

Use of Pupil Premium Funding 2018-19 Academic Year (Final)

Overview of the school

Number of pupils and pupil premium grant received	Date of Review : 16/08/19
Total number of pupils on roll	418
Number of pupils benefitting from Pupil Premium Grant in academic year	57 (14% of school roll at Summer 2019)
Total amount of Pupil Premium Grant received (£)	Predicted income : £86,110

Background

The Pupil Premium is allocated to children from low-income families who are eligible for Free School Meals (FSM) in both mainstream and non mainstream settings, children who have been looked after continuously for more than six months and children who have parents serving in the armed forces. From April 2012 this funding also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM Measure).

Schools are free to spend the Pupil Premium as they see fit. However, we are accountable for how we have used the Pupil Premium and wish to be transparent with parents and others about how this grant is used and the impact it has made.

Barriers to future attainment (for pupil eligible to Pupil Premium funding)

In school barriers

- Low on entry attainment
- Pupils being ready to learn in class (pupils are in a secure place mentally/emotionally)
- High proportion of Special Needs, particularly Speech and Language needs on entry which impacts on learning

External barriers

- Life experiences impacting on achievement and aspirations
- Emotional Well-being
- Diversity of Pupil Premium children's needs in each cohort

Year Group	% of children entitled to pupil premium in each year group
Reception	6%
Year 1	7%
Year 2	10%
Year 3	16%
Year 4	20%
Year 5	17%
Year 6	20%

Desired outcomes		Success criteria
A	Improve quality first teaching	Raise standards by ensuring the teachers and teaching assistants are well trained, have consistent approaches and are relentlessly reflecting and improving their practice and the provision for the pupils across the curriculum.
B	Pupils read regularly and have access to high quality texts within guided reading and English lessons. They also have opportunities to be involved in speaking and listening.	Pupils achieve (or exceed) expected levels in reading and writing and make expected (or accelerated) progress in reading and writing
C	Pupils can access learning in the class because their social, emotional and mental health needs are met.	Pupils are ready to learn in class without the need for intervention. The number of interventions to ensure pupils are ready to learn is gradually reduced.
D	Gaps are identified and targeted teaching /interventions teach to gaps including Early Intervention in EYFS and KS1	Children are identified as moving more slowly or having gaps in their knowledge, understanding and skills. Targeted teaching or interventions are then put in place to accelerate their progress.
E	Pupils can access homework support to continue their learning	Pupils are supported to complete homework tasks.

	out of normal lessons.	
F	Disadvantaged children who also have special needs are well supported and make progress from their starting point.	Disadvantaged pupils with SEND successfully meet the targets on their My Plans or DAFs. Disadvantaged children who do not make progress are identified and supported swiftly.
G	Resources to support the learning of disadvantaged children.	Achievement of disadvantaged children is well monitored to enable efficient analysis and clear identification of needs to ensure that swift intervention is put into place when needed.
H	Pupils have access to a wide range of enrichment activities to support their social, cultural, aesthetic, spiritual, academic and physical development.	Pupils attend activities/visit places which they would not usually be exposed to.

Summary of Pupil Premium Grant Spending 2018/19

Action taken	What is this?	Targeted pupils	Pupil premium grant used	Impact <i>For some activities it is possible to measure impact using quantitative data expressed in additional terms progress. Other activities a more qualitative impact may be more appropriate usually gained by consulting children and parents.</i>
<p>A. Improving Quality First Teaching for pupils.</p>	<p>Continuing professional development for teaching staff and teaching assistants including: Reading , Science, Improving KS2 Maths, EYFS Briefings, EYFS Conference, Computing, Art, Geography, History. Lesson observations and work scrutiny with external Devon Babcock adviser. English and Maths Subject Leader Briefings Peer Observations. Release for Work Scrutiny and monitoring of planning Release for Pupil Interviews/ Consultations Additional teaching assistants to enable support for disadvantaged children across the school within lessons.</p>	<p>All pupils</p>	<p>£28400</p>	<p>40% of disadvantaged pupils in Reception achieved GLD.</p> <p>Y1 disadvantaged children made more progress than non-disadvantaged children in reading and maths.</p> <p>Y2 disadvantaged children made more progress than non-disadvantaged children in maths. Y2 disadvantaged pupils also made almost a term's accelerated progress in reading and a term's accelerated progress in maths.</p> <p>Y3 disadvantaged children made more progress than non-disadvantaged children in writing and made the same amount of progress as non-disadvantaged children in reading. They have also begun to diminish the difference in reading and writing. The difference has also stayed the same in EGPS. In addition, Y3 disadvantaged pupils have made half a term's accelerated progress in EGPS and maths.</p> <p>Y4 disadvantaged children have begun to diminish the difference in maths. They</p>

