

PUPIL PREMIUM – 2018/19 Impact Statement.

INTERVENTION 2018/19	Average COST	IMPACT/OUTCOMES	RESULTING ACTIONS 2019/20 Total Cost: £337,000
<p>Funding additional staff in Reception, Key Stage 1 and Key Stage 2 to organise and deliver whole class intervention lessons, small group teaching and 1-1 after school tutoring for targeted pupils and Easter School.</p> <p>This also focused on post – teaching opportunities to address gaps in learning for disadvantaged pupils.</p>	<p>£253,294 inclusive of aspects below.</p>	<p>In The EYFS disadvantaged pupils continue to do better than other disadvantaged pupils both Nationally and within Local Authority. 64% of disadvantaged pupils reached a GLD, an improvement of 4% since 2017. There are also continued improvements in prime and specific areas of learning.</p> <p>In KS1 Pupil premium pupils make better than average progress in Reading, Writing and Maths however the number of pupils reaching expected is below National and Local Authority averages. The gap is greatest in Reading. The number of disadvantaged pupils reaching expected in RWM combined is higher than the National and Local Authority average for disadvantaged pupils. This is also higher than all pupils within the school. (see below for further details)</p> <p>In KS 2 Pupil Premium Pupils</p> <p>In writing disadvantaged pupils make significantly above national progress (+1.2). Compared to national Non –Disadvantage (+0.3)</p> <p>In Maths disadvantaged pupils make significantly above national progress (+3.7)compared to National Non- Disadvantaged (+0.4) This has remained a three trend for progress in Maths.</p> <p>In Reading disadvantaged pupils make significantly above national progress (+3.7)compared to National Non- Disadvantaged (+0.3) This is an improving trend for progress in Reading.</p>	<ul style="list-style-type: none"> • Closing the gap between our disadvantaged and non – disadvantaged continues to be a priority in particular in Literacy. • Improving the rate of improvement in line with non – disadvantaged is also an area of focus. (see below for further details) • Targeted Disadvantage Boys Reading Interventions in EYFS, continued implementation of Power of Reading. • Review of Early Reading – further CPD. • Increased Parental Involvement across EYFS. • Pre skills and knowledge for transition into Year 1 based on new framework. • Reading and Writing Focus room developed, resourced and adult support for EYFS – targeted boys and HA (£3,000) • Purchase of new home Reading books to develop further breadth and consolidation of phase 3 and 4. • Power of Reading – purchase of additional books (£2,000) • Staff CPD – (£1600) • Staff CPD New Framework (£2000) • Staff CPD Phonics (£1000) • GPP developed for Pupil Premium and pupil premium higher attainers to ensure they are challenged and reach/ exceed their full potential. Member of staff assigned role to monitor application of actions and impact.

