

Pupil Premium Evaluation 2018-19



RAG:

Green – effective

Amber – partially effective and requires further actions

Red - ineffective

Academic year	2018-19			
Quality of teaching for all				
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	RAG and broad evaluation
All teaching to be good or better in whole class teaching and interventions and assessment information used by teachers and support staff to target and close gaps for PP pupils.	Effective monitoring in place. Quality external support from SEND, Maths and English consultants. A comprehensive whole school assessment tracking system is in place, fully embedded and used effectively.	Early identification of underperformance allows effective support to be put in place and gaps filled in before too wide.	Monitoring scheduling in place with a timetable for staff meeting and CPD. Book look and learning observations outcomes are followed up promptly. Termly input of assessment information, staff training on using the Educater well.	Pupil outcomes in EYFS, Phonics and KS1 outcomes in line and better and national averages - effective
				KS2 progress in ys 3,4 and 5 in line with expected three points – partially effective
				Year 6 outcomes well below national averages - ineffective
First time quality teaching leads to accelerated progress and narrowing the progress gap between PP and Non-PP pupils for all children and specifically in Year 6 and 2	Spring School for Year 6 pupils: Teachers x 4 x 3 days Support staff x 4 x 3 days Resources Catch up groups – Grammar, Spelling and punctuation and Mathematics in Year 2 and Year 6 children who need specific support in these learning areas.	We aim to raise the standards and teach resilience, perseverance and build confidence through daily lessons tailored to match our pupils needs and abilities.	Deploying: -buy into Southwark school improvement offer to enable networking and partnership within the borough, moderation and standardisation of standards, CPD for NQTs, etc. -joining Challenge Partners to ensure school continues to improve and sets challenging goals for its pupils and staff,	Year 2 pupils made accelerated progress and achieved in line and above national averages
				Year 6 made varied progress. Quality of teaching and learning is under review

<p>Improve progress and attainment rates for all PP pupils in Writing aiming for improved % at GD</p>	<p>Review the methodology and the strategies of teaching writing, including spelling and grammar throughout the school</p> <p>CPD for the all teachers, including resources and whole school Inset launching Dramatic Progress in Literacy</p>	<p>Local partner schools – successes and track record</p>	<p>Whole school Inset to launch the DPiL</p> <p>Regular year group training sessions with Nina Birch</p> <p>lesson observations</p> <p>Moderation meetings</p> <p>QAR reviews: - mini QAR in November 18 - whole school QAR February 2019 Tracking of progress made End of year outcomes</p>	<p>PP pupils made the expected progress in Ys 1,2 3, 4 and 5</p> <p>Year 6 PP pupils made the expected progress</p>
---	--	---	---	---

<p>Increase the % of PP pupils achieving EX+ Reading Maths and diminish the gap between PP and NON-PP pupils achieving EX+ R and Maths</p>	<p>Implement differentiation strategies and embed challenges in lessons. Develop reasoning skills</p>	<p>Maths Mastery – school own previous successes</p> <p>Using elements of Destination Reader</p>	<p>Book look Monitoring QA Moderation meetings KS1/2 SATs Tracking Pupil progress meetings</p> <p>End of Yr outcomes SATs CP review ASP</p>	<p>PP pupils in</p> <p>Year 1 achieved better progress in Maths compared to their counterparts, the attainment gap needs to be monitored and interventions put in place in Year 2</p> <p>Year 2 all pupils made accelerated progress, overall attainment in line with national averages</p> <p>Year 3 progress in line for M and better in R, attainment in line for M and better in R.</p> <p>Year 4 progress in line for M and better in R, attainment better than Non-PP in both subjects</p> <p>Year 5 progress in line for R, slightly lower in M, attainment higher in M and below in R compared to Non-PP pupils.</p>
Total budgeted cost				£34,254

