures lasting no more than a term.	We will continue as the need arises
Attendance Lead to track levels of attendance and hold meetings with families of poor attendance to discuss strategies to help them improve. Persistent non-attendees are referred to the EWO who will meet with families and monitor further attendance	Use of EWO service for this. Family worker has also met with families. Both have had variable success and we still have a minority of families with persistent absence. With our low numbers, this brings overall attendance down by as much as 2%	We will be adapting approach to focus on those between 90 and 94% in terms of meetings. We will invite those families in for individual and group meetings according to need. Below 90% will be the focus of EWO. Cuts in office staff and other support staff now means it is difficult to have someone always available to meet EWO and this needs to be addressed.
ii. Punctuality		
Principal to be high profile every morning at the school gate. P & FSW and a member of SLT to meet and greet pupils and parents/carers at the pupil's entrance from 8:30am In February 2019, the school became part of government scheme to give free bagels to pupils (food fully funded but staffing not)	Principal out at gate, average of three days per week. Does give more urgency those in who arrive close to the bell or as it rings. Parents feel it is important and like to see senior staff there. Has improved punctuality slightly but more needs to be done. Does ensure that pupils are getting breakfast at the start of the day.	Not sure of the measurable impact on punctuality but the positivity for parents and children in the mornings, seeing a familiar face and having someone who they can talk to immediately. Children do want to be in on time as they want a bagel. Will need to re-assess the strategy for punctuality with support from the EWO service
iii. Pupils are ready to learn		

<p>Two TAs to support children diagnosed with ADHD including supervised movement breaks during the day and necessary exercises to be carried out.</p> <p>Lunch time clubs to be run to support behaviour during lunch time</p> <p>Family support worker picking up pupils first thing in the morning who come in upset or angry following family problems</p>	<p>Successful – pupils were able to sustain learning for longer as a result of the movement breaks. The staff were able to settle them back in to class following the break. The pupils required less support in class.</p> <p>Film club meant some years 5 and 6 pupils had an interest other than football. Also provided good discussion</p> <p>Had a real impact on several pupils over the year. One year 1 child needed this every day for two months before he was able to get in to class quickly. One year 6 child was supported every morning in the last term. This involved getting her from the car in to the building.</p>	<p>This cannot continue due to staff numbers. Now looking at whole class movement breaks but this does need to be carefully monitored in terms of time taken. Daily mile to be considered. Used by year 3 currently.</p> <p>Lunchtime clubs to be extended using HLTA and school counsellor.</p> <p>This will need to continue but need to monitor if this impacts on adult time in the classroom as family support worker will be a TA on two days of the week in September.</p>
<p>iv. Teaching & learning</p>		
<p>Quality first teaching.</p> <p>A focus on planning for outcomes and ensuring that all staff have a thorough understanding and there is an agreed approach.</p>	<p>Embed assessment-led planning in English, which is dependent on valid and reliable teacher assessment. the curriculum is designed to not only support pupils in their early reading but also to expand their vocabulary and deepen their understanding of the texts they are reading</p>	<p>Continuing to be embedded in English and introduced in Maths (autumn term) and the rest of the curriculum (spring term)</p> <p>Work with Ambition Institute to start towards the end of the autumn term on teaching and learning</p>
<p>Children to be targeted for Precision Teaching and Pre Teach.</p> <p>Small group tuition taken by an HLTA for identified pupils</p> <p>TA to support targeted children in the EYFS</p>	<p>Teachers target children during assembly times for precision and pre teach. Pupil data shows where the right pupils are being targeted consistently, good progress is made. Two pupils in year 6 who were well below expected at Christmas achieved working towards following ten minutes of pre-teach each day for a term.</p>	<p>The impact of these sessions needs to be more carefully monitored. With reduction in staff the times and numbers of pupils involved will need to be thought through.</p>

Access to online interactive activities for English and maths	The main English online activity is Lexia and for maths is Mathswatch and Tables Rockstars. The latter two can be accessed at home as well as in school. Rockstars is especially popular and has helped pupils know their tables.	These will continue. A designated bank of computers will be set up away from the computer suite to ensure that these online resources can have a greater impact. Year 4 performed very well in the times tables trial.
Whole class guided reading introduced to staff (end of autumn term) in KS2 Targeted small group/individual twice a week	The focus for the implementation of the reading curriculum is through explicit teaching of vocabulary before reading the text and re-reading the elements of the text that require more understanding. This is planned through a whole class text and delivery of whole-class objectives and although we are only two terms in, we can already see progress/impact. End of key Stage 2 assessment went from 46% to 67% at the expected level and the progress measure went from the 100 th percentile to the 50 th .	This to continue to be embedded and supported in the EYFS/KS1 by the introduction of Read Write Inc. phonics programme.
v. Other		
Educational Psychologist to observe identified children and offer advice from observations	Some evidence of success. School has had to buy another three days on top of our allocation in order to meet demand. Most of this is funded through our notional SEND budget.	In future this will be funded through SEND in total rather than extra coming from Pupil Premium.
Clubs to support pupil welfare, academic and opportunities for wider study	Homework clubs for KS1 and 2 were well attended and pupils benefited from being able to do homework in a quiet and supportive environment. A large increase in competitive opportunities for all pupils mainly funded through the Sports premium.	Homework club to continue for KS2 Morning boosters for targeted years 5 and 6 in spring term New clubs to start in September at lunchtimes to support those pupils who find break times difficult, which then can interfere with pupil learning in the afternoon.

