

SOUTH BANK PRIMARY SCHOOL



PUPIL PREMIUM 2017 -18 – REVIEWED SEPTEMBER 2018

Pupil Premium is additional funding provided to schools for supporting the more disadvantaged pupils, to ensure they benefit from the same opportunities as all other children. It is for schools to decide how this is spent, as they are best placed to assess what additional provision should be made for the individual pupils at their school. Below is an outline of spending and impact made.

| Percentage of pupils and pupil premium grant (PPG) received | | |
|---|---------------------------------------|-----------------------------|
| sept 18 | Total number of pupils on role | 180 (Excluding Early Years) |
| | Percentage of pupils eligible for PPG | 61% |
| | Amount of PPG received per pupil | £1320 |
| | Total amount of PPG | £176,820 |

Diminishing the difference outcomes for 2017-2018

Our Pupils eligible for Pupil Premium make much greater progress than 'Other Pupils' nationally.

| Performance of Disadvantaged pupils (Pupils who have been eligible for FSM in the last six years) | Actual KS2 Results - 2018 | |
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| | School PPG | National other 2017 |
| % who reached the 'expected' standard in Reading in KS2 | 72 | 77 |
| % who reached the 'expected' standard in Writing in KS2 | 80 | 81 |
| % who reached the 'expected' standard in Maths in KS2 | 72 | 80 |
| % of children attaining 'expected' standard in RWM in KS2 | 72 | 67 |
| KS1 to KS2 Progress Score for Reading | +8.43 (Top 5% Nationally) | +0.33 |
| KS1 to KS2 Progress Score for Writing | +9.15 (Top 5% Nationally) | +0.10 |
| KS1 to KS2 Progress Score for Maths | +8.60 (Top 5% Nationally) | +0.20 |

Key Stage 2 children's progress is measured against a standardised progress figure based on the average attainment of children who achieved similar results in key Stage 1. The expected progress figure is 0. A positive figure shows more than the expected amount of progress, where a negative figure show less than the expected amount progress.

Summary of PPG spending 2017/18

Objective in spending PPG

Raising attainment and achievement of PPG pupils across the school through:

- a. Continuing and maintaining reading achievement and attainment across the school
- b. Continuing and maintaining Maths achievement and attainment across the school
- c. Improving writing achievement and attainment across the school
- d. Supporting pupils and families through the development of pastoral team
- e. Accelerating progress through the use of intervention support across the school
- f. Supporting transition points in learning
- g. Enhancing curricular opportunities and promoting healthy lifestyles
- h. Increasing engagement and motivation in lessons by the use of CPD to further develop quality of teaching and learning, including behaviour for learning
- i. Improving attendance and punctuality
- j. Improve Speech and Language support

Record of PPG Spending

| Objective | Cost | Impact |
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| Continue to provide a specialist reading recovery teacher to support children in KS1 and KS2. | £24,499 | Individuals in KS1 & KS2 identified from progress analysis Reading Recovery is an intervention based approach that highly personalises learning and ensures any gaps are filled and built upon so that children have a secure base in which to build their learning. This has had a positive impact on pupils progress in English. |
| Continue to provide a pastoral co-ordinator role. This will support our vulnerable children to lessen the impact of any social and emotional barriers so that they are ready for learning. The role will also be used to work with parents to develop their expertise and engage them more in their children's learning. | £25,829 | Impact - Across the school community The effectiveness of our pastoral support is difficult to measure but the impact can be seen across the school. The impact is wide and varied as it involves a whole range of initiatives:- <ul style="list-style-type: none"> - Breakfast club continues to be free and is now well attended by 70+ children - The number of families being signposted for additional support continues to be a significant number. They have a support mechanism in place in school which is well used and well managed. Outcomes for children improved significantly - First point of contact established for parents should they have any worries or concerns. This first point of contact is also used by staff when they have a concern to raise. Additionally, our EAL families and asylum seeker families are supported. - A range of other barriers to learning are tackled in a timely manner so that impact on learning is minimised. - Family learning opportunity well attended by parents as they happen, |

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| | | <p>which has a positive impact on children's learning and motivation</p> <ul style="list-style-type: none"> - Support for safeguarding issues, reducing the high level CP. Safeguarding approach is to provide early intervention however should it escalate then it is dealt with by a team of highly trained nominated leads. Additionally, work load is shared which reduces impact on the leadership and management of the school - School transport is led effectively and efficiently to ensure the safety of all is paramount. |
| Support from a counsellor dedicated to supporting all children but specifically aimed at our most vulnerable children | £10,454 | Impact – targeted children who require additional support in order to be ready to learn. Outcomes for children increased significantly |
| Provide small group work focused on overcoming gaps in learning in reading, writing and maths – broadly targeted at those children who qualify for this support | £38,801 | Impact – intensive support given to accelerate progress, highly personalised |
| Provide a high level of staff support and smaller class sizes to support the development of effective feedback on learning to all children | £8,294 | Impact – KS1, Y3 & Y6 Broadly targeted. Smaller class sizes in KS1 to ensure teaching and learning opportunities are effectively used to accelerate progress. Provide additional support in Y3 & Y6 so that a more personalised approach can be implemented |
| Utilise existing expertise from SEN team to support accelerated progress (based on 45% SEN across the school) | £15,000 | Impact – broad coverage SEN team expertise is shared to support children who are making slower than expected progress |
| Year 6 & Year 2 English and Maths booster sessions delivered by experienced teachers during school to support pupils to make good progress. | £6168 | Impact – Y2 & Y6 Delivered to both Year 6 and Year 2 pupils. Year 6 received a highly personalised approach and it was delivered individually or in small groups from an experienced teacher and Year 2 had targeted support in school. |
| Support and challenge attendance and punctuality issues by enlisting further support from AWS service, specifically in Early Years. | Approx. £3000 (SLA) | Impact – Mainstream school and Early Years. LA support for below 90% - sch systems support impact School targeted support 85 – 95% early intervention support Specific early years support to ensure good habits in place and any issues targeted and supported early and families signposted to appropriate support. |

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| Support enhancing life experiences through financially supporting residential and educational experiences. | £2400 | Impact – Residential in Y6, Y4, Support Base, Y2 and educational visit costs for all children Enrichment and motivational engagement in the curriculum – visits, performances, access to motivational events and learning opportunities linked to classroom topics. All residential supported financially by half for all children - supports and enhances social and emotional development, life skills, cultural understanding and team building. |
| Before/After school club provision | £2,500 | Impact – offered to all children Breakfast club & range of after school clubs provided that were offered free to ensure number accessing remained high and there are positive activities out of school hours on offer. Inclusive approach for all and many venues changed due to our specific set of circumstances |
| Enhancing cross curricular opportunities. Promoting reading and use of the library. | £5000 | Children enjoy reading and are exposed to a range of literature, making links to subjects across the whole curriculum. Improvement in reading. |
| Source and deliver appropriate speech and language specialist training. | £1000 | Impact – broad coverage Intervention rolled out from early years into KS1 & SEN ensure continued development and provision which reflects the growing need. Staff sharing of good practice and training |
| Support individual pupils as required through quality mentoring. Transition support. | £8,517 £19,624 | Impact – Mainstream and SEND unit children supported Vulnerable children supported with a range of issues to ensure accelerating progress can remain a priority. |
| Y6 support within literacy and numeracy to enhance progress and achievement | £2,926 | Impact – targeted children Highly personalized support given to learning and accelerated progress. Delivered by a teacher and in support of quality first teaching |
| Playground | £5000 | Promoting appropriate outdoor play, healthy lifestyles, social and physical development. |
| Total | £179,012 | |