

Pupil Premium Report 2018-2019

Pupil premium strategy statement

What is the Pupil Premium?

The Pupil Premium is additional funding for Reception children through to aged 16 that is allocated to schools and academies to help support socially disadvantaged pupils/students. Its purpose is to close the attainment gap between them and their peers.

All members of staff and governors accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a supportive environment. As with every child in our care, a child who is considered to be socially disadvantaged is valued, respected and entitled to develop his/her full potential, irrespective of need.

The school has high numbers of pupils (35.60%), whilst monies are directed towards distinct interventions and work a significant amount of pupil premium is targeted at normal quality classroom work and learning support staffing.

Background

The Pupil Premium targets extra funding for those from deprived backgrounds. Research shows these pupils underachieve compared to their peers. The premium is provided in order to support these more vulnerable groups of pupils to reach their potential.

The Government have used pupils entitled to Free School Meals (FSM), children of service personnel and Children Looked After (CLA) as an indicator for deprivation and have provided an additional fixed amount of money to schools per pupil to further support their education.

The Government have not dictated to schools how to spend this money, but are clear that schools need to employ strategies that they know will support these pupils to increase their attainment and narrow the gap.

Responsibilities

We maintain an on-going programme of support and monitoring for pupil with Pupil Premium support. This programme will be subject to oversight from the Local Governing Body via the Pupil Premium Champion.

All staff have a responsibility in providing the best possible provision for pupils; in doing so they have a responsibility to monitor progress and adapt planning and teaching to ensure these pupils/students maximise their progress. It should be noted that there is no substitute for wave 1 quality classroom teaching. The Sutton Trust research, and other research, clearly indicated the importance of in class provision and support. This research would indicate that disadvantaged pupils benefit greatly from the highest standards of teaching: equally they are disproportionately affected by poor quality teaching.

Reporting

It will be the responsibility of the designated member of the Wider Leadership Team (Komilla Datta) to produce a report to senior staff and to Governors which includes:

- An outline of the provision in place to support pupil premium pupils/students
- The progress of pupils/students supported by pupil premium funding
- An evaluation of the programme including the impact of initiatives and personnel
- A plan for the academic year that links funding to interventions

The Local Governing Body will ensure that the web site includes reference to pupil premium spending and outcomes.

Barriers to Learning

We have identified a number of barriers to learning which need to be overcome in order for all children and pupils to make progress and succeed.

Since pupil premium funds became available the school has strategically targeted our pupils for enhanced intervention and resources in order to overcome key weakness in:

- Speech and language development
- Emotional and behavioural development
- Low prior attainment on entry to reception
- Maths
- Reading (including phonics)
- Attendance and punctuality
- Parental engagement
- Special Educational Needs (SEN) – a high proportion of pupil premium children are also identified as SEN

In addition to intervening academically we continue to provide therapeutic support where necessary as many of our children who receive pupil premium funding can be subject to experiences that are traumatic and destabilising.

Educational Research

Research conducted by the Educational Endowment Foundation and Sutton Trust indicates the average impact (in months) on academic progress of effective practice. The school is conscious of this practice based research and takes notice of it when identifying appropriate and cost effective actions.

Key areas for the school and which resource is allocated include:

Strategy	Cost	Impact
Behaviour interventions	Midrange cost	4 months
Collaborative learning	Low cost	5 months
Early Years Intervention	High cost	6 months
Quality feedback by teachers	Low cost	8 months
Understanding how to learn	Low to mid cost	9 months
1 to 1 tuition	High cost	5 months
Strategy	Cost	Impact
Speech & Language intervention	Low to mid cost	5 months
Outdoor learning	Mid cost	3 months
Phonics	Low cost	5 months
Small group tuition	Mid cost	4 months
Reading comprehension strategies	Low cost	5 months

An outline of the provision in place for disadvantaged pupils 2018/19

Leadership

1. The Leadership team has a responsibility for tracking PP interventions and in ensuring all senior staff are fully aware of school wide actions and strategies for supporting PP pupils.
2. The Local Governing Body has identified a PP Champion to link directly with senior staff in relation to PP funding, interventions and impact.
3. All middle leaders are made aware of their responsibilities to track, monitor and support PP pupils.
4. All Teachers are required to use our information management systems to track the progress of PP children and to ensure that they plan lessons to support these pupils.

