



Pupil Premium strategy review – 2018/2019



Reference	Desired outcome and how they will be measured	Success criteria	Evaluation	RAG rating
A	Improvement in end of Key Stage outcomes in reading, writing and maths.	The % of dis pupils reaching the expected standard will significantly increase at the end of KS2.	The percentage of disadvantaged pupils meeting the expected standard decreased in reading, writing and maths. It also decreased in the % of children achieving combined reading, writing and maths.	Red
		Dis pupils will be making accelerated progress across the school in reading, writing and maths.	Across EYFS, pupils have made 8 steps progress in reading (expected is 6), 9 steps progress in writing and 10 steps progress in number. Progress of dis pupils across KS1 was strong in all 3 subjects (see separate data overview). In Year 3, progress for dis pupils was stronger in reading and maths. In Year 4, progress data was stronger in reading and writing than maths. In Year 5, progress data for dis pupils was below 50% in reading, writing and maths and was below that of non-dis pupils.	
		The percentage of dis pupils reaching GLD will significantly increase at the end of EYFS.	The % of dis pupils achieving GLD increased from 42% in 2018 to 52% in 2019. The gap with non-disadvantaged pupils reduced by 2%.	Green



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B	Improve oral language skills for pupils eligible for PP across the school.	Pupils eligible for PP in EYFS make rapid progress by the end of each year and meet age related expectations in speech and language.	73% of pupils achieved the ELG for Communication at the end of Reception compared to 46% at the end of 2018. The attainment gap closed from 21% to 8% with non-disadvantaged pupils. Average points progress in speaking was 5 points (expected is 3) during Reception year and 6 points for Listening and Attention and Understanding.	
		Newly admitted pupils in Reception make accelerated progress in language and communication so that they achieve the national standards.	71% of pupils newly admitted to Reception achieved ELG for Communication at the end of Reception compared to 79% of non-mobile pupils. This narrowed the gap with national.	
		Pupils eligible for PP in KS2 with identified communication barriers will make accelerated progress in this area in order to minimise the impact on progress in reading, writing and maths.	During the Autumn Term, the KS2 Talk Boost was completed and showed significant impact on pupils who completed the intervention. However due to changes in staffing, this was not continued in to the Spring and Summer Term. However cohorts will be analysed and the intervention completed with cohorts where speech and language is a barrier to learning.	
C	SEND PP pupils will be accessing effective interventions and making accelerated progress.	SEND PP pupils across the school will have made accelerated progress over the year in reading, writing and maths.	Impact data demonstrates that interventions are impacting on pupil's standardised scores (see SEND PP case studies).	



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			Whole school data shows that in some year groups, SEND PP pupils are making at least expected progress and some accelerated progress within the school assessment system (see whole school data).	
		The % of SEND PP pupils reaching the expected standard at the end of KS2 will have increased and narrowed the gap with national averages.	One SEND PP pupil achieved the expected standard in writing.	
D	Attendance for pupil premium pupils will be 96%+.	Attendance for pupil premium pupils will be the same as non-pupil premium pupils and will be at least 96% over the whole year.	Attendance for non-pupil premium pupils was 0.17% lower than the previous year. Mobility and extreme attendance cases impacted on this. The EWO attended for half a day per week and targeted persistent absentees. As a result this reduced from 12.2% to 9.2%.	
E	Improvement in social, emotional well-being and resilience of vulnerable pupils.	Rapid access to counselling support will lead to improvements in pupil's well-being, resulting in improved rates of progress.	Mind have been providing counselling support over the year. This has proved to be very successful. The quality of referrals have increased and outcomes have improved for pupils who have accessed this service.	
		Behaviour data will show improvements over time for PP pupils who have previously been a concern.	The number of cards received over the year has decreased for disadvantaged pupils. Pupils with significant behavioural needs have been	



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			directed to appropriate provision although this has not always resulted in successful outcomes.	
		Increase in the amount of effective Early Helps resulting in improvements for families with identified needs.	The number of Early Helps have increased over the year and there has been successful closures each term for identified families. The safeguarding team has increased and the BMC has been trained in leading on Early Helps which will ensure that more focused Early Helps can be opened.	
		Family Learning will be well attended and receive positive feedback.	The implementation of Family Learning has been incredibly successful with 88 adults attending sessions since January. The school received an award from the City Council for “Best Newcomer”.	