



PUPIL PREMIUM IMPACT 2018/2019

Percentage of pupils eligible for Pupil Premium Grant	35% (74 out of 210)
Total amount received	£97,860

Main barriers to educational achievement for pupils identified as Pupil Premium children

For some pupils, barriers may include SEND, EAL related challenges or, in some cases, both SEND and EAL.

As a growing school, families need support to understand the educational benefits there are in being identified as a child in receipt of pupil premium and the educational progress that can be made through this plan.

Specific subject areas have been identified as a challenge, with a Reading being an early barrier for many pupils.

Some children arrive ill-prepared for the day and have a lack of exposure to enrichment activities in their home life.

Some children benefit from teaching in smaller groups as large groups do not always enable a focus on specific needs

Specific needs include, for example, social and language skills which may be a disadvantage and may impede confidence in learning

Proposed Strategies for overcoming the barriers to progress are:

Some support for families with uniform and clothing requirements

Providing financial support for extra-curricular provision and enrichment opportunities

Providing focused intervention groups, including 1:1 tuition opportunities for specific children, identified through pupil progress meetings, to make rapid progress in all core subject areas

Access to text through a rich range of reading materials, specific to pupil premium children's needs.

Measuring Impact and Renewal

The impact of this pupil premium plan will be evaluated in July 2019, with the areas of significant progress being clearly shown in the 'actual impact' column below for each area. This plan will be reviewed following this evaluation, which will feed into the Pupil Premium Plan for the 2019/20 academic year.



Initiative	Cost	Aim	Proposed Impact	Actual Impact																												
Non-class based Senior Leaders – Headteacher, Deputy Head and Inclusion Leader - with designated time to develop, assign and monitor interventions, teach small groups and cover to enable observation of good practice.	£34, 000 contribution to salaries	To teach children in smaller teaching groups in core subjects and to enable personalised learning and opportunities for children to work in focused guided groups	Improved outcomes for individuals and groups, particularly for those who fall under a number of vulnerable groups, e.g. PPG children who are also identified as having EAL and a specific SEN.	<p>Quality of teaching across the school was at least good in all year groups. Focused group teaching has ensured that all children make good or better progress, particularly in phonics.</p> <p>The result of phonics teaching in small groups throughout the year indicates that PPG children outperform their peers. the gap has closed between PPG children and their peers</p> <p>In Reception</p> <table border="1"> <thead> <tr> <th colspan="2">Pupil Premium (18)</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>73% (13)</td> </tr> <tr> <td>Reading</td> <td>73%</td> </tr> <tr> <td>Writing</td> <td>74%</td> </tr> <tr> <td>Maths</td> <td>Number 76% (28) SSM 79% (29)</td> </tr> </tbody> </table> <p>In Year 1</p> <table border="1"> <thead> <tr> <th colspan="2">Year 1</th> </tr> <tr> <th colspan="2">Pupil Premium (21)</th> </tr> </thead> <tbody> <tr> <td>Expected and above in Reading</td> <td>86% (18)</td> </tr> <tr> <td>Expected and above in Writing</td> <td>86% (18)</td> </tr> <tr> <td>Expected and above in Maths</td> <td>81% (17/21)</td> </tr> </tbody> </table> <p>End of Key Stage 1 Year 2 Expectations in Reading, Writing and Maths</p> <table border="1"> <thead> <tr> <th colspan="2">Pupil Premium (31)</th> </tr> </thead> <tbody> <tr> <td>Expected and above in Reading</td> <td>71% (22/31)</td> </tr> <tr> <td>Expected and above in Writing</td> <td>61.3% (19/31)</td> </tr> <tr> <td>Expected and above in Maths</td> <td>58.1% (18)</td> </tr> </tbody> </table> <p>In year 3</p>	Pupil Premium (18)		GLD	73% (13)	Reading	73%	Writing	74%	Maths	Number 76% (28) SSM 79% (29)	Year 1		Pupil Premium (21)		Expected and above in Reading	86% (18)	Expected and above in Writing	86% (18)	Expected and above in Maths	81% (17/21)	Pupil Premium (31)		Expected and above in Reading	71% (22/31)	Expected and above in Writing	61.3% (19/31)	Expected and above in Maths	58.1% (18)
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Senior Teachers to target specific children who are PP and not making good progress	£28, 600 contribution to salary	To work across the school supporting PP children of higher ability to ensure that they achieve GDS.	To ensure that children with capacity to reach GDS achieve this and make better than expected progress.	<p>100% (13/13) PP children made expected progress or above from starting points in writing.</p> <p>54% (7/13) PP children made end of key stage expectations in Writing as a result of regular additional writing interventions from senior leaders.</p> <p>Those who did not make end of key stage expectations are new to the school and speak little or no English.</p>																
Speech and Language Therapy provision for identified children	£12, 000	To tackle specific issues that are leading to underperformance; to build self-esteem and confidence in order to aid learning and progress; to provide small group intervention that focuses on specific and identified need that is a barrier to learning.	Children will make good progress and impact of S&L needs on learning will be minimized.	Children have made excellent progress and progress measures for all children attending SaLT have been at least good, even if age-related expectation has not been reached. Many children receiving SaLT also have other needs and, where this is the case, the therapy has enabled better access to the curriculum.																
HIST advisor to work in partnership with school to support PP children identified by Inclusion Leader	£5,000 (part cost of buy-in to BPSI services)	To raise attainment and ensure progress for identified children who have barriers to learning due to social and emotional needs.	Contribution from team to individual plan for specific children will ensure that they make good progress and can, where possible, reach age related expectation.	This advisor has supported the school in identifying strategies for a range of children who have entitlement to PP and other needs too. PSPs and meetings with parents have been well supported and the impact is evident in plans that have been put in place to support the PP children who attend these sessions																