Behaviour and inclusion

1. Pupils with poor attendance will be supported by the attendance team.
2. Sol Attendance
3. The pastoral staff will support vulnerable learners and their parents.
4. Purposeful Play introduced

Speech and Language support

1. S & L therapist support 1.5 days per week bought back from NHS.
2. Use of the speechlink program in EYFS
3. Small group speech and language programmes
4. Additional phonics support in place for Years R /1/2/3

Therapeutic support

1. Thrive/Play therapy/Drawing therapies/Nurture group
2. Mindfulness and PHSE scheme Jigsaw
3. Parental support and engagement activity – targeted at PP parents (attendance support; behaviour management and relationship building)

Academic Interventions

1. Deployment of staff to provide 1-1 additional support and small group work to support core subjects particularly reading, writing and maths
2. Additional support provided as a rapid catch up programme for early years
3. 2 x Reading Recovery teachers
4. Reading wise
5. Times table rockstars
6. mathletics
7. Teaching assistants supporting key interventions across the school
8. Third Space Learning Maths intervention year 5/6
9. Brilliant Club Tutor More able year 5/6
10. PiXL interventions, including greater depth

Pupil Premium Funding and Expenditure 2018-19

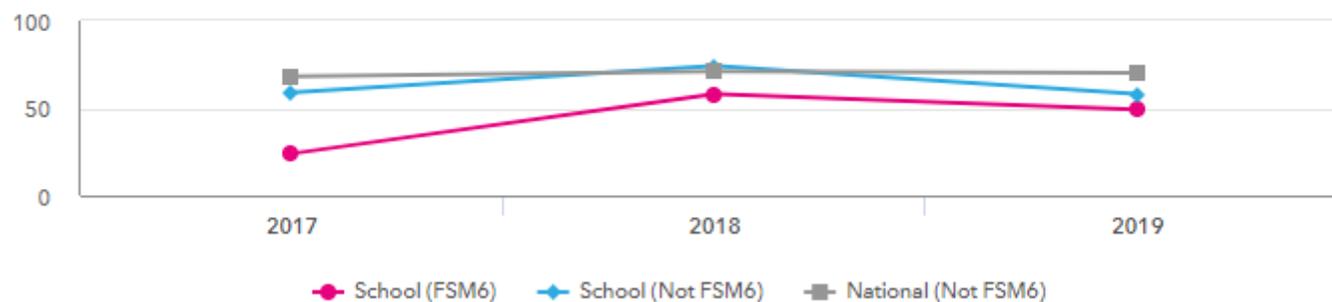
In the academic year 2018-19 the value of the Pupil Premium for primary pupils is £1320. The total Pupil Premium funds for academic year 2018-19: £ 349,800.

1. Summary information					
School	Filton Avenue Primary School				
Academic Year	2018-19	Total PP budget	349,800	Date of most recent PP Review	November 2018
Total number of pupils	754	Number of pupils eligible for PP	263	Date for next internal review of this strategy	September 2019

Three Year trends

KS2 attainment for disadvantaged pupils 2019

% Expected standard+ (Re, Wr, Ma) ✓



FFT data shows that more children on average are reaching expected standard every year and that the gap is closing year on year.

2. Current attainment end of EYFS and Year 1		
% of pupils that achieved GLD	% of pupils that achieved phonics Non disadvantaged / Disadvantaged	
81.9 / 63.6 %	90 % / 74 %	
3. Current attainment end of KS1		
	Non disadvantaged/ Disadvantaged/ (our school)	Non FSM (Bristol)
% making least the expected standard in reading	71 % / 62 %	74 %
% making at least the expected standard in writing	80 % / 59 %	69 %
% making at least the expected standard in maths	74 % / 56 %	76 %
4. Current attainment end of KS2		
Combined Non disadvantaged/Disadvantaged 59 % / 48 % Gap -11 %	<i>Non disadvantaged/ Disadvantaged (our school)</i>	<i>Non-disadvantaged pupils (Bristol)</i>
% making least the expected standard in reading	66 / 56 %	79.3 %
% making at least the expected standard in writing	83 / 78 %	84 .3 %
% making at least the expected standard in maths	70 / 60 %	84.7 %
% making at least the expected standard in grammar, punctuation & spelling	74 / 62 %	83.6 %

5. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor literacy skills, including reading
B.	PP children have lower levels of Oracy at their starting points. This leads to poor reasoning and mathematical development
C.	PP children have more social and emotional issues due to home life. This leads to lower resilience and lower attendance (see below)
C.	Children have reduced educational experiences and have parents/carers who are less engaged in supporting learning at home
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Low attendance rates PP gap analysis shows that there is a gap in attendance ; PP – 93.58, Non PP – 95.3 % PA for PP – 15.53 % Non PP – 8.78 % Bristol 94.1 %
6. Desired outcomes (<i>Desired outcomes and how they will be</i>)	Success Criteria
1.	Disadvantaged attendance and PA continues to improve and increased to bring it in line with national
	Monitor attendance weekly, following this with letters to parents and meeting to discuss strategies on how to improve attendance. Increase attendance for PP children to 94.1 in line with Bristol. Decrease the number of broken weeks.

