



# Pupil Premium Report

Athersley North  
Primary School

<b>Approved by:</b>	Governing Body
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<b>Date:</b>	26th September 2019
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<b>Last reviewed on:</b>	1.9.19
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<b>Next review due by:</b>	1.9.20
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## Athersley North Primary School

Headteacher's Name

Kirsty Wordsworth &amp; Clare Storr

School URN

131157

### Report Context and Introduction



Athersley North Primary School is a larger than average primary school.

The vast majority of pupils are of White British heritage. A few of the pupils are from other mixed backgrounds.

The proportion of disadvantaged pupils supported by Pupil Premium funding is above the National Average.

Limited qualifications result in parents struggling to compete in the jobs market and rates of unemployment are above average.

The barriers to learning we have identified are not exclusive to Pupil Premium pupils however, combinations of these barriers are more prevalent within this group. Employment is often in low paid routine and semi routine jobs. As a result, many parents are supported by Tax Credits but significant levels of financial stress still exist.

The actions listed in this report aim to proactively overcome these barriers whilst meeting the needs of our Pupil Premium children.

2019/20 Pupil Premium Report for Athersley North Primary School

2019/20 Key Information

Pupil Premium Coordinator	Clare Storr & Kirsty Wordsworth	Date of last Pupil Premium Review	28/02/2019
Pupil Premium Link Governor	Mrs Elizabeth Walker	Date of next Pupil Premium Strategy Review	01/09/2019
Is the Pupil Premium Statement on the School Website	No	Date of when the website was last updated	20/06/2019

Pupil Premium Summary	Current Pupils		Funding based on		Difference
Number of Ever6 Pupils	139		148		9
% of cohort and FSM level	48.0%	HIGH	52.0%	HIGH	-4.0%

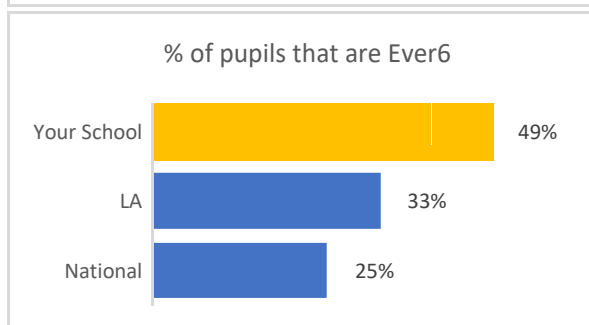
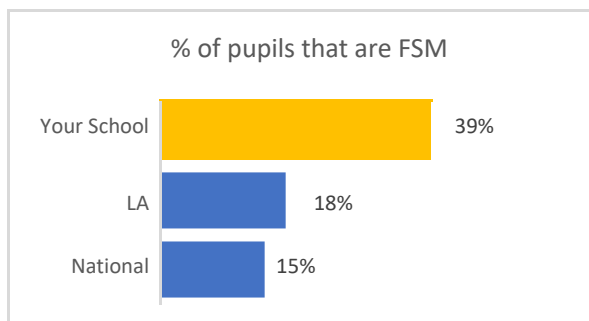
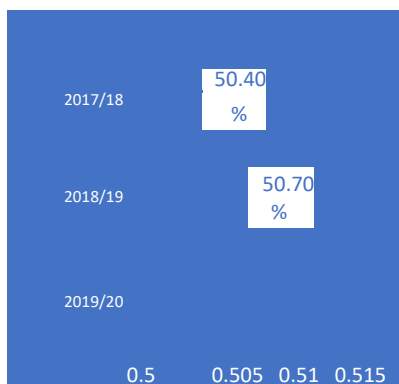
Current Position By Year Group								
	Number on Roll	FSM Pupils	Ever6 Pupils	CLA Pupils	Post CLA Pupils	Service Children	Total Disadvantage	Total % Disadvantage
Year R	40	18	18	1	0	0	19	47.5%
Year 1	42	16	16	2	0	0	18	42.9%
Year 2	39	17	20	1	0	0	21	53.8%
Year 3	41	18	18	1	0	0	19	46.3%
Year 4	41	16	21	1	0	0	22	53.7%
Year 5	42	14	21	0	0	0	21	50.0%
Year 6	41	13	25	0	0	0	25	61.0%
<b>TOTAL</b>	<b>286</b>	<b>112</b>	<b>139</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>145</b>	<b>50.7%</b>

