



Overview of the school 2018-19

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (YR – Y6)	198
Total number of pupils eligible for PPG	87
Total amount of PPG received	£114 840 (£1320 per pupil)

What is the Pupil Premium?

The Pupil Premium was introduced in April 2011. It is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and the children of armed forces personnel.

The Pupil Premium for 2018-19 was allocated to schools with pupils on roll in January 2019 that were known to have been eligible for free school meals at any time in the last six years.

Schools have the freedom to spend the premium, which is additional to the basic school budget, in the way they think will best support the raising of attainment for the most vulnerable pupils.

We ensure that teaching and learning opportunities meet the needs of all pupils and that appropriate provision is made for children who belong to vulnerable groups. This includes ensuring the needs of socially disadvantaged pupils are assessed and addressed.

The Barriers to Learning for some pupils currently in receipt of Pupil Premium may include:-

- Communication and Interaction-e.g. Difficulty with the acquisition / use of language, literacy, numeracy skills
- Cognition and Learning- e.g. Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding.
- Social and Emotional Needs- e.g. they may sometimes appear isolated, have immature social skills, be overactive and lack concentration.
- Sensory Needs
- Resilience
- Access to enrichment activities.

The strategies the school is developing to address the barriers are designed to support **all** children to achieve academically and develop emotionally to benefit from the opportunities provided for them. Disadvantaged children are rigorously tracked by dedicated senior leaders above and beyond the pupil tracking system. We work tirelessly for the children to make at least as much progress as their peers and that any gaps identified are addressed and narrowed.

In addition, the school ethos is that the progress, attainment and well-being of disadvantaged children is everyone's responsibility. All staff have high expectations of all children. We strongly believe that,

with the right level of support (including providing opportunities to stretch and challenge) gaps can be closed and the progress and attainment bar raised for all pupils.

The Governing Body and the Head Teacher have put the following in place:

- ❑ Pupil tracking systems have been refined to monitor the progress of children who are eligible for Pupil Premium.
- ❑ The Leadership and Curriculum Management Teams analyse performance data, tracking differential attainment of groups and reorganising staffing/resources as required.
- ❑ Additional assessments made by external agencies for pupils who have been identified as at risk of not making progress.

Measuring the impact of our Pupil Premium Spending 2018 /19

As a result of this rigorous and robust approach to provision mapping and impact evaluation the gap in attainment between pupils eligible for PPG and national non-disadvantaged pupils has narrowed. In reading, writing and maths combined in 2017, the gap was - 26%. In 2018 the gap was - 3% and in 2019 school disadvantaged pupil outperformed non- disadvantaged pupils nationally by +2% in RWM combined.

On entry to our setting there were none of the 2018 -19 cohort (eligible for PPG)) who were 'typical' on entry to our setting and at the end of the Reception year 57% of these pupils were typical in all prime areas.

Key Stage two disadvantaged pupils:

Writing: 82% of disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils nationally. Therefore, there is an achievement gap of 1%. National disadvantaged is 68%. The performance of disadvantaged pupils in school is similar to 'Other' pupils nationally.

Reading: 100% of disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils nationally. Therefore, there is an achievement gap of 22%. National disadvantaged is 62%. The performance of disadvantaged pupils in school is better than 'Other' pupils nationally.

Spelling, punctuation and grammar: 100% of disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils nationally. Therefore, there is an achievement gap of 17%. National disadvantaged is 67%. The performance of disadvantaged pupils in school is better than 'Other' pupils nationally.

Maths: 82% of disadvantaged pupils achieved the expected standard compared to 84% of 'Other' pupils nationally. Therefore, there is an achievement gap of 2%. National disadvantaged is 67%. The performance of disadvantaged pupils in school is slightly below 'Other' pupils nationally.

Reading, writing and maths combined: 73% of disadvantaged pupils achieved the expected standard compared to 71% of 'Other' pupils nationally. Therefore, there is an achievement gap of 2%. National disadvantaged is 51%. The performance of disadvantaged pupils in school is slightly better than 'Other' pupils Nationally

Key Stage One disadvantaged pupils

Writing: 71% of disadvantaged pupils achieved the expected standard compared to 72% of 'Other' pupils nationally. Therefore, there is an achievement gap of 1%. National disadvantaged is 50%. The performance of disadvantaged pupils in school is slightly less than 'Other' pupils Nationally.

Reading: 79% of disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils nationally. Therefore, there is an achievement gap of 0%. National Disadvantaged is 60%. The performance of disadvantaged pupils in school is the same as 'Other' pupils Nationally.

Maths: 71% of disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 8%. National disadvantaged is 58%. Disadvantaged pupils' performance is above disadvantaged pupils nationally, but below 'Other' pupils nationally.

Phonics screening:

65% of disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils nationally. Therefore, there is an achievement gap of 19%. National disadvantaged is 69%. Disadvantaged pupils are below disadvantaged pupils nationally. However, this shows a 5% increase in the number of pupils who achieved the expected standard in reading and were disadvantaged from EYFS to KS1.

Early Years Foundation Stage:

25% of disadvantaged pupils achieved the GLD. Nationally, 73% of non-disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of 48%. National disadvantaged is 54%. Disadvantaged pupils are below disadvantaged pupils nationally. However, none of these pupils entered the school in the two-year-old provision at a typical level. They were all either below typical or well below typical.

Nature of Support 2018 /19

Using the Edukit well-being surveys and pupil questionnaire we identified strategies that we felt would benefit the Pupil Premium children at Handale Primary School. Some of them are listed below:-

- Four Teaching Assistants were appointed to focus on supporting pupils that are eligible for FSM in FS, KS1 & KS2 respectively.
- A Teaching Assistant was appointed in nursery to work with EYPP pupils.
- Staff were released to work with nursery parents (PEEP project) and an additional member of staff was employed for the project
- An additional Teaching Assistant was employed to work with the SEND pupils also eligible for the PPG
- Reading: phonics and reciprocal reading strategies were embedded throughout school
- Inspire maths was embedded and encourages collaborative learning
- Strategic use of the school's Learning Mentor to effectively manage the needs of disadvantaged families, working alongside the Assistant Headteacher and Headteacher on evidence gathered from Edukit, pupil questionnaires, behaviour logs and other agencies.
- Teaching assistants were trained to deliver high quality phonics sessions
- Targeted interventions were provided by four dedicated teaching assistants and one SEND teaching assistant who have worked alongside the teachers to provide high quality interventions under the direction of the Key Stage lead and class teachers.
- All interventions were identified on provision maps
- All staff delivering interventions completed impact evaluation sheets which were updated regularly.
- The two classes with high SEND and high PPG pupils received additional support from two Higher Level Teaching Assistants.
- The school's Healthy School Lead continued to work with the local Public Health Commissioner, (Scott Lloyd) in order to provide opportunities to promote healthy lifestyles and termly meetings were planned to review progress and to prioritise future actions. These actions will benefit disadvantaged pupils in particular.
- PE Timetabling was reviewed across school
- The school Healthy Snack and Healthy Packed Lunch policies was drafted and implemented.
- Two residential visits are provided each year, one in the Spring term for year 3 / 4 pupils and one in the summer term for year 5/ 6 pupils.
- Offsite visits linked to the curriculum topics and transition
- All after school clubs are free to all pupils and the take up by those pupils eligible for the PPG is monitored.