<p>2.</p>	<p>Disadvantaged children across the school will have accelerated progress to raise attainment bringing it closer to national non-PP data</p> <p>Y6 will have accelerated progress to raise attainment bringing it closer to national non-PP data</p>	<p>To increase our Year 6 outcomes for all children in Reading and to achieve National Expectations.</p> <p>To increase our PP Year 6 Reading outcomes – 2019 data shows 44 % achieved expected. Aim for 60.5 % (FFT 20) and 10% GD.</p>
<p>3.</p>	<p>To close the gap between PP and Non PP in Year Groups 3-5 – no greater than 10%</p>	<p>Monitor at each data group to identify the gap between PP and Non PP. If Year groups are beyond 10% gap – then strategies need to be put in place to close the gap.</p> <p>Success at the end of the year will be less than 10% between PP and Non PP children in each Year 3-5.</p>

7. Planned expenditure				
Academic year		2018-19		
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>PP pupils to make (or exceed) nationally expectations for progress and attainment.</p> <p>All staff to have high expectations and aspirations of all pupils regardless of their starting point and prior learning.</p> <p>Teaching to be at least effective across the school. To embed Formative Assessment strategies from staff training – including effective feedback, peer/self assessment and questioning. Some of these delivered through phase training sessions. Use of Teaching and Learning hub to coach identified teachers and support quality first teaching. Quality feedback enabling progress (through crib sheets introduced this year).</p> <p>Termly focus on learning reviews with a PP focus and linked to targets identified on PPMs.</p> <p>The school monitors and evaluates the impact of intervention and support provided to PP pupils frequently and is reported during Pupil</p>	<p>Staff training on No More Marking, New Feedback Policy and use of moderation.</p> <p>Coaching training for Teaching and Learning Hub.</p> <p>New Enquiry Based Curriculum</p> <p>Oracy training (Voice 21). New Oracy Lead in school to have Oracy training to</p>	<p>PP gap in Maths and Reading</p> <p>Collaborative learning research</p> <p>Metacognition approaches (to be introduced at staff training 2018-19)</p>	<p>PPMs</p> <p>PPA</p> <p>Insight</p> <p>Learning Reviews walks/observations</p>	<p>Class teachers</p> <p>LT</p> <p>PP lead</p> <p>SLT</p>

<p>Progress Meeting. Gaps are identified early through learning reviews, learning walks, NFER, Comparative Judgement and PiXL assessments.</p> <p>All interventions monitored centrally and impact assessed frequently on EduKey (purchased in 2018-19).</p> <p>One to one reviews in English trialled over summer term.</p> <p>Teachers using enquiry based learning approach in all subject in the curriculum. The curriculum reflects our setting and context.</p> <p>Oracy resources used throughout the school (School 21) to enhance use of productive talk in lessons from Reception to Year 6. Rich language and vocabulary to underpin lessons. This is in it's first year of implementation.</p> <p>Teachers take part in collaborative learning triads, focused on research.</p>	<p>share to all staff, including TAs.</p> <p>Collorative Learning Triads given staff training time to research, plan and implement their chosen research area.</p>			
<p>Cost/Impact:</p> <p>Comparative Judgement – this has raised the standards across the year group. See Year 3 comparative judgement results; pp children outperform children nationally in writing.</p>				

No Pens Marking introduced in staff training. There has been more CPD following this, either through phase meetings, whole school staff training, year group support and 1-1 support with teachers. Learning reviews show that there is evidence of more in depth learning and links are starting to be made across the curriculum areas.

No Pens Marking has ensured there is a clear focus on learners and their misconceptions. The one to one reviews have showed that teachers are addressing this in their teaching in the following lessons. Evidence can be seen in books of progress made from targeted feedback.

Teachers have observed other members of staff teaching No Pens Marking in order to share best practice.

Learning reviews have monitored the effect of NPM and 1-1 progress meetings trialled with staff to further monitor progress of learners. Handwriting has since improved in year 5. Also worked with Year 1 to develop handwriting.

Enquiry based learning pupil voice has shown that children are enjoying the new curriculum, visitors and their states of being.

Our 'being language' such as being a scientist is being embedded across the school and was introduced in the end of year school reports this year as well.