*One disadvantaged pupil is equivalent to 0.3%*

## 2019/20 Pupil Premium Report for Athersley North Primary School

### Contextual Data

#### % of Deprivation Pupil Premium Pupils



### Historic Pupil Premium Funding Data (Deprivation element)

Year	Pupils eligible for the Pupil Premium	Eligible Pupils as a % of the cohort	Total Funding
2019/20	148	51.0%	£ 180,840.00
2018/19	140	50.7%	£ 184,800.00
2017/18	136	50.4%	£ 179,520.00

### 2019/20 and 2018/19 Identified Barriers to Learning

2019/20			2018/19		
6	Internal	1	6	Internal	1
	External	5		External	5
	Not Specified	20		Not Specified	20

## Summary of Barriers to Learning

<b>A</b>	Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.
<b>B</b>	20% of Pupil Premium children in the school also have a special educational need or disability.
<b>C</b>	Social, emotional, behavioural and communication barriers to learning
<b>D</b>	The low values placed on educational importance results in high absence rates and persistent absence for disadvantaged pupils.
<b>E</b>	Safeguarding Concerns and Lack of Parental Engagement.
<b>F</b>	Narrow life experience outside of school and lack of wider opportunities prevents pupils understanding their place within local, National and International society.

## 2019/20 and 2018/19 Financial Summary (Deprivation Pupil Premium)

	2019/20	2018/19
Total Pupil Premium Allocation	£180,840	£184,800
Total Pupil Premium Expenditure	£180,840	£184,800
Surplus / Deficit	£0	£0

## **Rates, Abbreviations and Terminology**

### **Pupil Premium Rates (Annually per Pupil)**

Primary School - Reception to Year 6	£1,320
Secondary School - Year 7 to Year 11	£935
Children Looked After (CLA)	£1,900
Service Children - Reception to Year 11	£300

### **Abbreviations / Terminology used in this report**

PPG / Non-PPG	Pupil Premium Grant
Ever6	Pupils who have been in receipt of Free School Meals at any point in the last 6 years (for the 2017/18 year this goes back to May 2011)
EYFS	Early Years Foundation Stage - Includes Pupils up to and including Reception
FSM	Free School Meals
KS1	Key stage 1 - Pupils in Year 1 and Year 2
KS2	Key stage 2 - Pupils in Year 3 to Year 6
KS4	Key stage 4 - Pupils in Year 10 and Year 11
Nat. / Nat. Av	National / National Average
NOR	Number On Roll
RW&M	Reading, Writing and Maths
SEND	Special Educational Needs and Disabilities
Disadv.	Includes Pupils eligible FSM, Ever6 or are LAC
CLA	Children Looked After

## Pupil Premium Impact and Spend Detail 2019/20

Total Funding Allocation	£180,840
Total Budget Allocation	£180,840
Total Budget Remaining	£0

