

# Pupil Premium Strategy Statement Evaluation Report to Governors 2019

Summary information					
<b>School</b>	Branton St Wilfrid's Primary School			Date: September 19	
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	Sept 19 ££24,020	<b>Date of most recent external PP review</b>	Summer 2018
<b>Total number of pupils</b>	Number adjusted 196 ( Nov 19)	<b>Number of pupils eligible for PP</b>	Based on: 18 pupils ( 2018/19 pupils)	<b>Date for next internal review of this strategy</b>	Autumn 2019
		<b>Current numbers</b>	14pupils Nov 19		

## Evaluation 18/19

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Legacy of inconsistent teaching of phonics which is seen to have a negative impact on spelling in KS2	
<b>B.</b>	Maths – use of vocabulary when applying to reasoning	
<b>C.</b>	Support for Social and Emotional needs	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Potential low attendance affects Individuals and also by other issues dealt with through multi-agency involvement	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	
	<i>Success criteria</i>	
<b>A.</b>	Pupils to reach aspirational targets in spag Y6	- 100% of pupils reaching ARE and GD 7/7pupils
<b>B.</b>	Pupils to reach aspirational targets in Maths Y6	- 88% of pupils reaching ARE and GD 7/8 pupils
<b>C.</b>	Personalised support for pupils with emotional and social needs	- Outcomes star N/A
<b>D.</b>	Individuals demonstrate improved attendance	- 88%Attendance to be greater than 90%

## Quality of Teaching for All

Desired outcome	Chosen action / approach	Impact
High quality maths teaching of arithmetic and reasoning skills across the school	Develop use of mathematical vocabulary. Higher focus on arithmetic	Evidence in lessons and in pupil outcomes shows pupils more knowledgeable Vocabulary taught more explicitly evidence on wall and referred to in teaching and used by pupils in written answers. Arithmetic test scores improved
High quality consistent phonics teaching across EYFS & KS1	New staff to be trained in the RWI approach in the first half term	Outcomes 93% @Y1 Cumulative 93% Y2 Ofsted externally validated phonics delivery and T+L judged to be good Next Steps – further training for new staff
High quality consistent teaching of the Branton Reading approach	New staff to be trained in the reading approach. In the first half term	Reading approach showing consistent outcomes across school to be national or above KS2 outcomes in line with national 73% but on analysis of test papers 4 pupils struggles with reading stamina including fluency and pace– This is now a whole school priority
High quality consistent teaching of spelling	All staff to be trained in the new spelling approach in the first two weeks of term.	New spelling approach in place and spelling outcomes improving despite several pupils having spelling issues ( SEN)Across school spelling outcomes are more in line with writing end of year assessment outcomes. Need to review the approach for new staff Sept 19
To ensure all staff are aware of who the disadvantaged pupils are and the criteria for them being designated as this.	<ul style="list-style-type: none"> <li>All staff have an up-to-date list of pupil premium pupils.</li> </ul>	Staff are aware of expectation around PP pupils- All have PP IEP Outcomes for PP closing gap generally but over time this will be variable due to small numbers and some PP with complex needs.
To track progress, attainment and attendance of disadvantaged pupils in order to identify patterns and barriers to be able to put in action to overcome them	<ul style="list-style-type: none"> <li>Pupil Premium Education Plan for each child to establish barriers and identify additional support pupils require</li> <li>Disadvantaged pupils a key focus in all half termly pupil progress meetings.</li> <li>HT report to governors includes key information about PP pupils.</li> <li>Pupils who require accelerated progress to choose a learning mentor who they will meet regularly</li> </ul>	Attainment variable depending on needs of pupils If pupils have no SEN these pupils are attaining in line with peers.  Attendance of PP as a whole positive and in line with national <b>(95.8) actual 95.91 18/19</b>

