

Percy Main Primary School

Pupil Premium Strategy Statement 2018-2019

1. Summary Information					
School	Percy Main Primary School				
Academic Year	2018-2019	Total PP budget	£124,700	Date of most recent PP Review	
Total number of pupils	233 (Plus 25 in Nursery, 15 in Rainbows)	Number of pupils eligible for PP	FSM6 87.5 Post LAC 4	Date for next internal review of this strategy	

2. Current Attainment		
Based on 2018 results at the end of Key Stage 2	<u>Pupils eligible for PP (school)</u> 12 children <i>(provisional national average 2017 for disadvantaged pupils and then against non-disadvantaged pupils)</i>	<u>Pupils not eligible for PP (school)</u> 4 children <i>(provisional national average 2017 for non-disadvantaged pupils)</i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	<u>17%</u> (51%) (70%)	<u>38%</u> (70%)
% achieving expected standard or above in reading	<u>42%</u> (64%) (80%)	<u>100%</u> (80%)
% achieving expected standard or above in writing	<u>17%</u> (67%) (83%)	<u>100%</u> (83%)
% achieving expected standard or above in grammar, punctuation and spelling	<u>42%</u> (67%) (82%)	<u>50%</u> (82%)
% achieving expected standard or above in maths	<u>42%</u> (64%) (81%)	<u>75%</u> (81%)
Average scaled score: reading	<u>98.8</u> (102.6) (106.1)	<u>101.8</u> (106.1)

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Average scaled score: maths	<u>97.8</u> (101.9) (105.4)	<u>102.5</u> (105.4)
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3. <u>Barriers to Future Attainment (for pupils eligible for PP including high ability)</u>	
In-School Barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	School Context of Deprivation: Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.5 (decile 1). We have an IMD of 1 (score: 51.4). 84% of our pupils (184 pupils) live in decile 1 and in the most deprived areas national. 87% of PP
B.	Social Care Needs: Our school has a large number of families supported historically or currently by outside agencies including social care and family support workers. Many of our families need support from school to help them to address their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, homework and school activities. 47% of our pupils receive addition support in order for them to access learning, including 23% who have a social care support. 62% of PP children have additional welfare needs inc children's services
C.	Attainment on Entry: Around two thirds of our children enter FS1 with knowledge and skills that are well below those expected for their age. A small proportion of pupils are significantly below what is typical for their age. Each cohort has differing aspects of low on-entry data within the prime areas. Our current FS1 is below in Making Relationships, Managing Feelings and Behaviour, Moving and Handling, Understanding and Speaking. We also have a large number of SALT referrals. We have a 16 place 2 year old provision. All children in this provision are fully funded from the most disadvantaged families.
D.	Quality of teaching: In the academic year 17-18 7 teachers left the school. New staff have been recruited to stabilise the staffing structure however there are a number who remain on LT sickness absence.
E	SEND: 25% of our pupils are SEND whilst 40% are on SEN monitoring. 55% of PP have SEN
External Barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F	Whilst attendance is good the gap between PP is 3.8 non pp 3.6. Pa pp 7.2 non pp 6.0

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G	Low aspiration:
H	Stability/mobility:

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Our current Y6 class has a 52% FSM6 entitlement).	Pupils eligible for PP in Y6 make rapid progress so that most pupils eligible for PP meet age related expectations by the end of Key Stage 2 and all have made at least good progress from their starting points.
B.	Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils (Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
C.	Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes.	Teaching, learning and assessment across the school will continue to be outstanding overtime ensuring that most pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
D.		

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5. <u>Planned expenditure</u>					
Academic year	2018-2019				
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. <u>Quality of teaching for all</u>					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>

