

## Expenditure and Impact of PPG: September 2018 to August 2019

### Background

The Pupil Premium Funding is a Government initiative that targets extra money from disadvantaged backgrounds to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

### Aims

The Headteacher, Leadership Team and Governing Board will be responsible for pupil premium provision, with specific delegated responsibilities taken by individual members, where appropriate. We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. However, in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. All pupil premium children benefit from the funding, not just those who are underperforming. Underachievement at all levels is targeted (not just lower attaining pupils).

<b>Total number of pupils on roll</b>	443
<b>Total number of PP FSM Ever 6 pupils</b>	87
<b>Amount received per PP FSM Ever 6 pupil</b>	£1,320 (£114,840)
<b>Amount received for LAC</b>	£7,800
<b>Amount received for Service Children</b>	£600
<b>Amount received for former LAC</b>	£2,100
<b>Total amount of PP funding received</b>	£125,340
<b>Next review date</b>	Expenditure and Impact Report July 2019

### Summary of main barriers for eligible pupils

- **Poor language skills:** many pupils enter the Foundation Stage with Speech and Language that is below the expected level for their age. Over generalisation and limited vocabulary are both factors that limit progress in reading and writing.
- **Lack of support at home with reading and homework:** parents can lack the confidence, organisation and skills to provide the kind of support needed for learning at home.
- **Learning behaviours are not developed:** often caused by lack of parental involvement and poor social/emotional development. Can mean pupil are behind their peers in a range of subjects.

- **Complex learning needs:** some of our disadvantaged pupils also have SEND which causes further, complex barriers. Parents can struggle further to support these children.
- **Fewer enrichment experiences out of school:** this impacts upon children’s wider vocabulary, general knowledge and confidence in a wide range of social situations.
- **Issues with social and emotional development:** the number of pupils with social, emotional or mental health needs is increasing and these needs can be very varied. They sometimes result in extreme and negative behaviours.
- **Attendance and lateness:** some pupils have regular issues with attendance and punctuality.

The table below explains how we will overcome these barriers and the rationale behind it.

<u>Objective</u>	<u>Action and cost</u>	<u>Rationale</u>	<u>How we will measure the effect/ Intended Impact</u>
To close the attainment gap between the disadvantaged and non-disadvantaged	<p>Additional teacher to run interventions across school</p> <p>1 x LSA to support disadvantaged pupils</p> <p>£49,709</p>	<p>Our aim is for disadvantaged children to make good progress across school and reach age related expectations. Any barriers to learning are identified and provision is personalised through the use of additional intervention teachers and LSAs. This will help ensure that children achieve academic success and any differences are diminished. Our more able disadvantaged children are immersed in high expectations and challenged within class.</p>	<p>The teacher-led interventions provided to close the gap between disadvantaged and non-disadvantaged pupils has resulted in significant increase in attainment in all subjects from last year’s Year 2 to the current Year 3. <b>(see Appendix 1 and 2)</b></p> <p>In Year 3, attainment for disadvantaged pupils has increased in writing and SPAG compared to last year (50% from 27.8% in writing and 50% from 23% in SPAG), and the gap has narrowed between them and their non-disadvantaged peers in Reading, Writing and SPAG. <b>(see Appendix 1 and 2)</b></p> <p>The interventions have also resulted in a significant increase from last year’s Year 5 to this year’s Year 6 in reading, writing and SPAG. Also, this year’s disadvantaged Year 6 pupils have significantly outperformed last year’s disadvantaged Year 6 in all areas except writing which is similar. <b>(see Appendix 1 and 2)</b></p> <p>In Year 5, disadvantaged pupils have made significant progress from their attainment in year 4 in maths and at greater depth in all subjects to close the gap.</p>