Support with equipment and uniform costs	£2,700	To ensure specific resources are available where appropriate for PP children To enable children to develop a sense of belonging and feel a part of a wider community To ensure all children are able to feel confident, happy and part of the Watling Park family, ready for learning.	Appropriate resources and equipment is available to support PP children to access the curriculum and make good or better progress. Every child feels included within our Watling Park School wider community Children develop confidence and self-esteem and no child feels different or isolated	A number of families been supported with uniform costs with replacement and additional uniform provided where necessary. For play, lunchtimes and special days and events, children have access to spare items and additional dressing up clothes have been purchased. This has enabled children to feel part of a wider community, develop confidence and self-esteem and feel a part of the school. The P.E. store has been replenished several times with equipment which is used by the children daily during lunchtimes. Four football goals are a useful addition to the multi-use pitch and were put to the test during the BPET girls' football tournament.
Play Therapy from Raphael House	£4,500	To support identified children who have barriers to learning due to emotional needs. To enable progress for these children by removing these barriers and allow better access to the curriculum	Target children make good progress and, where possible and appropriate, they achieve in line with age related expectation.	The impact on identified children who access this service continues to be a major factor in supporting them to develop their emotional literacy skills and to allow them to access learning more appropriately. Two children have made significant progress during the year and will no longer receive support. The other children's reports show the significant impact the weekly support continues to demonstrate.
TA time in Y3 (0.4) to support target children on transfer from Y2 to Y3	£4,060	To enable rapid progress for children starting Y3 through small group work	Children who were below national expectation in Y2 will make good progress regarding the skills required to access the Y3 curriculum fully and to the best of their ability.	Despite a high level of mobility in Y3, children who were targeted for TA support made good or better progress in their reading and maths with only two not making good progress in their writing (both EAL).
Part subsidised Before/After school activities and clubs and some trips and visits	£4,000	To ensure all children have a wide range of activities through extended schools opportunities – 1 free clubs is available each week for each PP child To enable all children to access a wide range of opportunities	Learning clubs support children's learning and progress before and after school. Children are able to access a wide range of different activities to enhance in-class learning and to help them to make links and have new experiences and opportunities. A range of opportunities is provided for children which will broaden their skills and experiences of life, culture and religion.	The vast majority of PP children have access to free additional clubs and breakfast clubs. A wide range of different activities and clubs (19) including sports, gardening club, arts and crafts, football, choir etc. have broadened skills and experiences of life, culture and religion. Clubs have supported children's learning and progress. Attendance and punctuality have improved which has impacted outcomes (See Appendix A).
Purchase additional materials and resources for the teaching of key	£1000	To provide additional specific materials, resources and interventions for PP children	The school has sufficient resources to provide children with the key resources and equipment they require to support	See above data for first initiative. See below for further breakdown of results.



