

## Westroyd Primary School and Nursery Pupil Premium Impact Report 2018-19

This report explains how we are used the Pupil Premium funding in 2018-19 and the impact it had. The Pupil Premium Budget is used to support the learning of children who are currently or previously been in receipt of Free School Meals. Interventions and support are also provided for all vulnerable pupils who are working below age related expectations, making less than expected progress in key areas of the curriculum or may have specific learning needs.

**Allocation of Pupil Premium 2018 - 19**

**£35,600**

**Total Number of Pupils on Roll**

**148**

**Total Number**

**25 Pupils 17% (September 2018)**

Barrier to Learning	Intervention / Support	Staffing and Cost	Actions	Evaluation / Impact of Actions
<p>Pupils not working at age related expectations in phonics, reading, writing and maths.</p> <p>This could be a result of lack of confidence and / or gaps in learning.</p>	<p><b>Target Individual or Group Support</b></p> <p>Level 2 Teaching Assistants delivering afternoon targeted interventions.</p>	<p>3 Level 2 Teaching Assistants working across KS1 and KS2 5X afternoons a week</p> <p>1 Nursery Nurse 5X afternoons a week</p> <p><b>£14,500</b></p>	<p>Level 2 Teaching Assistants delivering targeted interventions focussing on:</p> <ul style="list-style-type: none"> <li>• Phonics in KS1 and lower KS2 for pupils who did not pass their phonics assessment</li> <li>• Same day maths interventions for pupils in KS1 and KS2</li> <li>• Individual Education Plan or targeted support for individual pupils</li> </ul> <p>In the Early Years the additional support is delivered by a Nursery Nurse:</p> <ul style="list-style-type: none"> <li>• Fine Motor control intervention</li> <li>• Confidence and Talk Time Intervention</li> <li>• Phonics booster groups</li> </ul>	<p><b>Phonics interventions</b> are well targeted and we had a 6.4% increase in pupils who achieved age related expectations in Year One.</p> <p><b><u>% of Pupils who passed Year One Phonics Assessment</u></b></p> <p>Pupil Premium Pupils = 80% (4 / 5 pupils) Non-Pupil Premium Pupils = 92%</p> <p><b><u>% of Pupils who passed Year Two Phonics Assessment</u></b></p> <p>Pupil Premium Pupils = 80% (4 / 5 pupils) Non-Pupil Premium Pupils = 96%</p> <p><b>Maths standards</b> continued to be in line with National at the end of KS1. Same day interventions have been an effective way of plugging learning gaps and supporting pupils with low confidence in maths.</p> <p><b><u>% of Pupils who were age related in Maths at the end of the Year</u></b></p>

				ARE in Maths	PP Pupils	Non PP Pupils
				Year 1	80%	83%
				Year 2	60%	79%
				Year 3	63%	68%
				Year 4	67%	83%
				Year 5	67%	80%
				Year 6	50%	60%
				In Years 4 – 6 low pupil numbers in each cohort result in a wider % gap.		
Children who are not fluent readers or need to build confidence in reading.	<b>Vulnerable Reading Group</b>  Additional adults to focus on regular reading intervention for EYS and KS1	10 hours a week of Level 1 support staff  <b>£2,200</b>  <b>Actual Spend = £1,600</b>	Level 1 LSA / Supporting Adults to provide 1:1 reading support (trained by English Leader) <ul style="list-style-type: none"> <li>Daily Reading</li> <li>Support with phonic skills</li> <li>Support with increased sight vocabulary</li> </ul> Aim of the intervention is to improve fluency in reading in the Early Years and KS1.	Identified pupils in Reception, Year One and Year Two received this support. This support needs to be in place for a longer period of time in order to measure its impact. All pupils who attended the regular sessions, improved confidence and fluency.		
Enthuse reluctant boy writers who are at risk of not making good progress in writing and / or working below age-related expectations.	<b>Boy Writer Group</b>  Buy in an advisor (Articulate) to lead a boys writing group for KS2 boys.	Advisor  <b>£500</b>  <b>Actual Spend = £1,800</b>	Carry out a boys writing project group targeting boys who are lacking with confidence or nearly working at age related expectations.  Group to take place in Spring Term.	This group took place and the boys who participated were enthusiastic about the project. In pupil progress meetings class teachers discussed the positive impact the programme had on the majority of boy's attitude towards writing.  The group of boys (11 pupils) that took part in the project were pupils who were not enthusiastic about writing and were borderline pupils that were at risk of not making expected progress and / or achieve age related expectations.  All boys said that they enjoyed the writing group. 64% made expected or better progress in writing.		