			<p>Disadvantaged pupils have made better progress from Autumn to Spring in Reading in Year 3 and in Reading and Maths in Year 5. <b>(see Appendix 1)</b></p> <p>In some year groups, the disadvantaged actually outperform the advantaged pupils, e.g. in Year 1 in all subjects, in Year 5 maths at expected (85% compared to 76%) and in Year 6 maths at Greater Depth. <b>(see Appendix 1)</b></p>
To provide social, emotional and behavioural support across school	<p>BLIS</p> <p>£11,412</p>	<p>BLIS provides support for school in improving the behaviour, social and emotional needs of pupils and gives staff strategies to support pupils with these needs. Staff work closely with the service to ensure that behaviour across school is positive. Social, emotional and nurture work will help children to develop greater resilience and a more positive mindset. This will enable them to become better learners and more settled generally.</p>	<p>The additional LSA has continued to have a very positive impact on the transition from Year 2 to 3. Feedback from classroom observations and child conferences indicates that significant improvements have been made in terms of learning behaviours, social/emotional skills and overall behaviour. There has also been an improvement in resilience and positive mindsets.</p> <ul style="list-style-type: none"> <li>• There is a pleasing reduction in behavioural incidents recorded in School Log from the previous year's analysis. Staggered lunchtime has had a positive impact upon behaviour/first aid incidents due to less pupils outside together.</li> </ul>
To support and enhance the learning experiences of current LAC pupils	<p>Total amount of received for LAC pupils</p> <p>£7,800</p>	<p>A range of additional provision to ensure that LAC pupils receive support, challenge and enhancement activities on their journeys as learners</p>	<p>Termly PEP has identified positive termly impact on their development as learners. Progress and attainment rates are good. (Virtual Head within Local Authority monitors the quality of PEPs.) Pupil voice identifies that pupils are happy and confident learners. Social and emotional well being is a strength of LAC pupils.</p>

<p>To support pupils who find lunchtimes difficult</p>	<p>2 x additional midday staff £7,072</p>	<p>Some of our disadvantaged pupils find lunchtimes particularly difficult to manage. Additional staff at lunchtimes will help to support these pupils and provide more structure overall.</p>	<p>Child conferences by Jane Evans and pupil questionnaires also show pupils feel lunchtime behaviour has improved. Teachers report that the lunchtime Nurture Clubs have been used very effectively to target pupils who struggle with their behaviour at lunchtime and also those who have social or emotional difficulties. Reorganising the lunchtime arrangement and separating KS1 and KS2 has had an extremely positive impact on behaviour and pupil enjoyment of lunchtimes. KS1 and EYFS staff report that pupils find the dinnerhall calmer and are able to eat more of their dinner. Feedback from SLT and other lunchtime staff show lunchtime behaviour has improved from the start of the year.</p>
<p>To provide enrichment activities through musical and cultural activities</p>	<p>Mini Music with Jan Stone £10,639</p>	<p>The development of the whole child is promoted through social, moral, spiritual and cultural experiences (working together, self-confidence, and enjoyment).</p>	<p>Child conferences show that pupils gain enjoyment and confidence from the music sessions. Pupils' musical skills have improved because we have continued to offer this activity and their skills are becoming more embedded. Mrs Stone has commented on the improvements made by pupils in their music lessons. Pupils performed recorders, ocharinas and guitars at the Spring service in front of a large audience.</p>
<p>To provide qualified sports coaches to work with teachers to enhance and extend current sporting opportunities. To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively. To introduce new sports to encourage more pupils to take up sport and physical activities.</p>	<p>Sports coaches from Tameside Active £4,340</p>	<p>Providing sporting activities to help develop the whole child and encourage them to take responsibility for their health and wellbeing.  Children learn cooperation, communication, teamwork and a variety of other skills which will prepare them for life. Research suggest that being physically fit helps them to learn better, and also improves your mental health.</p>	<p>Feedback from teachers suggests they feel more confident in teaching a wider range of sports and that their subject knowledge has further improved.  Feedback from coaches and teachers suggests that the collaborative teaching of sports has improved pupils' fitness and teamwork skills.  Pupil participation in competitive sports teams has increased (e.g. netball, crosscountry, cheerleading and football).  Reception and KS1 have received blocks of dance lessons from a Tameside Active specialist. Feedback</p>