			<ul style="list-style-type: none"> • Home Reading Rewards and Incentives (£1,000) bronze, silver, gold badges) • Library Traded Service – full package to include authors. • Continue to build on MITA maximising the impact of Teaching Assistants. Audit and review of provision. 																																																																																																																																	
<p>Further increase Teaching Assistant provision in Early Years to provide rich language programmes for the development of Literacy, Physical Development and Phonics.</p>	<p>£23,000</p>	<p><u>EYFS Pupil Premium compared to LA and National Pupil premium and other pupils.</u></p> <p style="text-align: center;"><u>Prime Areas</u></p> <table border="1" data-bbox="887 592 1541 783"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">School</th> <th colspan="2">Local Authority</th> <th colspan="2">National 2019</th> </tr> <tr> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>85%</td> <td>77%</td> <td>76.3%</td> <td>89%</td> <td></td> <td></td> </tr> <tr> <td>2018</td> <td>79.2</td> <td>78.1</td> <td>67.9</td> <td>79.6</td> <td>67.7</td> <td>81.5</td> </tr> <tr> <td>2019</td> <td>88%</td> <td>87.5</td> <td>67.1%</td> <td>80.3</td> <td>66.7%</td> <td>81.4</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Specific Areas.</u></p> <table border="1" data-bbox="887 826 1550 1018"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">School</th> <th colspan="2">Local Authority</th> <th colspan="2">National 2019</th> </tr> <tr> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>60%</td> <td>67%</td> <td>52.6%</td> <td>70.6%</td> <td></td> <td></td> </tr> <tr> <td>2018</td> <td>62.5</td> <td>68.8</td> <td>57.5%</td> <td>72</td> <td>56.3%</td> <td>73.5</td> </tr> <tr> <td>2019</td> <td>64%</td> <td>75</td> <td>53.7%</td> <td>71.8</td> <td>55.7%</td> <td>74</td> </tr> </tbody> </table> <table border="1" data-bbox="887 1070 1550 1238"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">School</th> <th colspan="2">Local Authority</th> <th colspan="2">National 2019</th> </tr> <tr> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67%</td> <td>72%</td> <td>64%</td> <td>76%</td> <td></td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>72%</td> <td>60%</td> <td>73%</td> <td></td> <td>76%</td> </tr> <tr> <td>Number</td> <td>83%</td> <td>81%</td> <td>68%</td> <td>79%</td> <td></td> <td>82%</td> </tr> <tr> <td>Shape</td> <td>83%</td> <td>78%</td> <td>71%</td> <td>82%</td> <td></td> <td>84%</td> </tr> </tbody> </table> <p style="text-align: center;"><u>GLD</u></p> <table border="1" data-bbox="887 1299 1541 1380"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">School</th> <th colspan="2">Local Authority</th> <th colspan="2">National 2019</th> </tr> <tr> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> <th>Pupil Premium</th> <th>Other Pupils</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		School		Local Authority		National 2019		Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	2017	85%	77%	76.3%	89%			2018	79.2	78.1	67.9	79.6	67.7	81.5	2019	88%	87.5	67.1%	80.3	66.7%	81.4		School		Local Authority		National 2019		Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	2017	60%	67%	52.6%	70.6%			2018	62.5	68.8	57.5%	72	56.3%	73.5	2019	64%	75	53.7%	71.8	55.7%	74		School		Local Authority		National 2019		Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	Reading	67%	72%	64%	76%		79%	Writing	63%	72%	60%	73%		76%	Number	83%	81%	68%	79%		82%	Shape	83%	78%	71%	82%		84%		School		Local Authority		National 2019		Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	Pupil Premium	Other Pupils								<ul style="list-style-type: none"> • Continue to close in school gap for Specific areas of learning for pupils in receipt of Pupil Premium Funding in particular Literacy where the gap is widest. • Pathway to success bid £2000 MITA maximising the impact of Teaching Assistants. • Further evaluate and review teaching of Phonics and Early Reading. • Maximising the outdoor provision to further develop every opportunity to enhance learning particularly for disadvantage boys. <p>EYFS Greatest Gaps 2019</p> <p>Listening and Attention Making Relationships Moving and Handling Being imaginative Reading. Writing.</p>
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<p>Curriculum enrichment developing wider opportunities for our pupils within and beyond their community.</p> <p>To assist with parental contributions for residential, extra-curricular activities and enrichment opportunities. This is one of our identified Curriculum Drivers and Kirkby Collaborative Learning Charter.</p>	£8000	<p>Chester Zoo. Safari Park. Imagine That. Indian Experience – Year 2. Peter Pan – Pantomime. Liverpool Museum – Egyptians etc. Liverpool World Museum. Tate and Kirkby Gallery. Echo Arena – The junior proms (singing) London Eye and surrounding areas. Barnstonedale Residential Year 5. CHET Residential Year 4. Branton Farm. York – Viking Experience. Chester – Roman Investigation. Delamere Forest. Blue Planet. Lake District – Ambleside x 4. Keswick – mountain research. Our Place – outdoor centre. Kingswood Residential – Year 6.</p> <p>Full/Partial funding to enhance curriculum – transport costs and pupil premium support.</p>	<p>Continue to develop cultural capital opportunities for disadvantaged pupils.</p> <p>Further enhance Quality of Education by further embedding and applying knowledge and skills in the classroom.</p> <p>Early Years focus (knowledge and understanding of the world)</p> <p>Enhance and evaluate extra curricular opportunities linked to school curriculum drivers and Intent.</p> <p>Reading and Vocabulary whole school focus. Curriculum review to enhance intent to include focus on developing vocabulary across the curriculum.</p>																					
<p>Release our Deputy Headteacher to undertake family, individual and SEND pupil programmes of support within the Inclusion Team.</p>	£253, 294 inclusive of all additional adults.	<p>Review of SEND provision including those for behaviour support. Evidence of good practice recorded by external providers. SEND progress Reading (+0.1), Writing (+1.5), Maths (+6.2) Good practice shared and recognised. – ASC strategies, PSP,PPP, GPP etc. PPP regularly reviewed and strong whole school monitoring. Communication between school sectors to ensure best outcomes for our vulnerable pupils in receipt of pupil premium funding. 2 year provision and Nursery now includes early intervention and communication. Evidence collated for whole school mental health quality mark. Awaiting outcome.</p>	<ul style="list-style-type: none"> • Further development to include mental health strategies and resilience. • Achieve mental health quality mark. • Review of adult support to further enhance preventative measures including nurture provision for our vulnerable pupils. Appointment of TA position. 																					