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	The recent Ofsted Inspection highlighted the need for improvements in the teaching of phonics to ensure better outcomes for pupils.	Senior Leaders to monitor the quality of teaching and learning in Phonics and Key Stage 1 and provide Teaching staff with tailored support accordingly.	Monitoring reports will show an improvement in phonics teaching.	The proportion of disadvantaged pupils meeting the expected standard in Phonics will be closer in line with National average (82.5%) than seen in previous years.	Head teachers & Phonics Lead	£ 3,000	Staffing - Teaching
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	The recent Ofsted Inspection highlighted the need for improvements in the teaching of phonics to ensure better outcomes for pupils.	Train staff to use the new Read Write Inc Phonics Scheme and implement the new scheme within Autumn term.	English Hub Audit Report. Phonics Assessment Data	The English Hub support and monitoring will evidence that the school is improving the teaching and learning of phonics, resulting in improved standards.	Head teachers & Phonics Lead	£ 1,000	Non Staffing Costs
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	The recent Ofsted Inspection highlighted the need for improvements in the teaching of phonics to ensure better outcomes for pupils.	Leaders will be released from class to monitor and support the implementation and development of the Read Write Inc Phonics Scheme	English Hub Audit Report. Phonics Assessment Data	The English Hub support and monitoring will evidence that the school is improving the teaching and learning of phonics, resulting in improved standards.	Head teachers & Phonics Lead	£ 6,500	Staffing - Teaching

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	The recent Ofsted Inspection highlighted the need for improvements in teaching to ensure better outcomes for pupils.	Provide cover to enable teachers to observe and team teach with more experienced staff. Which ensures that Teaching staff have clarity regarding the ways to further support disadvantaged pupils.	Monitoring reports will show an improvement in teaching	The profile of teaching and learning across school is consistently 'good'. Teachers will have clarity regarding the ways to further support disadvantaged pupils.	Head teacher	£ 3,500	Staffing - Teaching
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	The recent Ofsted Inspection highlighted the need for improvements in teaching to ensure better outcomes for pupils.	A Teaching and Learning Lead will be appointed and given time to work with planning teams and individuals to ensure teachers have clarity around ways to further support disadvantaged pupils.	Monitoring reports will show an improvement in teaching	The profile of teaching and learning across school is consistently 'good'. Teachers will have clarity regarding the ways to further support disadvantaged pupils.	Head teacher	£ 5,000	Staffing - Teaching
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	EEF research suggests that in cases where teachers and TAs work together effectively, this can lead to increases in attainment.	Time will be allocated to ensure Teachers and Support Staff have the opportunity to discuss priorities and actions within each class. Ensuring that disadvantaged pupils see the link between what is being taught in interventions and class work and are transferring those skills.	End of year summative data	Teachers and support staff work together more effectively to raise attainment for disadvantaged pupils.	Head teacher	£ 4,060	Staffing - Teaching



Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	EEF research indicates that providing opportunities for parents to support their child's academic learning can be effective in improving outcomes. Furthermore, developing approaches and programmes which aim to develop parental skills such as literacy and general approaches which encourage parents to support their children with, reading or homework can also improve outcomes for children.	Parents of pupils in the early years will be offered support from school staff in ways to support their child's learning at home. An initial home visit will be conducted and personalised strategies will be suggested with a learning pack provided to ensure the resources required for home learning are available. Follow up meetings/home visits will be conducted throughout the year to ensure interventions can be made and support provided if required.	End of year summative assessments. Parent questionnaire.	Parents will have clarity around ways to support learning.	Lead Teacher	£5,000	Staffing - Teaching
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	The recent Ofsted Inspection highlighted the need for improvements in teaching to ensure better outcomes for pupils.	The school will procure a comprehensive package of School Improvement services including CPD opportunities tailored to the teaching and learning of disadvantaged pupils.	Monitoring reports will show an improvement in teaching. Head teachers monitoring will show evidence of consistently good teaching.	Teaching in school will improve and be consistently 'good'.	Head teacher	£8,250	Non Staffing Costs

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	EEF research of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	The school will ensure pupils are given the opportunity to explicitly learn new vocabulary. Head teachers will extensively research the 'Bedrock' vocabulary programme and begin to implement strategies suggested prior to procuring the programme for the next academic year.	Book Scrutinies will evidence a wider range of vocabulary choices.	Pupils will use a wider range of vocabulary choices in their writing and therefore the vocabulary gap will begin to close.	Bedrock Leader	£3,250	Staffing - Teaching