				<p>55% of the boys achieved age related expectations at the end of the year.</p> <p>The Next Step: Evaluate the recommended approaches to writing and look at a whole school approach.</p>
Improve science skills and enthuse learners.	<p><b>Science Club</b></p> <p>Put on a Science Club for targeted pupils.</p>	<p>Curriculum Company</p> <p><b>£500</b></p> <p><b>Actual Spend = £810</b></p>	<p>Buy in a Science Company to inspire children to develop their scientific skills. This should also have an impact on maths and writing.</p> <p>Target group is the more able vulnerable pupils in Year 2 upwards.</p>	<p>KS2 Children who attended the group showed real enthusiasm for Science after the sessions. Subject Leader collected pupil interview evidence which highlighted the enthusiasm and long term knowledge that was acquired through the sessions. It is too early to say what impact this will have on KS2 results.</p> <p>Next Step: Run again with targeted pupils – look at a Year 1 -3 group and a Year 4 – 5 group.</p>
To support fluency in maths.	<p><b>Maths club</b></p>	<p>LSA Overtime</p> <p><b>£200</b></p> <p><b>Actual Spend £200 (on TTR)</b></p>	<p>LSA to deliver Magic Maths Club afterschool for vulnerable children who are at risk of not achieving their end of year target in maths.</p> <p>Target group is borderline pupils in Year 2.</p>	<p>Due to staff absence this afterschool club did not take place. However, we did subscribe to Times tables Rock stars in addition to Mathletics and this has had a positive impact on fluency in KS2 as well as raising the profile of maths.</p> <p>Next Step: LSAs running a lunchtime TTR and Mathletics club for KS1 and KS2 pupils</p>
Support pupils with learning gaps in maths and writing.	<p><b>KS2 Tutoring</b></p> <p>1:1 or small group tutoring for Year 5 and year 6 pupils</p>	<p>KS2 Staff</p> <p><b>£1,608</b></p> <p><b>Actual Spend = £3000</b></p>	<p>Staff paid to deliver after-school tutoring for English and Maths.</p> <p>Once a week tutoring from the Spring Term (1 hour).</p>	<p>Pupils who participated in the tutoring gained confidence and made good progress with their learning. The KS1 writing and KS2 maths group were particularly successful.</p> <p>Next Step: Offer tutoring to targeted group from Spring 1.</p>

<p>Pastoral support for our vulnerable pupils.</p>	<p><b>Nurture Group / Learning Mentor Support</b></p>	<p>Learning Mentors (31 hours equivalent)  <b>£15,200</b></p>	<p>The Learning Mentors offer the following for vulnerable children;</p> <ul style="list-style-type: none"> <li>• Family Support for vulnerable pupils</li> <li>• Lead and support with Early Help Plans (multi-agency meetings)</li> <li>• Support families with attendance and punctuality</li> <li>• Nurture Groups / programmes to support with communication and confidence issues</li> <li>• Individual speech and language support</li> <li>• Individual Educational Plan support work.</li> <li>• Lunchtime club to support emotional wellbeing and offer learning support for pupils working below age related with phonics and reading.</li> </ul> <p>All pupils attending these sessions / groups make good progress with this personal, emotional and social development. This supports the pupils being able to access teaching and learning in the classroom environment to the best of their ability and results in good progress. It has proved crucial to ensure that interventions are well-matched to the pupils' needs and that they are evaluated regularly.</p>	<p>Pupils are well supported in school with their emotional wellbeing and this is done via a drop-in approach as well as providing structured 1:1 or group sessions. 30 pupils have accessed 1:1 or group Learning Mentor support with 50% of these pupils being pupil premium pupils.</p> <p>Next Step: Due to increasing demand increase the pastoral support for pupils in school.</p>
<p>Behaviour and therapeutic support for identified pupils</p>	<p><b>Area Inclusion Partnership</b></p>	<p><b>£1000</b></p>	<p>Money spent to support annual membership and other services such as;</p> <ul style="list-style-type: none"> <li>• Targeted nurture group support</li> <li>• Staff Webster Stratton training</li> <li>• Off-site placement of pupil(s)</li> </ul>	<p>Targeted nurture support has resulted in improved behaviour with individual pupils. In addition to this, targeted support has been provided on a 1:1 basis for 2 of the pupil premium pupils.</p>