<p>Appointment of Attendance Officer to track and target attendance. Additional responsibilities include support in Early Help and Nurture support for our vulnerable pupils. Resources to reward attendance.</p>	<p>£253, 294 inclusive of all additional adults. £1950 attendance traded service.</p>	<p>This remains a key area for the school. Monitoring and involvement of LA officers to address PA of some pupils. Attendance of Pupil premium Pupils remains a key focus.</p> <p>Attendance of pupil premium pupils 2018 = 5.1% compared to others 3.5% Persistent Absentee = 17.9% compared to others 8.2% Attendance of pupil premium pupils 2019 = 5.0% compared to others 3.3% Persistent Absentee = 15.2% compared to others 6.1%. This has improved overall from 2018 but remains a priority.</p>	<ul style="list-style-type: none"> • Work with LA on further support and challenge for pupil premium pupils who have low attendance/PA. • Pilot new LA targeted support program. • Further analyse pupil premium pupils who are mobile and their impact on data.
<p>To provide enrichment activities to boost the development of Mathematics and English (Reading will remain a school priority), (develop opportunities to extend vocabulary)</p>	<p>£10,000</p>	<p>Power of Reading further extended to all classes to enhance targeted areas of Reading. Review of ASP outcomes 2018 and implemented into whole class guided Reading – focus on vocabulary. Increased focus on vocab with Vocab walls established in all classes. Weekly Mathletics champions celebrated in assembly. Increased use of Mathletics at home. Library SLA – Author visits etc. Including HA focus group Reading Club, book loan.</p> <p>Lesson observations/Walks and pupil voice shows an increase in pupil’s enjoyment of whole class guided reading sessions. Pupils show an interest in books read in class and talk with enthusiasm.</p>	<ul style="list-style-type: none"> • Spelling Shed online homework support. • Rockstar superstar online homework support. • Vocabulary planned across the curriculum. Vocab walls extended to other curriculum areas. • Author visits. • Mathletics/Rockstar and Spelling Shed leader board established. • Library links and book loans. • Parent book loan school entrance and EYFS. • Parent Reading sessions focus on comprehension and discussion. • Review and evaluate Early Reading and Phonic support across the school. • Interventions for pupils lacking home reading support.
<p>To further develop The Mentoring Programme to improve pupils understanding of what and how they need to improve and their involvement in target setting and their own learning.</p>	<p>£3000</p>	<p>Pupil Profile Sheets completed in-line with Assertive Mentoring. NFER tests purchased to further develop identification of gaps in learning.</p> <p>All pupils have scaled scores to identify progress, enhancing Target tracker detail.</p>	<ul style="list-style-type: none"> • Purchase of Year 1 standardised tests in-line with whole school (NFER gap) (£600) • Review of marking and feedback policy for all subjects. • Review of Assessment procedures under New Framework.

Intervention KS1 and KS2 to deliver intervention programmes to individual and small groups of children who need a boost to their learning in particular Maths, Phonics, Reading and GPS without detriment to a broad and balanced curriculum.

TA 3 to provide post teaching to plug any gaps in Reading, Phonics and HA Maths in KS1.

£253, 294 inclusive of all additional adults.

£15,000 supply and CPD costs.

Phonics Year 1

	School		Local Authority		National	
	Pupil Premium	Other Pupils	Pupil Premium	Other Pupils	Pupil Premium	Other Pupils
2017	70.4%	94%	67.4%	84%	68%	83%
2018	86%	82%	67.4%	85%	71.8%	85%
2019	56%	60%	70%	85%		

KS 1 Summary

		School		Local Authority		National	
		PP	Other	PP	Other	PP	Other
2017	Reading	54.3%	79.4%	61.2%	75%	61%	78%
2018		56.9%	71%	60.5%	77.7%	62.5%	78.9%
2019		58.6%	71%	58.2%	78.6%	61.8%	78.4%
2017	Writing	55.9%	79.4%	52.9%	67%	52%	71%
2018		56.9%	68%	54.1%	70%	55.4%	74%
2019		58.6%	69%	50.1%	72.6%	54.7%	73.1%
2017	Maths	61.8%	85.3%	61.1%	76%	60%	78%
2018		60%	74.2%	61.5%	77.8%	62.8%	79.8%
2019		69%	71%	58.7%	78.8%	62.2%	79.2%
2017	RWM	48.6%	76.5%	47.7%	63.1%	52%	65.6%
2018		56%	54.8%	50%	67.9%	50.3%	70%
2019		55.2%		45.8%	69.1%	49.8%	68.9%