			<p>has been extremely positive and parents/pupil comments include enjoying the wide range of dance styles including hip hop and street which have appealed to a wide range of pupils both boys and girls. Pupil confidence has developed through performances (including to parents in assemblies).</p> <p>Multi skills questionnaire shows that Parents/Carers were happy with provision provided and range of activities experienced. Participation in the after school Multi Skills Club has widened to include Reception.</p> <p>The Daily Mile has had a positive impact on pupils and staff with many saying they now enjoy running and some have even taken it up outside of school. All pupils completed the Daily Mile Certificate in May/June. Parents and pupils commented positively upon the improvements to health and activeness overall.</p>
To provide enrichment activities through chess	Chess with Graham Andrews £1,319	Children will develop reasoning and thinking skills.	In Year 5, disadvantaged pupils have made significant progress from their attainment in year 4 in maths and outperform their peers at expected.
To provide opportunities for ICT to be used to engage in homework activities	Education City Software  £1,098	Disadvantaged pupils are provided with opportunities to access learning at home with their parental support. This helps to practice and consolidate learning skills.	Teachers report that all pupils benefit from the interactive and engaging nature of this software. Some disadvantaged pupils have been given additional support using this software to practise key skills both at home and school.
To provide stimulating learning experiences which engage those	Inspire interactive software	Disadvantaged pupils don't perform as well as non in some areas, especially	The Inspire software has engaged all pupils and teachers report that boys in particular have been really motivated

<p>who are difficult to engage (especially in writing)</p>	<p>£828</p>	<p>in writing. Boys in particular have not performed as well as girls in writing. We hope to ignite their imagination and engage them more fully, by using this interactive software, which enables children to explore exciting worlds.</p>	<p>by it, e.g. in Year 4 pupils used the Enchanted Forest to create their own monsters and used the Viking section to support their historical understanding and written history work.</p>
<p>Additional school activities to provide enrichment</p>	<p>Attendance/ participation and coach at Robinwood for Y6</p> <p>1 coach for class trips (Years Reception, 1,3,4, 5 and 6) and cheerleading coach, animal show for Yr 2, contributions towards educational trips and breakfast supplies for our most vulnerable children</p> <p>Christmas Pantomime</p> <p>Author visit</p> <p>Maths resources</p> <p>£14,453.50</p>	<p>The development of the whole child is promoted through SMSC (working together, self-confidence, and enjoyment).</p>	<p>Child feedback reports that children learned a variety of skills and developed better teamwork with pupils from a range of ages.</p> <p>The majority of the pupil comments (including disadvantaged pupils) on their end-of-year reports mention how much they enjoyed trips and enrichment activities.</p> <p>There has been 100% attendance on class trips (other than illness).</p> <p>Attendance percentages for disadvantaged pupils have dramatically increased to 100% attending Robinwood which is a brilliant increase from last year at 64% and the previous year at 62%.</p>
<p>To address attendance and punctuality issues</p>	<p>Educational Welfare Officer</p> <p>£2,400</p>	<p>Attendance and lateness is an issue for some of our disadvantaged pupils and directly impacts upon their learning.</p>	<p>The Safeguarding and Welfare Mentor works effectively with leaders, families and the EWO to ensure that attendance and punctuality are rigorously monitored. The impact can be seen in the reduction of persistent absence as identified on the School Development Plan.</p>