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<p>A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantaged pupils.</p>	<p>Ensure high quality T&L in Y6 teachers. TA in class FT (part funded by pupil premium).</p>	<p>2018 KS2 data shows a disadvantage Gap of -58% reading, -83% writing, -33% maths with a combined -58% gap. Scales scores were -2.9 reading, -3.1 SPAG and -4.7 maths.</p> <p>Our 3 year trend also shows that PP ch do not perform as well as our Non PP children over the past 3 years in RWM and PP was below national in 2018</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Governor monitoring</p>	<p>RB, JM, TB</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2019 final review</p>
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<p>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils</p>	<p>Ensure high quality T&L by all class teachers. TA in each class, plus the implementation of a KS2 and KS1 nurture group for the less able, thus allowing the QFT of pupils expected to reach the expected standard and greater depth (part funded by pupil premium).</p> <p>HLTA to support in Y1 with the large class numbers and spread of ability.</p>	<p>2018 KS2 data shows a disadvantage Gap of -58% reading, -83% writing, -33% maths with a combined -58% gap. Scales scores were -2.9 reading, -3.1 SPAG and -4.7 maths.</p> <p>Our 3 year trend also shows that PP ch do not perform as well as our Non PP children over the past 3 years in RWM and PP was below national in 2018</p> <p>In Ks1 RWM combined 38% PP met the standard compared to a national figure of 50%</p> <p>In EYFS 50% PP achieved GLD compared to 57% nationally</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, AHTs Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Governor monitoring</p>	<p>RB, KT, JM. RG</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2019 final review</p>
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<p>C. Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes, including more able disadvantaged pupils.</p>	<p>Maintain focused leadership and management time to continue to drive standards across the school.</p> <p>CPD training of staff to impact on teaching and learning, for example: NTLT maths support in Y5/6, guided reading training for TAs, Year group LA run courses</p> <p>Nurture teachers employed to allow SEN access to QFT whilst improving the quality of teaching in classes due to less differentiation.</p>	<p>2018 KS2 data shows a disadvantage Gap of -58% reading, -83% writing, -33% maths with a combined -58% gap. Scales scores were -2.9 reading, -3.1 SPAG and -4.7 maths.</p> <p>Our 3 year trend also shows that PP ch do not perform as well as our Non PP children over the past 3 years in RWM and PP was below national in 2018</p> <p>In Ks1 RWM combined 38% PP met the standard compared to a national figure of 50%</p> <p>In EYFS 50% PP achieved GLD compared to 57% nationally</p>	<p>Focused Leadership and Management time for Key Stage Manager and English Subject Leader to drive standards and impact on teaching and learning across their KS, subject and school.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, AHTs Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Targeted CPD linked to individual staff needs, performance management and whole school development areas.</p> <p>Governor monitoring</p>	<p>RB, KT, JM. RG</p>	<p>Termly data input and analysis</p> <p>Termly monitoring calendar and T&L impact summary</p> <p>Performance Management midterm reviews (March 2019) and final reviews (Oct 201)</p> <p>CPD overviews and analysis</p> <p>July 2019 final review</p>
<u>Total budgeted cost</u>					£82000

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ii. <u>Targeted support</u>					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
<p>A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantaged pupils.</p>	<p>Targeted support in Y6 by teacher using Literacy drop down lessons. Catch up/keep up lessons by teacher and TA including for more able, disadvantaged pupils. 1:1 and small group Teacher interventions in the afternoon</p>	<p>2018 KS2 data shows a disadvantage Gap of -58% reading, -83% writing, -33% maths with a combined -58% gap. Scales scores were -2.9 reading, -3.1 SPAG and -4.7 maths.</p> <p>Our 3 year trend also shows that PP ch do not perform as well as our Non PP children over the past 3 years in RWM and PP was below national in 2018</p> <p>In Ks1 RWM combined 38% PP met the standard compared to a national figure of 50%</p> <p>In EYFS 50% PP achieved GLD compared to 57% nationally</p>	<p>Focused Leadership and Management time for AHT to drive standards and impact on teaching and learning.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p> <p>Governor monitoring</p>	<p>RB, TB</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2019 final review</p>

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<p>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils</p>	<p>Continue to implement targeted booster sessions in KS1, including for more able, disadvantaged pupils.</p> <p>Continue to implement targeted booster sessions in KS2, including for more able, disadvantaged pupils.</p> <p>Continue to implement targeted booster sessions in EYFS, including for more able, disadvantaged pupils.</p> <p>Maintain 1 TA per class to support teaching and learning across KS1 and into KS2, providing additional support for literacy and numeracy sessions as well as delivering targeted intervention programs including first class@number, RWI 1:1 program, specific speech and language programmes and dyslexia programmes</p>	<p>2018 KS2 data shows a disadvantage Gap of -58% reading, -83% writing, -33% maths with a combined -58% gap. Scales scores were -2.9 reading, -3.1 SPAG and -4.7 maths.</p> <p>Our 3 year trend also shows that PP ch do not perform as well as our Non PP children over the past 3 years in RWM and PP was below national in 2018</p> <p>In Ks1 RWM combined 38% PP met the standard compared to a national figure of 50%</p> <p>In EYFS 50% PP achieved GLD compared to 57% nationally</p>	<p>Focused Leadership and Management time for AHTs to drive standards and impact on teaching and learning across the school.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher and AHTs</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>TA intervention record sheets</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p> <p>Governor monitoring (termly by assessment and data governor linked to achievement and regular visits by PP Governor)</p>	<p>RB, KT, JM. RG</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2019 final review</p>
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<u>Total budgeted cost</u>					£29000
iii. <u>Other approaches</u>					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
To continue to maintain high levels of attendance. To continue to maintain high levels of family support for our families and community	Continue to employ parent liaison worker to support vulnerable families. Parent liaison and SENCO to attend thrive training and implement programme in school with PP ch. Implement the parent lounge and ready for school programme for our 2yo provision.	62% of PP children have additional welfare needs this includes pupils who have children services involvement and family partners. All 2 year olds have an EHA completed on entry to acknowledge needs and recognise additional support that may be needed.	Attendance to remain above 96% for all groups of pupils Parents will take part in supportive services inc ready to go, Solihull online, citizens advice workshops etc.	JL KT	
<u>Total budgeted cost</u>					£28000

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