**Pupil Premium Summary for Governors**

**Attainment Summary 2018-19**

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| **Current Attainment / Progress** | **KEY: PP =** Pupil Premium **LA =** Local Authority **NA =** National Average **DA =** Disadvantaged | | |
| **EYFS 2018-19**  (*Less than 50% were ARE on-entry in RWM)* | | ***Pupils eligible for PP (18)*** | ***Pupils not eligible for PP (33)*** |
| **Proportion of pupils achieving a good level of development (GLD)** | | 67% (49% LA/57% Nat) ***Above Nat PP*** | 61% (71% LA/74% Nat) |
| **Year 1 Phonics 2018-19** *(Only 54% of this cohort achieved a GLD)* | | ***Pupils eligible for PP (30)*** | ***Pupils not eligible for PP (29)*** |
| **Proportion achieving the expected standard in Year 1 Phonics** | | 60% (LA – 67.7%) | 76% (LA – 83%) |
| **KS1 2018-19** | | ***Pupils eligible for PP (27)*** | ***Pupils not eligible for PP (28)*** |
| **Proportion achieving at least expected standard in Reading** | | 56% (55% LA) ***Above LA PP*** | 89% (75%) |
| **Proportion achieving at least expected standard in Writing** | | 56% (47%) ***Above LA PP*** | 86% (69%) |
| **Proportion achieving at least expected standard in Maths** | | 59% (56%) ***Above LA PP*** | 93% (75%) |
| **Proportion achieving at least expected standard in R/W/M combined** | | 56% (43%) ***Above LA PP*** | 85% (65%) |
| **KS2 2018-19** | | ***Pupils eligible for PP (29)*** | ***Pupils not eligible for PP*** |
| **Proportion achieving at least expected standard in Reading** | | 37% (NAT 62%) | 59% (NAT 78%) |
| **Proportion achieving at least expected standard in Writing** | | 47% (68%) | 69% (83%) |
| **Proportion achieving at least expected standard in GPS** | | 47% (67%) | 72% (83%) |
| **Proportion achieving at least expected standard in Maths** | | 37% (67%) | 59% (84%) |
| **Proportion achieving expected standard or above in R/W/M** | | 27% (51%) | 48% (71%) |
| **Average progress score in Reading** | | -5.60 (LA -0.43) | -2.33 (LA +0.48) |
| **Average progress score in Writing (TA)** | | -3.20 (LA -0.42) | -1.70 (LA +0.49) |
| **Average progress score in Maths** | | -6.48 (LA -0.25) | -3.40 (LA +0.94) |

**What has gone well for attainment?**

* **Good level of development is above national Pupil premium children Vs National results.**
* **Pupil Premium children outperformed non-pupil premium children in Early Years.**
* **Pupil Premium children in KS1 outperformed LA Pupil Premium children.**

**Still to work on…**

* **Close the attainment gap for Pupil Premium and non-Pupil Premium children across Reading, Writing and Maths in KS1.**
* **Significant improvements in attainment need to happen particularly for KS2 Pupil Premium children in Reading, Writing and Maths in Year 6.**