Teachers are referring and using the Oracy charter and the roles of children in discussion.

Collaborative learning shows that teachers are seeing research practices as a priority and embedding it in their every day teaching. Teachers are evaluating and being reflective of their practice in their triads (seen in their triad presentations in the summer term).

New PPM documents used this year that include LAP/MAPs/HAPs and vulnerable groups. This has provided more focus on these children.

Total budgeted cost	£247,725
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ii. Targeted Support				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
For PP pupils to make (or exceed) nationally expectations for progress and attainment in Reading.	<p>As a result of frequent monitoring intervention for children underperforming in are identified early:</p> <p>Intervention identified must be monitored during the 6 week cycle and then reviewed at the end.</p> <p>Interventions to include:</p> <ul style="list-style-type: none"> • Reading Recovery x daily • Accelerated Reader • Reception additional phonics support x 2 including Early Literacy Programme • Reading Wise (priority given to higher ability PP children) • Reading Gladiators for higher ability pupils (PP given priority) • PP focus with reading volunteers • Specific interventions by Assistant Heads • Brilliant Club for higher ability PP children (given priority) • Continued CPD for reading hats (See English Action Plan). Hub have specific responsibilities • Monitoring cycle completed by English Hub • A focus on reading weekly with PP children 	<p>Education Endowment Fund (EEF):</p> <p>On average, reading comprehension improve learning by an additional 5 months progress over the course of the year. Comprehension strategies appear to be particularly effective for older readers (aged 8 and above) who are not making expected progress.</p>	<p>PPMs</p> <p>PPA</p> <p>QLA</p> <p>Planning support Monitoring of teaching and learning English data (NFER, SATs) shows accelerating progress. Planning Learning reviews Learning walks Summative assessments show learners using visual representations to support attempts to solve problems Staff training</p>	<p>Class teachers</p> <p>English lead (KL)</p> <p>PP lead</p> <p>SLT</p>

	<ul style="list-style-type: none"> • Reading workshop for Reception parents • Focus on PP during PPM (through new sheets that have vulnerable groups on them) • Maths lead and English lead creates QLA for each teacher after Insight tests. • During PPA year group leads look at planning and feedback • Rising aspiration through Enabling Enterprise and Brilliant Club. 		<p>English data shows accelerating progress</p> <p>Phonics support from Phase 1 lead and Reading Recovery Teacher in Reception and Year 1</p>	
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Cost/Impact

AR embedded in years 4-6 and now for free readers in year 3.

Staff have had training led by KL and by the AR team. Children are engaged in the programme and more are achieving their targets (set within AR).

AR tests are monitored regularly and teachers are emailed if their class is falling behind. Teachers have been reminded to speak to specific learners if they are not reading as often as they should.

Termly competitions have taken place. The most successful being the individual target competition for a trip to the FAP ice cream parlour this term. This competition meant a 69% increase in the amount of children reading and completing quizzes with more than 85% accuracy.

KL worked with different year groups to map out medium term plan for the term. Restructured how reading lessons are taught in years 3-6. Teachers are using the circles to plan their units.

Spelling is improving across the school, through both the feedback sessions and spelling lessons.

When looking at books, it is clear that spelling is improving over time.

Teachers higher up in the school use their knowledge of phonics (from training) to support the teaching of spelling.

<p>Reading Wise impact report shows 3 months progress in reading on average (see report for further details).</p> <p>Brilliant Club impact report shows that children make great progress from starting points. Evidence of richer language and reference to articles that were above their reading ages.</p> <p>Reading Gladiators – GD group for MA readers - the texts have shown to be challenging and pupils have shown a greater confidence in lessons and their attainment (see data).</p>
Total Budgeted cost £57, 000

iii. Targeted Support				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
For PP pupils to make (or exceed) nationally expectations for progress and attainment in Maths.	<p>As a result of frequent monitoring intervention for children underperforming in Maths are identified early: Intervention identified must be monitored during the 6 week cycle and then reviewed at the end. Interventions to include:</p> <ol style="list-style-type: none"> 1) TT Rockstars 2) Specific interventions by Assistant Heads <p>Develop use of planning to ensure consistency in expectation across the school To improve the quality of task design to ensure progress for all</p>	Education Endowment Fund (EEF)	PPMs PPA QLA Planning support Monitoring of teaching and learning Mathematics data (NFER, SATs) shows accelerating progress Planning Learning reviews Learning walks	Class teachers Maths Lead (NH) PP lead SLT

	Develop mathematical fluency across the school Develop oracy across the maths curriculum To improve the quality of feedback in maths		Summative assessments show learners using visual representations to support attempts to solve problems Staff training Mathematics data shows accelerating progress	
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Cost/Impact

Teachers are using the new planning format and there is consistency across most year groups as evidenced in books and learning walks

Misconceptions are being identified prior to teaching lessons

Useful vocabulary and sentence stems are identified on planning and this is evidenced in lessons as well as in some books.

