**Pupil Premium Allocation 2018-2019**

**The Pupil Premium grant** is a government initiative of an additional allocation of funding designed for schools to address current inequalities andtackle disadvantage by supporting the attainment and progress of specific groups of children who are vulnerable to possible underachievement.The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment.In order to receive this additional funding, as a school we are required to provide information to the Department for Education confirming which children meet the government criteria:

The Pupil Premium Grant per pupil for 2018 to 2019 is as follows:

| **Disadvantaged pupils** | **Pupil premium per pupil** |
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| Pupils in year groups reception to year 6 recorded as Ever 6 free school meals | £1,320 |
| Pupils in years 7 to 11 recorded as Ever 6 FSM | £935 |
| Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | £2,300 |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order  The Early Years Pupil Premium (EYPP) gives providers additional funding to support disadvantaged three and four year old pupils | £2,300  £300 |

| **Service children** | **Pupil premium per pupil** |
| --- | --- |
| Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence | £300 |

Education & Skills Funding Agency

To be eligible for free school meals you must be in receipt of the appropriate benefits and have submitted an application for free school meals to the Local Authority Benefits Team (details of which are available from the school office).

If you qualify for the appropriate benefits, but have chosen not to apply for free school meals, please consider applying. You do not have to take up the free school meal to attract the funding. Free school meals cannot be backdated, so you should only apply if you currently qualify.

**Our Philosophy and Principles**

We are fully committed to providing opportunities for all pupils to succeed and to provide the necessary interventions to ensure that success is experienced by all. We ensure that

* Teaching and learning opportunities meet the needs of all pupils
* Appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
* we recognise that not all pupils who receive free school meals will be disadvantaged
* We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals
* We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged
* Pupil premium funding will be allocated following data analysis and pupil progress meetings which identify priority classes, groups or individuals.
* Children experience quality first teaching, meeting the needs of each individual child
* Every child reaches or exceeds age-related expectations in reading, writing and mathematics
* No child is disadvantaged due to inability to pay for school trips, residential visits, music tuition or other extra-curricular activities
* Pupil Premium funding is allocated after a needs analysis and exploration of what research tells us to provide the most appropriate support and intervention for pupils