5. Summary

Gaps have closed at the end of Key Stage 1 and in reception, and year 5. In years 1, 3 and 4 they still remain very large.

However when you take out those pupils who are both PPG and SEND in our mainstream classes, the gap closes significantly. **In year 1 from 26% to 12% for reading, 19% to 2% in writing and from 19% to 0% in maths.**

In year 3 from 35% to 19% in reading and from 20% to 0% in maths. In writing, the gap is still 39% and a priority in year 4.

In year 4 the gaps do reduce significantly but are still 11% in reading, 14% in writing and 24% in maths.

The gaps are closing but the gaps in reading and writing are still too big and the introduction of Read, Write Inc in September will support the closing of that much earlier in the school. New planning for mathematics will strengthen quality first teaching in this area. The work of Ambition Institute in the spring and summer terms will also support quality first teaching across all areas of the curriculum.

The impact of strategies to improve attendance have continued to have limited impact on the end of year figures. This has been the case for a very large number of years. Visits to schools in similar circumstances is one option, followed by a multi-agency strategy.

Action Plan 2019/20

1. Summary Information					
Total PPG allocation	£113,520	Pupils on roll at October 2019 census	209	Number of pupils eligible for PP	86
Allocated to:	Amount:	Actions:		Expected Impact:	
Attendance and Punctuality	£9,820	<p>The school community has a clear understanding of the correlation between attendance and academic progress</p> <p>Continue with class points in assembly</p> <p>Identify those children who have attendance rates of between 90-94.9% and write to them informing them of their responsibility.</p> <p>EWO to continue to meet with persistent absentees and take proceedings further, where appropriate, including fines, court and mash referrals.</p> <p>Letters and further proceedings for those families who are persistently late.</p> <p>Visit schools with a similar cohort to see what measures they are taking that are different to ours</p>		That attendance increases to the national average of 96%	

<p>Teaching and Learning</p>	<p>67,390</p>	<p>Review and reform the design of the curriculum so that it meets the needs of all pupils (intent); providing rich and varied learning experiences alongside provision mapping (implementation), which results in accelerated progress for all pupils from their starting points and especially the more and most able pupils (impact).</p> <p>Ensure that the teaching of phonics helps to close the gap – all staff to receive two days of Read Write Inc training and school to receive 3 development days for the phonics lead</p> <p>Ambition Institute to work intensively with the school to ensure that the culture helps to enable the quality of teaching to be consistently good in all classrooms.</p> <p>That support staff are used to target underperforming pupils through pre-teach and precision teaching. Tutors to work with targeted pupils daily on sounds and key words</p>	<p>That our curriculum supports the closing of our gaps through quality first teaching and well planned interventions</p>
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<p>Ready to Learn</p>	<p>£24,307</p>	<p>To increase the academic resilience of our pupils, which in turn will improve their resilience in both competitive situations and in everyday life</p> <p>Identify all vulnerable pupils that need to build their academic resilience - Go through every child in the school and identify what support / resources they need that helps to ensure academic resilience. (use Young Minds Pyramid of Need)</p> <p>Ensure that the school does everything it can to improve academic resilience - Identify what is already in place/what is missing (Young Minds – Resilience framework)</p> <p>Each pupils to have a named adult if identified as a vulnerable child in the framework – that person to ensure they have what they need in order to focus on learning</p> <p>All new pupils to receive a book bag and PE bag</p> <p>Counsellor to work with identified pupils</p> <p>Family support worker to work with identified families – early help, food banks etc</p> <p>EYFS team to home visit all new nursery and reception</p>	<p>Improvements in academic performance, attendance and behaviour all assessed within the assessment cycle – Pupils much more ready to learn with the right resources and support in place</p> <p>Families are supported and see the importance of an education for their pupils.</p>
<p>Learning environment</p>	<p>£8,000</p>	<p>Books and resources for a new library and work spaces</p> <p>To create a learning area that enables a love of reading for all pupils, a workspace for them to feel comfortable in and one that they will take responsibility for and respect</p>	<p>All pupils to be encouraged to use the library and work area at different times of the day including break and lunchtimes</p>

Other	£3,000	Lunchtime clubs to include art, lego, drama, football and film. Continue with homework club to support appropriate and supportive place to study Visits and visitors to support learning in the classroom	Targeted pupils are happier, have an interest to share with others as well as encouraging creativity, talk and thinking
Total	£112,517		