

Meeting:	Curriculum & Standards Committee Meeting
Date of Meeting	13.11.19
Agenda Item	6C
Action Required	For information and approval and for the website
Document	Statement of Impact of the Pupil Premium 2018/19

Statement of Impact of the Pupil Premium 2018/19

Claycots School Partnership

	Number on roll	Eligible for Ever 6	LAC	SGO	Forces	Amount allocated	Governor Responsible	Lead Staff member
2019/20	1552	340	8	0	0	£467,200	<i>J Akinlabe</i>	<i>J Talbot</i>
2018/19	1502	323	4	8	0	£430,145	<i>J Akinlabe</i>	<i>J Talbot</i>
2017/18	1364	335	4	8	0	£432,850	<i>J Akinlabe</i>	<i>J Talbot</i>
2016/17	1219	318	5	0	0	£419,760	<i>J Akinlabe</i>	<i>J Talbot</i>

The Pupil Premium Strategy for 2018/19 was to place support in three areas:

- Quality First Teaching
- Social and emotional and wellbeing
- Experiential learning

The school also commissioned an external review of the Pupil Premium Strategy in November 2018, recommendations from which were implemented during the academic year 2018-19.

Data Outcomes:

Key Stage 2 – three year trend of reducing the gap

2017 Percentages of pupils achieving at expected +				
	Reading	Writing	Maths	RWM
All pupils	67	85	61	56
PP	53	81	41	34
gap	-14%	-3%	-20%	-22%

2018 Percentages of pupils achieving at expected +				
	Reading	Writing	Maths	RWM
All pupils	72	86	71	63
PP	67	79	60	51
gap	-5%	-7%	-11%	-12%

2019 *Percentages of pupils achieving at expected +				
	Reading	Writing	Maths	RWM
All pupils	58	76	74	58
PP	54	73	68	54
gap	-4%	-3%	-6%	-4%

*unvalidated data

The gap between Pupil Premium pupils and all pupils has significantly closed over three years, and now stands at 4% for combined Reading, Writing and Maths. Gaps for individual subjects have similarly narrowed.

National Pupil Premium RWM in 2018 was 51%, which Claycots equalled. The National 2019 figure will be released in December 2019.

Key Stage 1 – phonics gap

Phonics 2018		
	Year 1 phonics check	Year 2 phonics check
All pupils	82%	94%
PP	81%	93%
gap	-1%	-1%

Phonics 2019		
	Year 1 phonics check	Year 2 phonics check
All pupils	77.4%	90.3%
PP	62.5%	84.1%
gap	-14.9%	-6.2%

A gap appeared between Pupil Premium and non-pupil premium in 2019. Phonics data was below national for all pupils this year and will be a focus for the school.

Key Stage 1 – Year 2 expected + gap reduced over two years

2018 Key Stage 1 Expected +			
	Reading	Writing	Maths
All pupils	69.9	69.9	77
PP	42.8	37.1	45.7
gap	-27.1%	-32.8%	-31.3%

2019 Key Stage 1 Expected +			
	Reading	Writing	Maths
All pupils	70.3	67.8	73.3
PP	55.6	66.7	57.8
gap	-14.7%	-1.1%	-15.5%

The achievement gap between PP and non-PP pupils at KS1 remains large, although this has significantly reduced since 2018.

EYFS – small gap in GLD increased

	2018 GLD	2019 GLD
All pupils	74%	72%
PP	71%	67.4%
gap	-3%	-4.6%

Other Year Groups – variable gaps

Percentage of pupils at expected +				
	Year 1	Year 3	Year 4	Year 5
All pupils reading	74.4	67.2	72.2	74.8
PP reading	50	44.2	66	74.1
All pupils writing	68.1	63	65.7	66
PP writing	50	44.2	55.3	74.1
All pupils maths	74.8	75.2	70.2	72.8
PP maths	40.6	50	57.4	70.4

The national attainment gap for disadvantaged pupils is 20% at Key Stage two (Based on 2018 data). Claycots attainment gaps are variable depending on the cohort of pupils. Year 1 and Year 3 have the largest gaps, with pupil premium maths most affected. Gaps in Year 4 are smaller at between 6% and 12%.