			100% attendance has improved since last academic year- 23 pupils in comparison to 32 pupils this academic year.
To identify pupils eligible for pupil premium grant	ONFSM £340	To use efficient methods to support families in claiming their entitlement	This has enabled us to better identify and support disadvantaged pupils across school and has ensured their progress is as good as non disadvantaged pupils' in most subjects and year groups. <b>(see Appendix 1)</b>
To address priorities specific to School Development Plan (SDP)	SIP and Ofsted Report 'Next Steps' £13,929.50	School improvement planning on pupil outcomes is informed by the detailed assessment that Senior Leaders undertake for disadvantaged pupils. Senior Leader and Subject Leader release time to engage in school development work and monitoring. School Development Partner work- (Focus Education) and professional development/training linked to school development plan. Middle Leader release time for NPQML linked to School Development Plan. Teaching and curriculum resources	Senior leaders and subject leaders have led staff meetings.  Senior leaders have supported teachers to analyse the attainment of disadvantaged pupils, and identify actions/interventions as needed.  Senior and Middle leaders have worked together and had opportunities to work alongside the School Development Partner to work on key areas of the School Development Plan. This has directly impacted on the achievement of disadvantaged pupils and has ensured that the Blue Print for Writing is embedded across school.  Middle leaders have been given the opportunities to develop their subject leadership through the NPQML qualification.  We await confirmation that we have been awarded the Primary Science Quality Mark (PSQM) and a reassessment date for the Leading Parent Partnership Award following submissions for both.

Total received- £125,340

Total allocated to spend- £125,340

Compiled by by Governor Working Party July 2019

Next Meeting: Early Autumn Term 2019

To compile PP Strategy for 2019-2020



# APPENDIX 1

# 2018 – 2019 Attainment Summary

## DISADVANTAGED / NON-DISADVANTAGED

### KEY STAGE 1

% at expected+ / greater depth		Reading		Writing		Maths		SPAG	
(no. of pupils)		Exp +	GD	Exp +	GD	Exp +	GD	Exp +	GD
<b>Year 1</b> <b>1 ch</b>	END OF EY DATA	83%	25%	73%	13%	82%	15%		
	Oct 2018	100	0	100	0	0	0		
	March 2019	100	0	100	0	0	0		
	End of 2019	100	0	100	0	100	0		
		81.4	20.3	74.5	12.7	83.6	21.8		
<b>Year 2</b> <b>6 ch</b>	END OF EY DATA	73.3%	8.3%	70%	5%	71.6%	3.3%		
	Oct 2018	0	0	0	0	0	0	0	0
	March 2019	33	0	0	0	0	0	0	0
	End of 2019	33	0	0	0	16.7	0	0	0
		82	24	71.4	14.2	84	10	79	14
	N A	75%	26%	70%	16%	76%	22%		

### KEY STAGE 2

% at expected+ / greater depth		Reading		Writing		Maths		SPAG	
(no. of pupils)		Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD
<b>Year 3</b> <b>18 ch</b>	END OF KS1 DATA	73%	20%	56%	7%	73%	12%		
	Oct 2018	16.7	0	27.8	0	38.9	0	29.4	0
	March 2019	41.2	5.9	41.2	0	41.2	5.9	31.3	0
	End of 2019	57.2	14.3	50	0	57.2	14.3	50	14.3
		80	30	67.5	12.5	77.5	15	77	27
<b>Year 4</b> <b>11 ch</b>	END OF KS1 DATA	76.3%	10.2%	61%	5.1%	71.2%	6.8%		
	Oct 2018	54.5	0	54.5	0	54.5	0	54.5	0
	March 2019	54.5	0	54.5	0	63.6	0	54.5	0
	End of 2019	72.7	0	54.5	0	63.6	0	63.6	0
		80	20	74	14	82	22	76	12
<b>Year 5</b> <b>22 ch</b>	END OF KS1 DATA	80%	27%	58%	15%	80%	25%		
	Oct 2018	27.3	9.1	31.8	0	22.7	0	18.2	0
	March 2019	50	9.1	36.4	0	54.5	4.5	31.8	0
	End of 2019	61.9	19	47.9	4.8	85.7	14.3	47.6	9.5
		77.4	22.5	67	16	70.9	22.5	64	16
<b>Year 6</b> <b>19 ch</b>	END OF KS1 DATA	73%	25%	65%	15%	73%	23%		
	Oct 2018	52.6	10.5	26.3	0	57.9	10.5	15.8	0
	March 2019	57.9	5.3	31.6	0	42.1	5.3	52.6	0
	End of 2019	71	24	67	10	67	23	81	29
		95	32	92.5	15	92.5	17.5	97	45
	N A	73%		78%		79%		78%	



