

Appleton Primary School



Pupil Premium Evaluation 2018-19

Timescale -September 2018-July 2019 Funding £124,040

Pupil Premium is government funding given to schools each year to improve the attainment of disadvantaged children and close the gap between them and her peers.

Pupil Premium DFE guidance

The Pupil Premium, which is additional to main school funding, is to be used in school to address the current underlying inequities between children eligible for (FSM) and their wealthier peers by ensuring the funding is to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium funding, allocated per FSM is spent since they are best placed to assess what additional provision should be made for individual pupils within their responsibility.

School are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low income families. This will ensure that their parents and other are made fully aware of the attainment of pupils covered by the Premium.

Identified Barriers to Learning
Poor attendance/Punctuality
Identified Special Educational Needs
Poor behaviour/lack of resilience for learning
Poor emotional and social skills

Impact of Pupil Premium funding

Desired Outcomes	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact
Ensure pupils eligible for pupil premium have an equal chance of meeting age related expectations by making good and better than expected progress through teacher led targeted interventions	<p>Teacher led intervention through small group work to plug gaps in learning.</p> <p>Staff training/pupil progress meetings/reports to identify groups of pupils at risk of falling behind their peers</p>	<p>Internal and external research has found teacher led intervention to be highly effective. Teachers carefully plan intervention to effectively target pupils within their class who are struggling.</p> <p>This intervention is conducted above and beyond the English and maths lessons</p>	<p>Internal/external monitoring within the school through the schools monitoring system.</p> <p>Data analysis and book scrutiny to evidence and evaluate progress being made.</p>	<p>Results show that PP pupils made good progress</p> <p>Reading - 42% made 2c+/76% achieved EXP+ at end of KS2 8% moved from L2 to GDP Writing - 33% made 2b+/41% achieved EXP+ in writing Maths - 25% made 2b+/42% made EXP+ 8% moved from 2b to GDS</p>
Improvements in Prime and Specific areas of Learning in EYFS so that the GLD in 2019 continues the upward trend towards National Average	<p>Maintain high level of staffing in EYFS to facilitate intervention work using highly trained nursery nurses and TAs</p> <p>Engage parents in supporting their children's learning through a range of workshops</p>	<p>Through parent workshops our early year's team have been able to engage with parents and encourage them to have a more active approach to their child's. Research shows that once early years provision is in place, efforts to improve the quality of provision, for example by training staff, appear to be more promising than simply increasing the quantity of provision by providing extra hours in the day, or by changing the physical environment of early years settings. Research shows that the association between parental involvement and a child's academic success is well established</p>	<p>Internal/external moderation within in the school through the schools monitoring systems.</p> <p>Refresh and train EYFS support staff with new approaches/ideas and update existing training when needed.</p>	<p>Good level of development across the cohort was 72.4%. 50% of pupil premium pupils achieved GLD</p> <p>Children receiving Pupil Premium working below EXP standard have made good progress from starting point. 2 of these pupils have complex SEN needs</p>
Maintain improvements in attainment at end of KS1 so more children are KS2 ready.	Maintain small class sizes in Yr. 1 and Yr. 2	Through having smaller KS1 classes the school has been able to increase the number of pupils achieving EXP or	Targeting and focusing on specific pupils during lessons.	KS1 data shows that in reading, writing and maths outcome for pupil premium

		<p>GDP from their Foundation Stage outcome.</p> <p>Research shows that reducing class sizes for younger children may provide longer term benefits</p> <p>It is likely that the more flexible choices the teacher has for organising learners combined with an increase in the quality and quantity of feedback accounts for the gains</p> <p>Slightly larger effects are documented for the lower achievers and those from the lower socio-economic status for very young pupils</p>	Data tracking and analysis/ lesson observations/book scrutinises	<p>pupils have improved from previous year.</p> <p>Reading (2018) 55%(2019) 82%.</p> <p>Writing (2018 55%) (2019)73%</p> <p>.</p> <p>(2018) 55% Maths (2019)82%</p>
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Ensure pupils eligible for pupil premium have an equal chance of meeting age related expectations by making good and better than expected progress through teacher led targeted interventions	Small group teacher led interventions to plug gaps and accelerate learning at both ARE and greater Depth in KS1/KS2	<p>Internal evidence shows that teacher led intervention with pre and over learning supported pupils in achieving age related expectations. Additional experienced member of staff in KS2 allowed focused support to support a greater number of pupils in achieving GDP.</p> <p>Research shows that Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher.</p> <p>Schools should think carefully about the training and deployment of TA's.</p>	<p>Ensure pupils are identified through ongoing assessments.</p> <p>Ensure observations and book scrutinies have a high focus on pupil premium pupils within the school</p> <p>Track and monitor intervention through an internal provision map</p>	See impact above
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To target and support all pupil premium pupils to take part in	Daily and weekly tracking of pupils home/school reading to	To ensure that all pupils are given regular opportunity to be listened to when reading and continue to build	Class teachers updates to CS to ensure engagement with parents.	<p>KS1 pupils were targeted at lunchtime reading club</p> <p>Year 2 Reading (2019)82%</p>

home/school reading at least 3 times a week.	ensure all children and their families have access to support in getting their child to read at home.	on the school approach of developing a love of reading.	Weekly tracking system in place	
To target and support all pupil premium children through a designated pastoral team which includes emotional welfare, behaviour and parental support.	Targeted pupil intervention. Direct approach with parents regarding attendance and punctuality. Small group/1 to 1 intervention	Providing children with emotional and behaviour support ensures that pupils are able to access learning with better resilience and confidence. Therefore removing barriers to learning.	CS oversees ELSA programme. Class teachers provide updates to CS. CS/ELSAs to meet with parents	Targeted intervention has ensured that more vulnerable pupils with barriers to learning have had those barriers removed and made progress See pastoral tracking sheet