<p>Improved progress and attainment rates for all PP pupils in Maths aiming for improved % in Greater Depth</p>	<p>Interventions set up for high ability PP pupils Practical apparatus is used consistently in lessons. Lessons have good level of challenge and are providing opportunities for developing reasoning skills</p>	<p>Maths Mastery approaches and developing greater depth. Maths Mastery has been embedded since 2015, school data has provided evidence of impact since its beginning</p>	<p>AH (maths lead) to deliver staff meetings to support planning and intervention process Provide and signpost resources Moderation meetings KS1/2 SATs Monitoring, including book looks, learning observations, pupil interviews</p>	<p>Mostly effective in Year 2</p>
<p>Improved progress and attainment rates for all PP, including PP SEN, PP EAL, PP more able and PP pupils with SEMH.</p>	<p>Speech and Language Therapeutic sessions. Phonics interventions – Ys1 and 2 Maths, grammar, and reading booster sessions for Y6</p>	<p>One to one support has proven to boost pupils' confidence, addressing specific misconceptions and misunderstandings. For the past few years, grammar groups have been very successful, which is evident from the school data.</p>	<p>Whole school and individual pupils provision maps reviewed regularly. Quality resources used to run evidence-based interventions. Monitoring progress towards targets.</p>	<p>SaLT provision highly effective</p> <p>Maths, reading and grammar booster session were carried out, but outcomes not as expected/desired and had to be deemed ineffective.</p>
<p>Increase parental capacity to support their child and reduce mental health issues and enable PP children to make better progress. Parents of pupil premium children taking on a more active role in their child's education.</p>	<p>Various workshops for parents throughout the school year, i.e. Healthy Families, Helping my child with Reading, etc.</p>	<p>Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement. (Desforges 2003).</p>	<p>Feedback from parents</p>	<p>Various workshops organised to offer parents support in helping their child at home.</p> <p>Although the school received an overall positive feedback, this area remains amber because not all workshops were well attended.</p>
<p>Increased attendance and punctuality rates for pupils eligible for PP.</p>	<p>Support and challenge for pupils with poor attendance and punctuality. Early Help support provided to families in need, e.g. parenting support, etc.</p>	<p>In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days.</p>	<p>New attendance and punctuality policy issued, and effective strategies put in place.</p>	<p>New attendance and punctuality policy introduced.</p> <p>Inclusion leader supported parents.</p> <p>Punctuality rates saw slight improvement</p>

				Total budgeted cost	£114,180
Narrower range of experiences (for some children) which affects their cultural capital-confidence and aspiration.	Ensuring quality music and dance lessons are delivered. Chess session for years 4 and 5 (ASC) Recorders sessions Drumming sessions Support for PP pupils to attend the Year 6 residential trip at Arethusa and other educational trip throughout the year for PP pupils from all year groups.	Impact of broad and balanced curriculum diet has on children	Timetable lessons and receive feedback from pupils Learning observations	Chess sessions for year 3 and 4 and an after school club for years 4 and 5. Pupils gained confidence in attending chess competitions. Successful delivery of drumming, recorder and music sessions enriching the curriculum for PP pupils. PP pupils were supported to attend Year 6 residential trip.	
Developing leadership capacity across the school	Identified staff takes part and completes NPQML and NPQSL programmes.	School leadership has a greater influence on schools and students when it is widely distributed.	School based projects are identifying the pupil premium pupils as a key group of children in order to drive standards further.	Successful completion of NPQML/SL face-to-face sessions. Positive outcomes are expected.	
Pupil Premium pupils have high aspirations (and their parents) for themselves in terms of future study and career paths.	Aspirational workshops for pupil premium pupils in years 5 and 6 (FSM76%) – into University programme. Invite inspirational speakers.	Research shows that if pupils are sure they are going to university by the end of age of 10 they are two times more likely to go.	Liaison with Into Uni Feedback from pupils	Year 6 and 5 pupils fed back positively on their work at Into University. Year 6 pupils attended a day at Cambridge University	
PP pupils with social, emotional and mental health needs feel safe and confident; they make good or better progress across the curriculum.	Implement evidence-based interventions to build confidence, increase emotional resilience and self-awareness: Speech Bubbles Therapeutic sessions ELSA sessions Paths and Paths Plus	Researches show that mental health problems, low self-esteem and lack of belief in own ability to do things, emotional resilience and maturity prevent children from wanting to learn and be successful in school, which has a strong negative impact on their adult lives.	Early identification and allocation of interventions. Timetables of interventions. Feedback from pupils and evaluations of impact.	Feedback from pupils, class teachers and parents highly positive. Reasons for highlighting this area in amber are the Year 6 STAS' outcomes.	

				Total budgeted cost	£79,926
--	--	--	--	----------------------------	----------------