## Targeted Support

Desired outcome	Chosen action/approach	Impact
Y6 pupils to achieve their target in writing	Intervention on the same day by the teacher	7/8 pupils attained EXS and one of these achieved GDS in writing
% Y6 pupils to achieve ARE in reading	Daily reading support from TA to build stamina and fluency skills in reading	6/8 pupils attained EXS and two of these achieved GDS
%Y6 pupils to achieve ARE in maths	Same day intervention to develop fluency skills. Additional session to develop reasoning skills twice per week with teacher/TA	7/8 pupils attained EXS and one of these achieved GDS

Vulnerable pupils to have regular opportunities to discuss concerns about school or home with a	Learning mentors to have meetings with vulnerable pupils to resolve any issues.	All pupils report they benefited from mentor support informally. Improved engagement for 90% of pupils
Pupils to feel confident	Metacognition training for staff and pupils 1 to 1 mentoring	Not started until Sept 2019 1 :1 mentoring impacted on pupils confidence 90% of pupils improved
Pupils to be included in curriculum enrichment and residential (peripatetic lessons, trips, after-school clubs)	Adult mentors to support pupils to voice choice of activities	Pupils have attended residential unless parents have not let pupils attend

## Data 2018/19

EYFS - percentage of pupils achieving Good Level of Development	
2019	
% Achieving Good Level of Development	
All pupils (21)	<b>81%</b> 17/21pupils
Disadvantaged Pupils (1)	0% 1/21 pupils
Other Pupils (20)	85% 17/20 pupils
School PPG gap	-85%
National PPG gap	-16%

Key Stage 1						
Key Stage 1 Outcomes	2019					
	Showing % of pupils attaining at expected standard or at greater depth					
	Reading		Writing		Maths	
	At Exp Stand	At GD	At Exp Stand	At GD	At Exp Stand	At GD
All Pupils ( 28)	86%	32%	82%	25%	86%	32%
Disadvantaged Pupil (1)	100%	0%	100%	0%	100%	0%
Other Pupils (27)	85%	33%	81%	26%	85%	32%
School Difference	+15%	-33%	+19%	-26%	+15%	-32%
National Gap	-13%		-14%		-14%	

Phonics – percentage of pupils achieving the expected standard in the phonics screening test.	
2019	
All pupils (28)	93%
Disadvantaged Pupils (1)	100%
Other Pupils (27)	93%
School PPG gap	+7%
National PPG gap (2017)	-11%
2019	
Year 2	
All Pupils	93%
Disadvantaged Pupils (1)	100%
Other Pupils (27)	93%
School PPG gap	+7%
National PPG gap (2017)	-6%

Key Stage 2						
Key Stage 2 Outcomes	2019					
	Showing % of pupils attaining at expected standard or at greater depth					
	Reading		Writing		Maths	
	At Exp Stand	At GD	At Exp Stand	At GD	At Exp Stand	At GD
All Pupils	73%	30%	80%	23%	90%	27%
Disadvantaged Pupil (8)	71%	29%	86%	14%	86%	3%
Other Pupils (22)	74%	30%	78%	26%	91%	35%
School Difference	-3%	-1%	+8%	-12%	-5%	-7%
National Gap	-16%	TBC	-15%	TBC	-16%	TBC

Scaled Scores Key Stage 2						
	Reading		EGPS		Maths	
	Disadvantaged Pupils	Other	Disadvantaged Pupils	Other	Disadvantaged Pupils	Other
2018	102	104	100	109	106	107
2019	105	105	105	106	103	106

Years 1, 3, 4 and 5 2019 Percentage of Pupils achieving at the Expected Standard						
Year Group	Reading		Writing		Maths	
	Disadvantaged Pupils	All	Disadvantaged Pupils	All	Disadvantaged Pupils	All
Year 1 (1pupils)	100%	89%	100%	86%	100%	86%
Year 3 (2 pupils)	100%	80%	100%	80%	100%	87%
Year 4 (3 pupils)	67%	86%	67%	82%	33%	82%
Year 5 (2 pupils)	50%	79%	50%	79%	50%	79%

## Impact of Funding

Overall the attainment gap between PP and Non is better than national

We have small cohorts of PP compared to national so data needs to be compared with caution.