Monitoring of planning and reviews of learning in books shows that learners of different abilities have opportunities to engage with fluency, problem solving and reasoning activities

Learning walks showed opportunities for learners to engage with fluency, problem solving and reasoning

Planning incorporates a variety of opportunities for learners. Learning walks show that teachers use assessment for learning as part of lessons to support children's progress

Learning reviews show that learners are completing work that is at an appropriate level

Monitoring of planning and reviews of learning in books shows that learners of different abilities have opportunities to engage with fluency, problem solving and reasoning activities

Learning walks showed opportunities for learners to engage with fluency, problem solving and reasoning

Planning incorporates a variety of opportunities for learners.

Learning reviews show that learners are completing work that is at an appropriate level. Where it is not, further support has been provided for the teacher.

Children are beginning to access increasingly challenging problem solving opportunities due to additional experience in this area

Learning reviews and learning reviews show differentiation within lessons that meet the needs of learners in class in most classes. Plan to provide further support to teachers when differentiating next year so further embed this.

Community Partnership meetings at LR and OC have enabled those parents who attended to hear about our approach to the teaching and learning of maths

Monitoring of TT Rockstars and Mathletics shows that is being used at home by some learners. Competitions show great engagement from learners.

Sentence stems are used routinely in classes and this is supporting learners' ability to reason mathematically and understand new concepts (supported through the new Oracy programme).

Teachers are beginning to use No Pens Marking in maths, although it is being used more effectively in some classes than others We have used Maths QLA to inform teaching. PiXL Maths and Reading interventions have been implemented. Maths results increased to PP 67 % this year.

Total Budgeted cost	£40, 075
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iv. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Provide access to full range of educational experience to improve emotional and behavioural choices To increase engagement in learning and provide a breadth of experiences.</p> <p>To improve attendance for all groups in line with national trends</p>	<p>Weekly Homework Club Subsidise enrichment and engagement activities Trips to local museums including opportunities like Year 6 Take Over Day, Science Week, Aspiration Day, Year 2 Café, Summer Fair, Heritage event.</p> <p>To incorporate Enabling Enterprise with new enquiry curriculum. Pupils will partake in cultural visits. Eg: to London, local museums, zoos, places of worship etc. Further community event to engage with coal community and provide a sense of belonging for the children. To ensure our curriculum reflects our local area and our context.</p> <ul style="list-style-type: none"> • Brilliance Club to raise aspirations. • To have a range of extra curricular activities provided through including sports clubs, to provide children with opportunities to develop peer relationships and social skills. • Learning mentor for targeted long term support 	<p>Improving emotional and behavioural choices</p> <p>We develop more positive attitudes to self and to learning in core groups or individuals</p> <p>Reducing challenging behaviour</p> <p>Early intervention</p>	<p>Thrive assessments</p> <p>Behaviour reports on SIMs</p> <p>CPOMs</p> <p>CPD</p> <p>Pupil Voice</p>	All staff	<p>Good parental turn out at reading workshops and some Community Partnership events.</p> <p>PP children in Brilliant Club showed great improvement from baseline assessments (see detailed report).</p> <p>Positive feedback from staff and parents about new curriculum changes.</p> <p>Pupil voice gave positive feedback about curriculum changes as shown in staff training 19/6/19</p>

	<ul style="list-style-type: none"> • Thrive (including training 1 more practitioner) • Unique Voice • Holiday club • Breakfast club provision • Mindfulness • Nurturing group to start at LR <p>OPAL/Purposeful Play to engage learners in imaginative play. An OPAL/Purposeful Play hub created so there is a strategic overview in this area.</p> <p>SOL attendance tracker used by phase leaders and heads of school to monitor trends in attendance closely and respond in a timely way.</p>	<p>Research shows that all of these will increase engagement in learning</p>			<p>Monitoring of learning in books and floor books has many strengths as shown in staff training 19/6/19</p> <p>Pupil Voice from OPAL/Purposeful Play questionnaires show that children are engaged in imaginative play and there are much fewer first aid incidents.</p> <p>Attendance has improved (see Attendance data review).</p>
Total budgeted cost					£ 5,000