**Impact of last Pupil Premium Strategy**

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| **Desired Outcome** | **Impact** |
| **Improved language development leading to diminishing difference in all subjects** | * **As a cohort 57% made expected progress and 43% made more than expected progress since the baseline.** * **Of the children who received SALT interventions in Reception, 7/8 children made at least 6 months progress.** |
| **Increase standards in reading in KS2** | * **The Question Level Analysis of the KS2 tests concluded that the children attempted to answer every question. However they needed to focus on papers 1 and 2 rather than paper 3 which is more targeted for the children working at greater depth.** * **This is going to be addressed this year through 1-2-1 reading, home reading, further practise of SATS papers and timed reading activities. Children working towards or at age related are going to be well rehearsed in the questions they need to prioritise.** * **We are also going to continue to build a love of reading and introduce reading partners where the year 6 children read to the Reception children.** |
| **Increased confidence and positive attitudes to writing across school.** | * **Restorative learning taking place and this having a positive effect on behaviour incidents and exclusions.** * **Currently, behaviour for the vast majority of children is still good as commented upon by Steve Dawson, Jackie Reid, Sarah Coltman, Leaders from The Music Federation and staff from the Great Yorkshire Show and The Natural History Museum who all commented on the behaviour of children on a recent educational visits.** * **There is however still between 6 and 9 very high tariff children (2% of the school population) who are being managed well but who would cause significant disruption in their classrooms. For this reason they are either being taught:** * **off-site (REACH)** * **in the school’s support centre (Restorative Learning)** * **with a reduced timetable** |
| **A – E**  **Quality of Wave 1 High Quality teaching increased so 90% is at least good with 20% outstanding** | * **On the teaching overview in the Summer term 18 teachers were observed and 22% were below the required standard, 11% were outstanding, 44% good and 22% were good with outstanding features.** * **Since this, two of the teachers who were not teaching to the required standard have since left. One of the teachers is an NQT and the other is a new member of staff who will be taking part in a lot of training and coaching.** |
| **Improved language development** | * **As a cohort 57% made expected progress and 43% made more than expected progress since the baseline.** * **Of the children who received SALT interventions in Reception, 7/8 children made at least 6 months progress.** |
| **Increased Reading standards of PP in KS2** | * **Through observations it was found that teachers were following the scheme and a range of reading strategies were used by children.** * **The QLA of the KS2 tests concluded that the children didn’t have the reading stamina to complete all the questions. This is going to be addressed this year through 1-2-1 reading, home reading, further practise of SATS papers and timed reading activities.** * **We are also going to continue to build a love of reading and introduce reading partners where the year 6 children read to the Reception children.** |
| **Improved social and emotional development** | * **Restorative learning taking place and this having a positive effect on behaviour incidents and exclusions. Nurture taking place with a familiar adult and these will continue in the new term.** |
| **Develop reasoning skills to raise standards in KS2 maths** | * **Staff are all using the Maths no problem Singapore-style lessons and this is showing improvements with reasoning but due to stamina and arithmetic skills, the schools KS2 results have dropped this year** * **Fluent in 5 to be introduced next year.** |
| **Increased parental engagement/ awareness of value of home support** | * **The Parent Support Adviser has had a massive impact on parental engagement, and they have conducted sessions on behaviour, courses for parents, carried out cluster referrals EHPs and carried out home visits. The PSA also delivers a mum’s and tots group to engage vulnerable families.** |
| **Increased attendance and punctuality rates for PP pupils** | * **The parent support adviser and attendance officer work tirelessly to improve attendance figures for our vulnerable families.** * **The walking bus helps many of our families and the breakfast club which is subsidised by the school to ensure that the children are getting a healthy breakfast and that they are in school on time.** * **Attendance figures for PP children last year were 93% and this was a gap of 3% to non-PP children.** |
| **Improved social and emotional development** | * **Children participated in a range of residentials and trips and many of these were subsidised, which gave the children the opportunity to have experiences that they wouldn’t normally have the chance to attend.** |

**Priorities for Pupil Premium spending 2019/20**

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| **Priority 1.** | Increase the progress and attainment of pupil premium children to diminish the difference between PP and non-PP children in Reading, Writing, Maths and Phonics. | (Barriers A, F) |
| **Priority 2.** | To improve the language acquisition throughout the school so that the children can access the curriculum sucessfully. | (Barriers A, F) |
| **Priority 3.** | To foster positive learning behaviours so that the children can have a growth mindset to learning and are resilient learners. | (Barriers C, E, F) |
| **Priority 4.** | Increase punctuality and attendance for PP children to diminish any in-school difference. | (Barriers E, F) |
| **Priority 5.** | To further engage parents and strengthen the partnership between home and school, to include increased home reading, homework completion and attendance at information events. | (Barrier F) |

**Please refer to the new Pupil Premium Strategy for a breakdown of the priorities and a list of actions.**