Quality first teaching has improved and by July 85% of teaching was good or better. This need to continue to be a focus so that even more teaching is good and outcomes strengthen.

Maths teaching and learning has improved and staff are familiarising themselves with a new scheme. More time allocated to practising arithmetic is supporting improvements.

Reading stamina needs to be a focus moving forward to further strengthen the outcomes for all but also for PP pupils.

The targeted action taken has contributed to PP funded pupils improving outcomes but even more needs to be invested in order to accelerate progress of those pupils who have the ability to strengthen progress through out school.

## 2019/20

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

**In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>C.</b>	Intervention in basic skills –reading and writing and maths- specific learning difficulties	
<b>D.</b>	Support for social and emotional needs	
<b>E.</b>	Support for specific learning difficulties- Language, dyslexic tendencies	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance and punctuality affects individuals	
<b>E</b>	Other issues dealt with through multi-agency involvement- home	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>E.</b>	Pupils to reach aspirational targets in reading	<ul style="list-style-type: none"> <li>- 100%Reach personal target set</li> <li>- 64% of pupils reaching ARE and GD</li> </ul>
<b>F.</b>	Pupils to reach aspirational targets in writing	<ul style="list-style-type: none"> <li>- 100%Reach personal target set</li> <li>- 64% of pupils reaching ARE and GD</li> </ul>
<b>G.</b>	Pupils to reach aspirational targets in maths	<ul style="list-style-type: none"> <li>- 100%Reach personal target set</li> <li>- 64% of pupils reaching ARE and GD</li> </ul>
<b>H.</b>	Personalised support for pupils with emotional and social needs	<ul style="list-style-type: none"> <li>- Questionnaires report that 100% of pupils attending the school full time are positive overall.</li> </ul>
<b>I.</b>	Individuals demonstrates improved punctuality	<ul style="list-style-type: none"> <li>- Attendance to be in line with national or above 96%</li> </ul>

Planned expenditure 2019					
Academic year	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.					
<b>i. Quality of teaching for all</b>					
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?
High quality maths teaching of arithmetic and reasoning skills across the school	Further develop use of mathematical vocabulary. Increased focus on daily arithmetic	Pupils are not secure with using some vocabulary which is required when understanding reasoning questions Some pupils not fluent in four rules of calculation	A maths enquiry is planned early in the Autumn Term to check consistency of approach. Further staff training will be implemented as required. Tracking of arithmetic scores weekly	RW (JoT)	Autumn 1
High quality consistent phonics teaching across EYFS & KS1	New to phonics staff to be trained in the RWI approach in the first half term	RWI has had a positive impact on outcomes for pupils. This consistent approach must be sustained in order for this to continue.	New phonics leader will deliver phonics lessons in the first two weeks of Autumn 1 to model the approach for all staff delivering phonics Follow up 1 :1 coaching	FA (JoT)	Autumn 1
High quality consistent teaching of the Branton Reading approach	New staff to be trained in the reading approach. In the first half term Training for volunteer readers Develop the reading culture in the school and in each classroom	The Branton approach to teaching reading has had a positive impact on outcomes for pupils. This consistent approach must be sustained in order for this to continue. Focus on reading stamina for some pupils measuring speeds Focus on using all opportunities across the day to encourage reading Metacognition has shown to support pupils to be self-motivated	Drop-ins by the literacy leader. Reading enquiry Autumn Term. Coaching of staff where needed Pupil interviews/questionnaires around reading	(JoT) KM	Autumn 1
High quality consistent teaching of writing and spelling	New staff to be trained in the Branton writing approach RWI spelling revisited Basic skills picked up across the curriculum	Following the general improvement in writing outcomes ensure staff follow approach Following on from the positive impact of RWI phonics, the school will now follow the RWI spelling to support the teaching and consistency of developing strategies for teaching spelling.	Training to take place in early Autumn 1 Coaching follow up where needed	(Jo T)	Autumn 1
To ensure all staff are aware of who the disadvantaged pupils are and the criteria for them being designated as this.	<ul style="list-style-type: none"> <li>All staff have an up-to-date list of pupil premium pupils.</li> <li>Discussion during INSET and PPM</li> </ul>	PP pupils high profile in school. Staff know who the pupils are and are targeted to reach their potential so achievement is in line with peers where possible.	SLT to be responsible for Pupil Premium Drop ins, lesson observations and Pupil Progress Meetings. Outcomes will be reported to Governors via the Headteachers	SA/JT	Autumn 1 And ongoing.