				<p>have also made a term's accelerated progress in EGPS.</p> <p>Y5 disadvantaged children made the same amount of progress as non-disadvantaged children in reading and the difference has also begun to diminish. In addition, Y5 disadvantaged children made almost a term and a half's accelerated progress in reading.</p> <p>Y6 disadvantaged children made more progress than non-disadvantaged children in reading and EGPS. They have also begun to diminish the difference in reading, EGPS and maths.</p>
<p>B. Pupils read regularly and have access to high quality texts within guided reading and English lesson and opportunities to be involved in speaking and listening.</p> <p><i>This supports provision for all pupils across the school but is put in place due to the decline in the library van provision for the village. Not all families can access the libraries in Cullompton and Tiverton. It is important the children have access to high quality fiction and non-fiction books.</i></p>	<p>Where appropriate, teaching assistants read with identified children for 10 minutes every day 4 times a week to improve their reading standards.</p> <p>Teachers use topic boxes from Devon Schools Library Service to access high quality texts.</p> <p>Regular library exchanges take place to ensure a fresh, engaging and up to date book stock.</p> <p>Additional activities such as author workshops, visits to the school library service and engagement in the summer reading challenge.</p> <p>Children from Years 2-6 have access to accelerated reader.</p>	<p>Years 1,2,3 and 4</p> <p>All years</p> <p>Year 2-6</p>	<p>£4503</p>	<p>In Y2, TA Daily Readers made more progress than the cohort in reading and made a term's accelerated progress.</p> <p>Accelerated reader certificates have been given out each term, celebrating children who have met their target. These raise aspirations and celebrate the successes of the children.</p> <p>A World Book Day competition was run and a variety of children were then taken to the library to pick books for their year group. Y4 children also visited the library and spent some time choosing books, discussing books with the librarians and recommending books to each other.</p>

<p>C. Pupils can access learning in the class because their social, emotional and mental health needs are met.</p>	<p>Pupils are supported through a variety of programmes e.g. Thrive, ELSA, Attachment Based Mentoring, Mindfulness and Balloons.</p> <p>The Family Support Advisor provides Early Help and engages with a large proportion of disadvantaged/vulnerable families to support attendance, behaviour, parenting strategies, relationships and the general welfare of the child.</p>	<p>All year groups</p>	<p>£13777</p>	<p>Emotional support in Y1 enabled children to make more progress than the cohort in reading, writing and maths. The child who received this emotional support is also disadvantaged.</p> <p>Emotional support in Y2 enabled children to make more progress than the cohort in reading and maths. The disadvantaged children in this group made a term and half's accelerated progress in reading and a year's accelerated progress in maths.</p> <p>Emotional support in Y3 enabled children to make more progress than the cohort in EGPS and maths. Both of the children in this intervention are disadvantaged and made over half a term's accelerated progress in EGPS and maths.</p> <p>Mindfulness in Y4 enabled children to make more progress than the cohort in reading.</p> <p>Mindfulness in Y5 enabled children to make more progress than the cohort in reading, writing, EGPS and maths.</p> <p>ELSA in Y6 enabled children to make more progress than the cohort in writing.</p> <p>Attachment Based Mentoring in Y6 enabled children to make more progress than the cohort in reading, writing and EGPS.</p> <p>Emotional support also enabled children in Y6 to make more progress than the cohort in writing.</p>
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<p>D. Gaps are identified and targeted teaching /interventions teach to gaps including Early Intervention in EYFS and KS1</p>	<p>Additional teaching assistant time will be used to support the Foundation children across all areas to improve their attainment which had been below average on entry. This will enable :</p> <ul style="list-style-type: none"> a) Greater targeted teacher interaction with children during their activities to accelerate their learning. b) Release of a trained member of staff to have more time for speech and language support. c) A trained member of staff to be released to undertake additional phonics and maths intervention groups. 	Foundation Stage	£25698	72% of Foundation achieved GLD 78% made good or better progress from their starting point
	<p>Additional support will be employed to support KS1</p>	Year 2		The support given enabled pupils to achieve above the 2018 National average in writing and maths.
	<p>The Wave Three teaching assistant working with a number of children struggling with maths to raise the standard of their maths.</p>	Years 3 and 4		Two out of the three children made at least a terms accelerated progress.
	<p>Based on the needs of specific cohorts, additional teaching assistant time will be deployed to deliver interventions for English and Maths.</p>	All year groups		
	<p>Third Space one to one maths intervention for targeted children</p>	Y5 and Y6		Third Space Maths enabled all disadvantaged pupils to make more progress than the cohort (this equated to a term and a half's accelerated progress). All children in Y6 who took part in the intervention met the expected standard in maths and made exceptional progress from their starting points. 79% of Y5 children who took part in the intervention met the expected standard at the end of the year