**Pupil Premium Grant Allocation** 2018-19 111 pupils £146,520

2017-18 103 pupils  £135,960

2016-17 105 pupils £144,180

2015-16 108 pupils £142,560

2014-15 115 pupils £149,500

**Early Years Pupil Premium Grant Allocation** 2018-19 8 pupils £2,500

2017-18 8 pupils £2,500

2016-1724 pupils £7,200

**Dates of Pupil Premium Reviews** 23rd October 2018

26th February 2019

4th June 2019

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| **AMBITION FOR DISADVANTAGED PUPILS IN OUR SCHOOL – SUCCESS CRITERIA**  Barriers to learning will be removed and children in Mill Lane will achieve their full potential   * Academic achievement (66%) * Early intervention (59%) * Special Educational Needs (36%) * Attendance (27%) * Participation (21%) C = Cohort, including ARP children * Resilience, emotional health and well-being (14%) M = Mainstream children only | | | | |
| **Supporting rationale and research for chosen action:**   * Education Endowment Fund \* (See p8 & 9) * Higher Achievement Research Transforming Tees \*\* * Effective Practice Case Study: St Bede’s Primary School, Stockton \*\*\* | | | | |
| **MAIN OBJECTIVES** | **ACTION TO ADDRESS BARRIER** | **PLANNED IMPACT** | **MONITORING OF EFFECTIVENESS** | **AMOUNT ALLOCATED** |
| **Academic achievement and early intervention**  Progress to date  GLD: At their first EY statutory assessment, there was clear evidence of low levels of development for many of our pupil premium children. Early Years pupils have been specifically targeted to reduce the barriers to learning and progress.  Despite the low starting points and high number of disadvantaged pupils 71% of disadvantaged pupils achieved the GLD (an increase of 21%). Nationally, 73% of non-disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of just 2% (this has narrowed by 20%). 71% is just 1% below the national average for all pupils and 15% above the national average for disadvantaged pupils 56%.  Y1 Phonics: 54% of pupils are disadvantaged - 15 pupils (11 boys and 4 girls). There is a significantly higher number of boys (almost 3:1). Many in the disadvantaged group are SEN.  53% of disadvantaged pupils achieved the standard which is significantly below 'Other' pupils nationally. Therefore, there is an achievement gap has widened to -31%, an increase of 28%. It is also 17% below disadvantaged pupils nationally.  National disadvantaged is 70%. The performance of disadvantaged pupils in school is 11% higher than disadvantaged pupils nationally. This has closed by 12%.  KS1: 58% of pupils were Disadvantaged (an increase of 11%)  Reading  56% of disadvantaged pupils achieved the expected standard (an increase of 20%) compared to 78% of 'Other' pupils Nationally. There is an achievement gap of -22% which has closed by 21%. National disadvantaged is 60% so Disadvantaged pupils are just below disadvantaged pupils nationally by 4%. This has narrowed by 12%.  In Reading 89% of disadvantaged and 100% of non-disadvantaged children converted from GLD Standard in EYFS to Standard in KS1. Both are above the national average of 87%.  Writing  56% of disadvantaged pupils achieved the expected standard, an increase of 27%, compared to 73% of 'Other' pupils Nationally. There is an achievement gap of 17%. This has narrowed by 27%. National disadvantaged is 53%. Disadvantaged pupils have outperformed disadvantaged pupils nationally by 3%. This has narrowed by 27%.  In Writing 90% of disadvantaged and 100% of non-disadvantaged children converted from GLD Standard in EYFS to Standard in KS1. Both are above the national average of 84%.  Maths  56% of disadvantaged pupils achieved the expected standard, an increase of 20%, compared to 79% of 'Other' pupils Nationally. There is an achievement gap of 23%. This has narrowed by 20%. National disadvantaged is 61%. Disadvantaged pupils are below disadvantaged pupils nationally by just 5%. This has narrowed by 13%.  In Maths 100% of disadvantaged and 86% of non-disadvantaged children converted from GLD Standard in EYFS to Standard in KS1. Both are above or very close to the national average of 87%.  KS2: In 2019, 71% (well above the school figure of 42% and the LA average of 27%) of Y6 pupils were Disadvantaged, 20 pupils (5 boys and 15 girls).  SPaG  65% of disadvantaged pupils, an increase of 9%, achieved the expected standard compared to 83% of 'Other' pupils Nationally. There is an achievement gap of 18%. This has narrowed by 8%. National disadvantaged is 67%. Disadvantaged pupils are just 2% below Disadvantaged pupils nationally. This has narrowed by 8%.  Reading  50% of disadvantaged pupils, the same as last year, achieved the expected standard compared to 78% of 'Other' pupils Nationally. There is an achievement gap of 28%. This has narrowed by 2%. National disadvantaged is 62%. Disadvantaged pupils are 12% below Disadvantaged pupils nationally. This has widened by 2% as the national figure dropped by 2%.  Disadvantaged pupils (-0.4) made expected progress. This has decreased slightly by 0.3 but is still significantly higher than progress in 2017 (-1.33).  Non-Disadvantaged children made significant progress (+2.98). This has increased significantly since 2017 from -4.13.  Writing  60% of disadvantaged pupils, an increase of 4%, achieved the expected standard compared to 83% of 'Other' pupils Nationally. There is an achievement gap of 23%. This has narrowed by 4%. National disadvantaged is 68%. Disadvantaged pupils are 8% below Disadvantaged pupils nationally. This has narrowed by 2%.  Disadvantaged pupils (-0.23) made expected progress. This has increased by 0.69. Disadvantaged children made better progress than Non-Disadvantaged children (-2.97).  Maths  60% of disadvantaged pupils, an increase of 4%, achieved the expected standard compared to 84% of 'Other' pupils Nationally. There is an achievement gap of 24%. This has narrowed by 1%. National disadvantaged is 67%. Disadvantaged pupils are 7% below Disadvantaged pupils nationally. This is the same as last year.  Disadvantaged children (+0.9) made more than expected progress.  Non-Disadvantaged children made significant progress (+2.67). This has increased significantly since 2017 from -2.47.  CRWM  45% of disadvantaged pupils, an increase of 7%, achieved the expected standard compared to 71% of 'Other' pupils Nationally. There is an achievement gap of 26%. This has narrowed by 7%. National disadvantaged is 51%. Disadvantaged pupils are 6% below Disadvantaged pupils nationally. This has narrowed by 7%.  