Quality First Teaching Outcomes

The Pupil Premium Audit identified barriers to learning which were characteristic of pupils at Claycots who are eligible for the Pupil Premium Grant. These included:

- Pupils were more likely to be absent
- Pupils were more likely to have unfinished work in their books
- Pupils started work more slowly
- Pupils were off task more often
- Pupils completed less work
- Pupils reported that they were less likely to complete homework

To address these, the school held an INSET day to feed back on these characteristics. Teachers worked to positively address the pupils' characteristics in class, using strategies such as:

- Ensuring that the teacher checks in with the pupil during independent work
- Ensuring that pupils begin work promptly
- Targeting pupils with questions in class
- Ensuring that pupils catch up with missed work or lessons
- Working with the Family Support team to address poor attendance

The school also reviewed how Pupil Progress meetings were completed, and undertook these with all teachers and year groups in the Spring and Autumn terms. Pupils were identified for teacher focus in class, as well as additional interventions with the class teacher using directed time.

Chosen approach	Desired outcome	Rationale	Cost	Evaluation
Whole school INSET dedicated to Pupil premium rationale and Pupil Premium progress meetings January 2019	For teachers to understand pupil premium and the importance of tracking the data	The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds (Sutton Trust)	INSET for 86+ staff PP leader timex1 HT timex2 6 hours =£630	Staff expressed a raised awareness of the importance of understanding the needs of the Pupil Premium pupils. Pupil Progress meetings had a PP focus and data was analysed/understood by teaching staff working cross campus.
2x CPD sessions to support teachers to identify characteristics of underachievement in their classrooms and identify strategies to target this	For teachers to identify characteristics specific to their classes and phases and identify key strategies to target the underachievement	External pupil premium review in November 2018 identified some characteristics of underachievement; teachers need to understand how this presents in their classrooms in order to address this.	58 teachersx3 hours PP leader time 5 hours =£175	Teachers identified characteristics of PP pupils in their classrooms and contributed to professional discussions on how to adjust pedagogy to support the pupils. Standards walk by Pupil Premium Governor showed this work in action.
Termly pupil progress meetings for all teachers, focusing on progress/prior attainment of pupils (eg EYFS or KS1 attainment).	Leaders and class teachers will have a good understanding of high, middle and low previously attaining children in order to track progress effectively.	The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds(Sutton Trust)	58 teachers x2 hours =£2,320	Teachers targeted in-class support to focus pupils identified through the use of data. Gaps were closed in Year 2 and Year 6 from previous years. Teachers had a good understanding of the prior attainment of their PP children as evidenced by the PPM documents submitted to the SLT.
Half termly strategy meetings for Year 6 and Year 2 pupils including all key staff members	Staff will have a holistic understanding of the needs of pupils in Y6 and Y2 who require additional support	Staff will have a good understanding of the desired outcomes and will be able to effectively hold each other to account.	15x CT+1 PP leader+1 AHT for 1 hour for 4 remaining half terms=£1,480	Year 6 and Year 2 strategy meetings held with key staff members. Gap in PP attainment has reduced on last year in Y2 and Y6.

Directed time interventions (1 hour per week additional time for teachers)	Teachers will perform fluid interventions and feedback with students who require further input.	EEF toolkit – feedback and individualised instruction have good impact	1 hour CT per week x 53 classes £41,340	Observations of teachers during standards walks show that these interventions were taking place. Interventions were discussed and agreed during PPM meetings – see note above.
Intervention Teacher team to team-teach in specific Y6 classes during morning sessions, reducing pupil:teacher ratio for those lessons	Pupils requiring intervention in Y6 will not be withdrawn from QFT during core lessons without clear rationale	Disadvantaged pupils can access more direct teacher time during these sessions	4x MPS teachers £113,624	Significant gap reduction in Year 6 outcomes for PP pupils in 2019. Gap reduction in Year 2 outcomes for PP pupils in 2019.
Intervention teacher team to work closely with year group leads to plan and deliver interventions in Year 6 and 2.	Pupils requiring intervention will have teacher led sessions.	Disadvantaged pupils will benefit from small group learning and additional teacher time.		
Identified gaps in learning to be addressed through the use of PiXL in KS2 and targeted teaching in KS1/EYFS with qualified teacher interventions	Intervention sessions with qualified teachers to close identified gaps in learning and to stretch high attaining PP children	John Hattie: teachers providing pupils with modelling, scaffolding and appropriate steps has good impact		
SEND professional assessments of need to include SENCO testing, SALT and EP assessments	Pupils' needs will be clearly identified and professional advice given to class teachers in how to support specific children	SEND code of Practice 2015 – schools should seek professional advice where required	24% of EP/SALT/ SENCO costs £12,355	
SALT training for TAs on specific programmes	Pupil's needs will be met	SEND code of Practice 2015 – schools should seek professional advice where required	Costed above	Pupil Premium pupils with additional needs have received support from external professionals where necessary, as evidenced by professional reports. SENCO support for teachers to implement reports has supported teacher planning.