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
20% of Pupil Premium children in the school also have a special educational need or disability.	External	EEF research of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Implement 'Nessy' - A highly structured, incremental system bespoke to each pupil, tailored to their specific needs.	Monitoring reports	All pupils who receive interventions will make the progress they are capable of from their different starting points.	Head of SEND	£1,200	Non Staffing Costs
20% of Pupil Premium children in the school also have a special educational need or disability.	External	EEF research of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Implement 'Nessy' - A highly structured, incremental system bespoke to each pupil, tailored to their specific needs. To be used with all disadvantaged pupils in Y2 and Y3.	Monitoring reports	All pupils who receive interventions will make the progress they are capable of from their different starting points.	Head of SEND	£2,500	Non Staffing Costs

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category	
20% of Pupil Premium children in the school also have a special educational need or disability.	External	EEF research of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	HLTA will deliver the Nessy programme. Each child to receive 4 sessions per week.	SIS leader monitoring of the effectiveness of support	All pupils who receive interventions will make the progress they are capable of from their different starting points.	Head of SEND	£10,845	Staffing - Support	

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
20% of Pupil Premium children in the school also have a special educational need or disability.	External	EEF research shows that Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Target intervention groups for pupils displaying anxious behaviours. 'Special Friends', 'Big A' & anxiety groups taking place 1 hour per day.	Impact reports	All pupils who receive interventions will make the progress they are capable of from their different starting points.	Head of SEND	£3,500	Staffing - Support

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
Social, emotional, behavioural and communication barriers to learning	External	EEF research shows that Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Thrive Practitioner to be licenced to deliver Thrive sessions to targeted pupils who exhibit social, emotional and mental health difficulties to remove barriers to learning.	Thrive Action Plans & Impact Data.	All pupils who receive support will make the progress they are capable of from their different starting points. Barriers to learning will be removed for targeted disadvantaged pupils enabling them to raise their attainment.	Head of SEND	£33,000	Staffing - Support

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
Social, emotional, behavioural and communication barriers to learning	External	EEF research shows that Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Licence and CPD to enable Thrive Practitioner to deliver interventions.	Impact reports	All pupils who receive support will make the progress they are capable of from their different starting points.	Head of SEND	£3,250	Non Staffing Costs

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
Social, emotional, behavioural and communication barriers to learning	External	EEF research shows that Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Trauma Based Attachment  Training for all staff to better equip staff with strategies to de-escalate significant behaviour	Behaviour impact reports	Staff will have the knowledge and skills to better handle situations involving pupils in crisis resulting in a decrease in the number of behaviour incidents.	Head of SEND	£2,500	Non Staffing Costs



Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
Social, emotional, behavioural and communication barriers to learning	External	EEF research shows that Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Therapy sessions (TADS) for individual pupils where significant trauma has occurred and bespoke training sessions to meet individual pupil needs	Impact reports	Staff will have the knowledge and skills to better handle situations involving pupils in crisis resulting in a decrease in the number of behaviour incidents.	Head of SEND	£3,450	Non Staffing Costs

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
The low values placed on educational importance results in high absence rates and persistent absence for disadvantaged pupils.	External	At the recent Ofsted Inspection (2018) it was highlighted that strategies to improve attendance have not had sufficient impact on disadvantaged pupils.	Closer monitoring of disadvantaged pupils attendance and absence patterns	Attendance data will increase and persistent absence reduced for disadvantaged pupils.	The proportion of disadvantaged pupils meeting the expected standards for attendance and persistent absence will be closer in line with National averages than seen in previous years.	Head teacher, Head of Business	£4,750	Staffing - Support
The low values placed on educational importance results in high absence rates and persistent absence for disadvantaged pupils.	External	At the recent Ofsted Inspection (2018) it was highlighted that strategies to improve attendance have not had sufficient impact on disadvantaged pupils.	Staff are deployed to undertake home visits where families have been identified as requiring support.	The number of disadvantaged pupils requiring support will be reduced.	The proportion of disadvantaged pupils meeting the expected standards for attendance and persistent absence will be closer in line with National averages than seen in previous years.	Senior Inclusion Officer, Assistant Business Manager	£9,825	Staffing - Support