Intended Outcomes by July 2019  Improved outcomes | The employment of an additional 0.6 teacher employed in KS2 to enable Year 6 children to be taught in smaller groups \*  The employment of an additional 0.5 teacher (DH) in Y2 to enable children to be taught in smaller groups \*  The allocation of an additional TA in year 1 to enable adults to provide more high quality 1:1 feedback and feedforward to pupils \*  The allocation of an additional TA in Reception to enable EYFS interventions\*  The employment of a TA in EY & KS1 to support speech, language & communication including oral language and semantics and learning interventions identified in Pupil Progress Meetings  The allocation of 1.6 highly trained TAs to develop and deliver high quality early intervention and support with early SALT provision and self-care \*  The allocation of an additional L3 TA in N to deliver high quality intervention and support  \*Booster Reading \programme throughout school including Mid-day supervisor overtime to support 1:1 reading (BRP trained), and voluntary Right to Read Programme with Johnson Matthey, Youth for Christ and volunteer readers.  PiXL intervention  Membership of the EEF and Literacy Campaign \* | All children to have access to Quality First Teaching raise attainment and rates of progress  Children to have access to support to plug gaps in learning and to pre-teach to enable children to access age appropriate curriculum  Children to have access reading intervention and individual pupil support as required  All pupils have a balanced curriculum and specific interventions delivered by expert practitioners which will lead to improved outcomes  Improved outcomes  Improved outcomes  Improved reading outcomes  Promote a love of reading at home  Improved KS2 outcomes  Improved outcomes | Improved KS2 outcomes  Improved KS1 outcomes  Improved Y1 phonics outcomes  Improved EY GLD outcomes  Improved outcomes, Increased vocabulary.  Improved listening skills language and understanding.  Improved outcomes  Improved outcomes  Children’s confidence in and enjoyment of reading increases.  Children make good progress in reading. | £10,280  £11,300  £4,880  £10,230  £13,860  £17,900  £6,600  £12,100  £1,680  £550 |
| **Special Educational Needs**  Progress to date  Children have been seen almost immediately (within a term) and recommended interventions put in place immediately.  Intended Outcomes by July 2019  Reduce waiting times for specialist support  Regular monitoring of progress | The employment of an additional Speech and Language Therapist \*  The allocation of an Educational Psychologist to ensure faster access to services | Children’s speech and language development is supported and any barriers are addressed which will impact on their wider attainment, self-esteem and self-confidence  Children have access to specialist assessment and support | Early identification of children with Special Educational Needs who require specialist support  Regular monitoring of progress  Increase staff expertise in supporting children with SEN | £11,200  £5,500 |
| **Attendance** - with specific focus on Persistent absence  Progress to date  Attendance of non-pupil premium (Y1-Y6) children remained the same at 95.7% and attendance of pupil premium (Y1-Y6) children dropped slightly from 94.7% to 94.6%.  Persistent Absence of both non-pupil premium and pupil premium (Y1-Y6) children has significantly improved.  Persistent Absence of Non-pupil premium children has improved from 13.2% to 10.4% and 17.5% to 14.5% for pupil premium children.  Intended Outcomes by July 2019  Persistent absence improves to be in line with national average | Attendance review and Incentives to improve attendance  100% weekly attendance treats  100% term attendance vouchers  100% year attendance trip | Increased attendance of all groups which will impact on attainment and progress | Weekly monitoring or particular children  Half termly data collections | £2,000 |
| **Participation**  Progress to date  100% of children, whether pupil premium or non-pupil premium participated in educational visits and there was no difference in the percentage of children participating in residentials or extra-curricular activities.  100% children able to fully participate (see Poverty Proofing Report)  42% of children going to London are PP and  53% of children going to Paris are PP  (sch PP is 41.9%)  Intended Outcomes by July 2019  100% PP participation in visits | Subsidise parental contributions to enable all children to access enrichment activities including educational visits, theatre visits and residential opportunities  Purchase uniform sweatshirts, PE Kits and Book bags | Children can access visits to support their learning across the curriculum which will enhance children’s learning experiences which will enhance their knowledge and understanding of the curriculum  Children develop a range of life skills and experiences and develop a love of learning  To ensure that poverty proofing enables all children to participate fully in education and do not feel discriminated against | Children have opportunities to participate in a wide range of events and visits.  Children wear school uniform with pride. Through all aspects of school, children consistently display good attitudes to learning, respect for school and the core values | £9,920  £9,520 |
| **Resilience, emotional health and well-**  Progress to date  80% of children who have accessed counselling are on course to reach age related expectation and the other 20% are on target to reach their personal targets.  Intended Outcomes by July 2019  Parents can access support from other agencies | Parent Support Advisor(PSA), Julie Cole, to work with our more vulnerable families on: Attendance, Safeguarding (Child Protection and Early Help) and Emotional well being  Provide a family counselling service for vulnerable pupils to enable a greater range and depth of issues faced by children and families to be tackled  2 members of staff to specialise in attachment training  1 member of staff to train to become a Wellbeing Champion | Stability of key children, enabling them to attend, be ready to learn and be emotionally supported.  Families have access to an identified adult who can advise them and help them access support from other agencies.  Children have access to emotional support and counselling  Specialist knowledge and practice in school to support  Specialist knowledge and practice in school to support | Early identification of families who require additional support through Early Help  Children’s emotional presentation improves so that they are ready for learning.  Reduce barrier to learning  Reduce barrier to learning | £12,000  £5,000  £1800  £200 |