		<b>Actual Spend = £1400 (on AIP membership)</b>		Behaviour and emotional wellbeing has improved for the pupils involved. Next Step: To continue targeted support for pupils.
	<b>Attendance Service Level Agreement</b>	<b>£1,670</b>	Attendance Service Level Agreement to support with; <ul style="list-style-type: none"> <li>• Monitoring and Improving attendance and punctuality of vulnerable children</li> <li>• Family support work</li> <li>• Support with school attendance policy and procedures</li> <li>• Training and CPD</li> </ul>	Improved attendance as a whole school and we are closing the gap between pupil premium attendance and non-pupil premium attendance. <b>Attendance for 2018-19</b> Whole School Attendance = 95.7% Attendance for PP Pupils = 94.5% Attendance for Non-PP Pupils = 96% The school's absence dropped by 0.94% in 2018/19 compared to 2017/18 and is below National absence figures.  Next Step: Continue with the SLA and working with targeted pupils.
Support pupils and families who are in times of hardship or crisis.	<b>Emergency PP Fund</b>	<b>£300</b>  <b>Actual Spend = £608</b>	This money is to support especially vulnerable pupil premium funded pupils with support on things such as; <ul style="list-style-type: none"> <li>• Free wrap-around places</li> <li>• Transport cost to support school attendance</li> <li>• Clothing / food</li> <li>• Holiday and Activity clubs</li> </ul>	We have been able to support vulnerable pupils / families that are in need. This has resulted in pupils being happy and safe and equipped to learn at school. In addition to this we subsidised pupils to attend our KS2 residential. This gave pupils the opportunity to experience a wide range of outdoor activities, whilst building up resilience and confidence. Next Step: Continue to support vulnerable pupils.
<b>Estimated Cost = £37,628</b>				
<b>Actual Cost = £40,788</b>				
Over Spend of £5,188 has been met by the school budget.				

**Attainment in Statutory Assessments**

% Of pupils Achieving a Good Level of Development at the end of Reception	PUPIL PREMIUM PUPILS	NON-PUPIL PREMIUM PUPILS
	100%	74%

% Of Pupils Achieving Age Related Expectations in KS1 Phonics Assessment	PUPIL PREMIUM PUPILS	NON-PUPIL PREMIUM PUPILS
Year One	80%	92%
Year Two	80%	96%

% of Pupils Achieving Age Related Expectations or Above at the end of KS1	PUPIL PREMIUM PUPILS	NON-PUPIL PREMIUM PUPILS
Reading	40%	79%
Writing	20%	67%
Maths	60%	79%

% Of Pupils Achieving Age Related Expectations in KS2 (total of 7 pupils in cohort)	READING	WRITING	GRAMMAR, PUNCTUATION AND SPELLING	MATHS

<b>PUPIL PREMIUM PUPILS</b>	50%	50%	100%	50%
<b>NON-PUPIL PREMIUM PUPILS</b>	60%	60%	40%	60%

### % of Pupil Premium Children working at Age Related Expectations or Above

Whole School Report (KS1 & KS2) based on 33 pupils as additional pupils joined the school since the funding was set.

<b>Pupil Premium Pupil Attainment and Progress Overview</b>	<b>% Achieving ARE and Above</b>		<b>% Achieving End of Year Target (Expected or better progress)</b>	
	<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>	<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>
<b>Reading</b>	48%	72%	70%	78%
<b>Writing</b>	42%	64%	56%	73%
<b>Maths</b>	51%	72%	67%	81%
<b>Combined</b>	39%	61%	43%	58%

### Next Steps:

- Supporting Pupil Premium Children in phonics and early reading skills in Reception and KS1
- Continue targeted tutoring for KS1 and KS2 pupils
- Identify and deliver targeted support for pupils in KS1 and KS2, particularly in year groups where the gap is the widest
- Improving outcomes for Pupil Premium children in KS2 in RWM, particularly Pupil Premium boys in writing
- Provide a lunchtime Magic Maths club including targeted support for Pupil Premium pupils
- Increase pastoral and behavioural support for vulnerable pupils through Learning Mentor provision and Area Inclusion Partnership support