<p>E. Pupils can access homework support to continue their learning out of normal lessons.</p>	<p>Invited children attend homework club for two nights per week (2 hour and 30 minutes) to be given additional help in completing homework (i.e. Literacy, mathematics, reading, times tables) over 34 weeks of the year. They are supported by two experienced teaching assistants per night.</p>	<p>Years 3, 4, 5 and 6</p>	<p>£4990</p>	<p>Children in Y3 who attended homework club made more progress than the cohort in reading.</p> <p>Children in Y4 who attended homework club made more progress than the cohort in reading and EGPS. Disadvantaged children who attended homework club made a term and half's accelerated progress in reading and made more progress than the cohort.</p> <p>Children in Y5 who attended homework club made more progress than the cohort in all subjects and made accelerated progress of two terms in reading, a term in writing and maths and a term and a half in EGPS. Disadvantaged children in Y5 who attended homework club made almost a term's accelerated progress in reading and maths and a year's accelerated progress in EGPS.</p> <p>Children in Y6 who attended homework club made more progress than the cohort in writing.</p>
<p>F. Disadvantaged children who also have special needs are well supported and make progress from their starting point.</p>	<p>Disadvantaged children who do not make progress are identified and supported swiftly through DAFs, My Plans, targeted software and where appropriate, liaison with outside agencies.</p>	<p>All year groups</p>	<p>£1422</p>	<p>All disadvantaged children who have SEND have a My Plan. In the autumn term, disadvantaged children with SEND were only meeting on average 37% of their targets. This improved to 54% by the end of the spring term. The Pupil Premium Champion and SENCO have worked with staff to develop SMART targets and ensure that support is in place to support the children.</p>

<p>G. Resources used to support the learning of disadvantaged children</p>	<p>Use resources such as: Mathletics, Pupil Tracker, Speech and Language Link, Phonics Play and 2Build a Profile to support and monitor the progress of disadvantaged children.</p> <p>The bespoke Achievement for All Programme will begin to build knowledge, skills, capacity, expertise and effectiveness to support the participation, enjoyment and achievement of pupils in all elements of school life.</p>	<p>All year groups</p>	<p>£1460</p>	<p>School Pupil Tracker - enabled very careful monitoring of Pupil Premium children and other children to ensure swift intervention could be put in place when needed.</p> <p>Pupils enjoy resources such as Mathletics and this helps to consolidate their learning and support them both in class and at home.</p>
<p>H. Pupils have access to a wide range of enrichment activities to support their social, cultural, aesthetic, spiritual, academic and physical development.</p>	<p>Many activities in school cannot take place unless sufficient voluntary contributions are collected. Some families are unable to afford these contributions. Whilst we make every effort to gather monies from families, with the new pupil premium grant we are able to support those families where there is a shortfall. This enables enrichment activities which are so important to go ahead.</p>	<p>All year groups</p>	<p>£2410</p>	<p>Pupil Premium children have been able to enjoy and experience activities such as educational visits, swimming and Year 6 residential. The impact of some of these activities is not quantifiable but teaches life skills, enriches the curriculum, promotes cultural development, good health, co-ordination and boosts self-esteem, engagement and learning.</p> <p>Pupil Premium Plus children have access to additional enrichment activities which are personalised to their individual needs.</p>
<p>I. Pupil Premium Champion appointed to the Senior Management Team</p>	<p>A member of staff is strategically appointed to the Senior Management Team. They are tasked with a focus on provision and monitoring of Pupil Premium children across the school. They scrutinise the Provision Maps in place for each child, evaluate their impact and support teachers to improve provision for Pupil Premium children with reference to the Education Endowment Foundation toolkit. They also attend relevant training.</p>	<p>All year groups</p>	<p>£ 3450</p>	<p>The Pupil Premium Champion has continued to work closely with the SENCO to continue tracking the progress of SEND/PP children which is not focused on hard data. This has enabled teachers to develop the way in which they set targets so that targets are smarter.</p> <p>The Pupil Premium Champion has ensured that all Pupil Premium Plus children have been offered peripatetic music lessons which the school will pay for. This has enabled all but one of these children to access music lessons and feedback has been very positive from the children.</p> <p>The Pupil Premium Champion has further developed the Pupil Premium Provision</p>

				<p>Maps to more closely monitor Pupil Premium children, make teachers more aware of their Pupil Premium children and ensure that targets are more closely matched to the needs of the children.</p> <p>The Pupil Premium Champion has also analysed interventions in each year group and fed this back to teachers and TAs. As a result some interventions were abandoned or tweaked to improve impact.</p>
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Planned spending and actions for 2019-20 academic year:

- Quality First Teaching
- Reading support
- Homework Support
- Support with social and emotional wellbeing
- Early Intervention Programme and additional English and Maths interventions
- Additional support or resources for those disadvantaged children with special needs.
- Resources used to support Pupil Premium children
- Enrichment and curriculum support activities
- Achievement for All