**EEF Research**

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| Evidence Statement | Evidence Strength | Actions Implemented | Date | By Whom | Impact |
| Develop pupils’ speaking and listening skills and wider understanding of language | Extensive | * Tracks to Literacy Scheme introduced to EYFS and KS1. * Talk Boost intervention delivered by KS1 additional TA. * Additional EAL training to help develop vocabulary * Became a Talking to Learn School | Autumn 2  Autumn 1 and ongoing  Spring 1 | SENCo  EAL Advisor | TAs are reporting greater increase in confidence in pupils but cannot measure quantitatively at this point. |
| Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills | Extensive | * RWI books introduced into KS1. * New guided reading scheme introduced so that have access to more challenging resources. * New reading scheme purchased to promote enjoyment of reading at home. * Introduction of Cracking Comprehension * Booster Reading Programme : A system is now in place across school so that all classes receive 1:1 reading support from trained adults throughout the week * Reading Plus introduced | Spring 1  Spring 2016  Spring 1  Autumn 2  Autumn 1 | English Lead  HT  Right 2 Read, Youth 4 Christ, MDS. | Reading Predictions:  Y2 64% (M) 55% (C)  Rec 59%(M) 55% (C) |
| Effectively implement a systematic phonics programme | Very Extensive | * RWI introduced to EYFS and KS1. * Whole school staff training to ensure that all staff understand the principles behind effective phonics teaching | Spring 1 | English lead, KI (Phonics Lead) | * After testing Yr 1 pupils, phonics projections at 69%; Yr 2 re-check at 50%. |
| Teach pupils strategies for developing and monitoring their reading comprehension | Extensive | * Introduction of Cracking Comprehension across school, with training. * All staff received inference and deduction training as part of PD Day * All teaching staff have received Reciprocal reading training. | Autumn 2  Autumn1  Autumn 1 and 2 | HT  HT | Reading Predictions:  Y2 64% (M) 55% (C)  Rec 59%(M) 55% (C) |
| Teach pupils strategies for planning and monitoring their writing | Moderate | * Introduction of BIG Write across school * PD Day on effective marking, editing and proof reading of children’s writing | Autumn 1  Spring 2 | English Lead  HT | Writing predictions:  Rec 59% (M) 55% (C)  Y1 63%(M) 58% (C)  Y2 61% (M) 52% (C) |
| Promote fluent written transcription skills by encouraging extensive and effective practise and explicitly teaching spelling | Limited | * Year 2+ have access to the RWI spelling programme to ensure all spelling patterns are taught across school. | Autumn 2 | English Lead |
| Use high quality information about pupils current capabilities to select the best next steps for teaching | Moderate | * Regular pupil progress meetings held after assessment week to monitor progress and discuss next steps for pupils who appear ‘stuck’ * Wellbeing Champion * 2 Attachment specialists | On-going | HT | Teachers more accountable for pupil’s progress and discussions re interventions and new strategies for pupils falling behind take place. |
| Use high-quality structured interventions to help pupils who are struggling with their literacy | Extensive | * Talk Boost, Tracks to Literacy, 1:1 RWI phonics intervention carried out on pupils identified after pupil’s progress meetings or assessments. * Introduce PiXL across KS1 and KS2 * Master Maths Hub school | On-going | TAs, Phonics lead | TA feedback to T effectiveness of these programmes. This is again monitored to ensure that chn are making grounds as a result of interventions during PPMeetings. |