<p>aspects of the curriculum, e.g. reading (including books, phonics materials and resources), maths, science and the wider curriculum areas</p>			<p>learning to close the gap using practical hands-on materials Attainment and progress in all year groups is in line with children not in receipt of PPG and comparable to peers nationally</p>	<p>Additional reading books have been purchased to support children in Year 3 / Topic / guided and independent reading across the school.</p> <p>A range of resources to support SEND children and those with sensory needs were purchased (e.g. fiddle toys) which have allowed key children to enhance their listening skills and therefore had a very positive impact on their engagement in learning.</p>																		
<p>Reading books to improve home - school reading and provide wider range of reading materials and resources within school</p>	<p>£2000</p>	<p>To ensure that there is a variety of texts and resources to enhance learning for children in need of additional support in order to reach ARE (Age expectations) challenge and those working at a higher ability</p>	<p>To improve outcomes for all children in terms of reading To ensure there is a wide range of reading materials that every child can enjoy and access at home, even if they have to read alone.</p>	<p>See above for data Reading books have provided continued support in phonics for those children in Y1 who did not meet the standard will be necessary as they move to year 2. These children are new to the school mid-year and are new to English.</p> <table border="1" data-bbox="1496 708 2201 1070"> <thead> <tr> <th colspan="2">Pupil Premium Reading</th> </tr> </thead> <tbody> <tr> <td colspan="2">Reception (18 children)</td> </tr> <tr> <td>Expected and above in Reading</td> <td>73%</td> </tr> <tr> <td colspan="2">Year 1 (children)</td> </tr> <tr> <td>Expected and above in Reading</td> <td></td> </tr> <tr> <td colspan="2">Year 2 (31 children)</td> </tr> <tr> <td>Expected and above in Reading</td> <td>71% (22/31)</td> </tr> <tr> <td colspan="2">Year 3 (34 children)</td> </tr> <tr> <td>Expected and above in Reading</td> <td>71% (24)</td> </tr> </tbody> </table>	Pupil Premium Reading		Reception (18 children)		Expected and above in Reading	73%	Year 1 (children)		Expected and above in Reading		Year 2 (31 children)		Expected and above in Reading	71% (22/31)	Year 3 (34 children)		Expected and above in Reading	71% (24)
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<p>Total Expenditure</p>	<p>£97, 860 (further funding to support learning and progress is also allocated from the overall school budget)</p>																					



Appendix A

Reception	Pupil Premium 49% (18)
Number achieving GLD	73% (13 children) 6% (1 child) exceeding
Expected and above in Reading	73% Exp 57% (21) Exc 16% (6)
Expected and above in Writing	72% Exp 67% (25) Exc 5% (2)
Expected and above in Maths	Number 76% Exp 62% (23) Exc 14% (5) SSM 79% Exp 65% (24) Exc 14% (5)

Appendix B

End of Key Stage 1 (Year 2) Expectations			
Number of pupils	Whole School	Pupil Premium (31)	Non PP (27)
Expected and above in Reading	72.4% (42/58)	71% (22/31)	74.1% (20/27)
Exceeding in Reading	17.2% (10/58)	6.5% (2/31)	29.6% (8/27)
Expected and above in Writing	65.5% (38/58)	61.3% (19/31)	70.4% (19/27)
Exceeding in Writing	10.3% (6)	6.5% (2/31)	14.8% (4/27)
Expected and above in Maths	67.2% (39)	58.1% (18)	77.8% (21)
Exceeding in Maths	15.5% (9)	12.9% (4)	18.5% (5)

Appendix C

Year 1 Phonics Meeting expectations		Year 2 Phonics Retake Meeting expectations
PPG	Non PPG	PPG (13)
85.7% (18/21)	81.1% (30/37)	54% (7/13)