KS 2 Summary

	School		Local Authority		National 2019	
	PP	Other	PP	Other	PP	Other
Reading	76.2%	94.1%	68.4%	80.7%	62%	78.1
Maths	81%	94.1%	70.2%	82.2%	67.3%	83.7
Writing	66.7%	94.1%	66.7%	83.3%	67.7%	83.2
RWM	64%	88.2%	54%	72%	51.3%	71%
RWM HA	19%			12%		13%

KS 2 Scaled Score Summary

	School		Local Authority		National 2019	
	PP	Other	PP	Other	PP	Other
Reading	105	107.5	102.6	106	101.9	105
Maths	106	108	102.9	106	102.5	106

- Early Reading review of procedures and strategies.
- Phonics CPD.
- Phonic Support groups at Year 2 and 1.
- Pathway to success year 2 bid £2000 MITA maximising the impact of Teaching Assistants. Audit and review of provision.
- Monitor impact of Reading and Phonic interventions through pupil progress meetings.
- Phonics Pupil Premium and in particular Boys in Year 1.
- Target of Year 5 and 6 for TA 4 and additional teacher interventions/ small group teaching.
- Target Year 3 and 4 TA 1-1 Reading support.

		<u>KS 2 Disadvantaged Progress.</u>							
		School		Local Authority		National 2019			
		PP	Other	PP	Other	PP	Other		
		Reading	3.7	3.96	0.56	1.2	-0.6	0.3	
		Writing	1.2	2.38	-0.68	0.5	-0.5	0.3	
		Maths	3.7	3.85	0.05	0.9	-0.7	0.4	
<p>Fund additional resources in Reading to provide greater variety in teaching methods, engagement/motivation of pupils and develop skills for the future.</p> <p>Access to Library Resources to support Reading engagement e.g. Junior Librarian.</p>	£8,000	<p>Library Books reviewed and additional books purchased. Additional Early Reading Books purchased for Reception with improved outcomes in Reading at EYFS. Autumn 1 phonics assessment showing positive outcomes. Power of Reading class novels purchased for year groups. Home Reading Challenge established and monitored.</p>						<p>Audit of Home Reading Books at KS2.</p> <p>Purchase of books to plug gaps in resources.</p> <p>Ensure clear progression in Reading from Star Fish to Year 6. Develop clear overview.</p>	
<p>Provide specialised resources (Kids in MIND counselling) for individuals and groups of pupils as recommended by specific agencies or identified through pupil progress meeting or end of year tests as a targeted area for pupils in receipt of Pupil Premium.</p> <p>Additional Educational Psychologist Services.</p>	<p>£18,000</p> <p>£1,150</p>	<p><u>CASE STUDY 4</u> <u>Pupil A =</u> 2018-19 September – January (Incidents of behaviour x 15) January – April (Incidents of behaviour x 8) April – July (Incidents of behaviour x 6) 2019 -20 September – December (Incidents of behaviour x 1)</p>						<p>Review use of Kids in MIND to extend service to provide further group nurture group provision including supporting staff and parents.</p> <p>Further enhance use of additional Educational Psychologist support across the school.</p> <p>Appoint TA3 to provide nurture across the school for targeted pupils. Gofs approval Nov 2019.</p>	
Provide daily snack for all pupils.	£2000	All pupils receive toast and fruit daily mid- morning to boost learning and concentration.						Continue to provide daily snacks for all pupils.	
Purchase PE equipment/uniform for pupils in order to participate in Sport within and after school.	£500	Pupil participation in PE has increased with pupils having access to kit. In particular pupils who would otherwise avoid PE are now engaging.						<p>Review of PE uniform stock.</p> <p>Continue to monitor participation.</p>	
Provision of Breakfast club as required.	£1000	<p><u>CASE STUDY</u> <u>Pupil A =</u> Persistent absentee 88% 17-18 Accessed free breakfast club 18-19 Absence continues to improve 2018-19 96% <u>Pupil B =</u> Persistent absentee 85% 17-18 Accessed free breakfast club 18-19 Absence continues to improve 2018-19 98%</p>						Continue to provide breakfast club to improve pupil welfare and attendance.	