			report to enable effective monitoring & challenge to take place.		
To track progress, attainment and attendance of disadvantaged pupils in order to identify patterns and barriers to be able to put in action to overcome them	<ul style="list-style-type: none"> <li>• Pupil Premium Education Plan for each child to establish barriers and identify additional support pupils require</li> <li>• Disadvantaged pupils a key focus in all half termly pupil progress meetings.</li> <li>• HT report to governors includes key information about PP pupils.</li> <li>• Pupils who require accelerated progress to choose a learning mentor who they will meet regularly</li> </ul>	PP pupils high profile in school Staff know who the pupils are and are targeted to accelerate progress so achievement is in line with peers	Drop ins, lesson observations and Pupil Progress Meetings a minimum of half termly. Outcomes will be reported to Governors via the Head Teachers report to enable effective monitoring & challenge to take place.	Jo T	Autumn 1 And ongoing.
<b>Total budgeted cost</b>					6000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupil premium pupils to achieve their own target in writing	Intervention on the same day /next day by the teacher /TA for writing	High quality, targeted intervention based on the learning taking place in class will support these pupils to close the gap in understanding.	Monitoring by the Leader (JoT) on a weekly basis. Review of impact at half termly Pupil Progress Meetings, and more frequently than this if monitoring raises issues of impact. 8/14 to reach EXS/GD	JoT	Jan 20
Pupil premium pupils to achieve targets in reading	Daily reading support from TA to build stamina and fluency skills in reading Monitor reading speeds	Targeted support taking place in addition to whole class teaching to close the gap in fluency of reading	Monitoring by the Leader KM on a ½ termly basis. Review of impact at half termly Pupil Progress Meetings, and more frequently than this if monitoring raises issues of impact. 9/14 to reach EXS/GD	KM (JoT)	Jan 20



Pupils premium pupils to achieve targets in maths	Same day intervention to develop fluency skills. Additional session to develop reasoning skills twice per week with teacher/TA	Targeted support linked to the learning taking place in class to support with fluency of application of the 4 operations of maths.	Monitoring by the Maths Leader (SG) on fortnightly basis. Review of impact at half termly Pupil Progress Meetings, and more frequently than this if monitoring raises issues of impact. 9/14 to reach EXS/GD	RW ( JoT)	Jan 20
Vulnerable pupils to have regular opportunities to discuss concerns about school or home with a nominated adult	Key Workers to have meetings with vulnerable pupils to resolve any issues. weekly	PP pupils have specific complexities that may require support to resolve.  Self-esteem questionnaires	Monitoring by PP lead to ensure contact with learning mentors are consistent	JoT/SA	Dec 19
Pupils to feel confident	Metacognition 1 to 1 KW support	Pupils will be able to identify own barriers to learning and strategies to overcome them as researched through the EEF.  Self-esteem questionnaires Metacognition audit	Monitoring by PP lead and SA who is responsible for metacognition	SA+ SC	Dec 19
Pupils to be included in curriculum enrichment and residential (peripatetic lessons, trips, after-school clubs)	PP lead to support pupils to voice choice of activities	All chn to have the opportunity to be included in enrichment activities if they choose Supported costs	Monitoring of individual pupils expenditure	JoT	Spring 1
<b>Total budgeted cost</b>					18,000