# APPENDIX 2

# 2017 – 2018 Attainment Summary

## DISADVANTAGED / NON-DISADVANTAGED

### WHOLE SCHOOL

% at expected+ / greater depth		Reading		Writing		Maths		SPAG	
(no. of pupils)		Exp +	GD	Exp +	GD	Exp +	GD	Exp +	GD
96 ch	End of 2018	61.5	14.6	45.8	6.2	58.3	15.6	42.9	14.3
		83.2	30.9	73.2	17.3	82.7	25.4	73.5	23.8

### KEY STAGE 1

% at expected+ / greater depth		Reading		Writing		Maths		SPAG	
(no. of pupils)		Exp +	GD	Exp +	GD	Exp +	GD	Exp +	GD
Year 1	END OF EY DATA	66%				33%			
7 ch	Nov 2017	0	0	0	0	0	0	0	0
	March 2018	14.3	0	0	0	0	0	0	0
	End of 2018	57.1	0	14.3	0	14.3	0	14.3	0
		94.1	25.4	82.4	17.7	94.1	21.6	78.4	0
Year 2	END OF EY DATA	38.5%	7.7%	46.2%	0%	46.2%	0%		
18 ch	Nov 2017	29.7	6.7	27.8	0	16.7	0	28.6	0
	March 2018	33.3	5.6	27.8	0	33.3	0	29.4	0
	End of 2018	38.9	11.1	27.8	0	44.4	0	23.5	17.6
		87.5	25	68.3	9.8	85.4	17	52.5	22.5
	N A								

### KEY STAGE 2

% at expected+ / greater depth		Reading		Writing		Maths		SPAG	
(no. of pupils)		Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD
Year 3	END OF KS1 DATA	33.3%		33.3%		66.7%			
11 ch	Nov 2017	72.7	0	54.5	0	63.6	0	54.5	0
	March 2018	72.7	0	63.6	0	63.6	0	54.5	0
	End of 2018	81.8	0	72.7	0	63.6	0	72.7	0
		88	32	78	20	88	28	80	20
Year 4	END OF KS1 DATA	76.3%	10.2%	61%	5.1%	71.2%	6.8%		
24 ch	Nov 2017	41.2	0	43.5	5.9	54.5	4.5	45.8	0
	March 2018	47.1	0	50	5.9	62.5	4.2	45.8	4.2
	End of 2018	66.7	8.4	50	8.3	70.8	8.3	41.7	8.3
		71.9	31.3	65.6	31.3	65.6	28.2	65.6	31.3
Year 5	END OF KS1 DATA	80%	27%	58%	15%	80%	25%		
19 ch	Nov 2017	44.4	5.6	33.3	5.6	33.3	11.1	41.4	3.4
	March 2018	63.2	5.3	36.8	5.3	63.2	15.8	45.8	3.4
	End of 2018	63.2	21.1	42.1	15.8	68.4	36.9	47.4	21.1
		82.5	37.5	70	15	72.5	15	67.5	32.5
Year 6	END OF KS1 DATA	73%	25%	65%	15%	73%	23%		
13 ch	Nov 2017	25	0	25	0	44	0	25	0
	March 2018	30	0	61.5	7.7	50	17	42	7
	End of 2018	38	0	69	7.7	54	23	54	7
		91.5	51.1	89.4	19.1	89.4	42.6	89.4	42.6

	<b>NA</b>	75		78		76		78	
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