<p>CPD of one teacher to specialise in Specific Learning Difficulty Support.</p>	<p>Pupils with SpLD will be identified and supported. Pupils without diagnosis but with similar needs will be supported appropriately.</p>	<p>SEND code of Practice 2015 – schools should seek professional advice where required</p>	<p>24% of training costs £672.</p>	<p>Pupil Premium pupils with SpLD have intervention programmes and are making good individual progress through targeted support.</p>
--	--	--	------------------------------------	--

Chosen approach	Desired outcome	Rationale	Cost	Evaluation
Attendance meetings with Attendance Officer or SLT for those with persistent absence or lateness. Referral to support or to the LA. Attendance officer will meet fortnightly with the family support team and the Headteachers.	Family support needs will be quickly identified. Pupils eligible for the PP grant will have absence in line with their peers and not below 95%	DfE: The persistent absence rate for pupils who were eligible for FSM was more than twice the rate for those pupils not eligible for FSM in 2016/17	Attendance officer and SLT time.	Regular meetings with the Attendance Officer have resulted in some referrals to additional services for family support. Attendance work to continue.
Family Support team to engage with families and the community, support in safeguarding work and signpost parents and children to further help and support. The vast majority of this caseload are disadvantaged families.	Early identification and help for children and families who need support. Embedded safeguarding culture in school. Support for children who are vulnerable. Pre-emptive work where possible.	Keeping Children Safe in Education 2018 – schools have a duty to work with outside agencies to identify and support children.	£80,179	The family support team have worked with the most vulnerable families, providing support and signposting to services. There remains a significant number of pupils who require this work, the majority of whom are Pupil Premium.
Behaviour and pastoral care team – specialist, highly trained team of support staff to complete pre-emptive and de-escalation of behavioural difficulties in addition to reactive work. Training provided to class teachers by the team. The vast majority of this caseload are disadvantaged children.	Number of severe incidents will remain low. Number of exclusions will remain low. Children with behavioural or emotional needs will have these needs met. Teachers are supported with strategies.	EEF toolkit – self regulation has high impact and social and emotional learning has moderate impact. Behavioural interventions have moderate impact.	£44,419	Staff absence and staff turnover impacted the delivery of this service during the academic year 2018/19.

Specialist outreach support from SEBDOS for selected children and families using a graduated approach. The vast majority of this caseload are disadvantaged children	Children will make progress towards set behavioural targets with support from a learning mentor from SEBDOS	EEF toolkit behaviour interventions have moderate impact	£49,234 (Delegated funding until April 2019)	Services provided to pupils and teachers to support social and emotional needs in school.
--	---	--	--	---

Chosen approach	Desired outcome	Rationale	Cost	Evaluation
Outdoor Education Programme, Bronze Silver and Gold awards. Includes residential visits and adventure expeditions.	Children will develop leadership skills, outdoor learning skills. Children will be provided with experiences to enrich vocabulary and learning.	EEF outdoor education moderate impact	24% of salary costs £5,491	Case studies show the impact of the programme on the pupils.
Ufton Immersion 2 year programme to promote self-efficacy and emotional literacy skills in outdoor learning environment	Children will develop social and emotional literacy skills. Children will develop self efficacy which will lead to enhanced learning in the classroom	EEF Metacognition and self regulation good impact. EEF outdoor education moderate impact	£10,000	A selection of Year 3 and Year 4 pupils participated in the programme. Case studies from Ufton Court show the social and emotional impact on the pupils.
Gifted and Talented sports clubs to enable and stretch disadvantaged pupils who have a talent in sports	Claycots pupils will develop enhanced skills through small group training and tuition	EEF sports participation low impact but mastery learning moderate impact.	24% of costs £750	Pupils targeted for the clubs showed enthusiasm and sportsmanship. Pupils participated in competitive sports events.
Music workshops and enhanced provision for identified talented pupils	Claycots pupils will develop enhanced skills through small group training and tuition	EEF arts participation low impact but mastery learning moderate impact	£1000	Talented Pupil Premium pupils participated in an in-house workshop and selected pupils participated in a gifted and talented programme in Slough. Two gifted pupils received funding for instrument lessons. These pupils performed at school events.