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
The low values placed on educational importance results in high absence rates and persistent absence for disadvantaged pupils.	External	At the recent Ofsted Inspection (2018) it was highlighted that strategies to improve attendance have not had sufficient impact on disadvantaged pupils.	Targeted extra curricular activities for disadvantaged pupils on specific days identified as having poor attendance rates.	Analysis of attendance data will show reduced absence on targeted days.	The proportion of disadvantaged pupils meeting the expected standards for attendance and persistent absence will be closer in line with National averages than seen in previous years.	Head of SIS	£4,500	Staffing - Support
The low values placed on educational importance results in high absence rates and persistent absence for disadvantaged pupils.	External	At the recent Ofsted Inspection (2018) it was highlighted that strategies to improve attendance have not had sufficient impact on disadvantaged pupils.	Targeted interventions each morning for disadvantaged pupils who have been identified as have difficulty attending school on time. (Early Birds)	Impact reports	The proportion of disadvantaged pupils meeting the expected standards for attendance and persistent absence will be closer in line with National averages than seen in previous years.	Head of SIS	£9,500	Staffing - Support

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
The low values placed on educational importance results in high absence rates and persistent absence for disadvantaged pupils.	External	At the recent Ofsted Inspection (2018) it was highlighted that strategies to improve attendance have not had sufficient impact on disadvantaged pupils.	Rewards targeted to improving attendance across school, specifically to address the persistent absence of disadvantaged pupils.	The number of rewards awarded to disadvantaged pupils will increase.	The proportion of disadvantaged pupils meeting the expected standards for attendance and punctuality will be closer in line with National averages than seen in previous years.	Head of Business	£2,210	Non Staffing Costs

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
Safeguarding concerns and lack of parental engagement.	External	EEF research indicates that providing intensive programmes of support for families in crisis or need will ultimately improve the outcomes for children.	Employment of a Senior Inclusion Officer to tackle underachievement by working in partnership with families, parents, carers to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.	Record of Early Help Assessments will show the number of EHA's closed. Disadvantaged families are supported to ensure they are aware of the importance of school attendance on the educational outcomes for their children.	The number of EHAs closed due to successful outcomes. Families will be better supported and barriers to learning will be removed.	Head of SIS	£33,000	Staffing - Support

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
Narrow life experience outside of school and lack of wider opportunities prevents pupils understanding their place within local, National and International society.	External	The Council for Learning Outside the Classroom (LOtC) commissioned a survey through Teacher Voice which found that: 87% of teachers said that LOtC made lessons memorable and 77% agreed that it motivated and enthused young people with regards to their learning. Learning outside the classroom therefore adds value to each individual's academic and personal development and should be embedded into the curriculum.	School will provide excursion experience learning opportunities as part of every topic and subsidise the cost.	Portfolio of evidence of disadvantaged pupils experiencing wider opportunities	Disadvantaged pupils will have the opportunity to take part in a variety of experiences that they would not have had access to and therefore they will not be at a disadvantage in comparison to their peers.	Head teacher	£7,000	Non Staffing Costs

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
Narrow life experience outside of school and lack of wider opportunities prevents pupils understanding their place within local, National and International society.	External	The Council for Learning Outside the Classroom (LOtC) commissioned a survey through Teacher Voice which found that: 87% of teachers said that LOtC made lessons memorable and 77% agreed that it motivated and enthused young people with regards to their learning. Learning outside the classroom therefore adds value to each individual's academic and personal development and should be embedded into the curriculum.	School will provide opportunities for talented children from disadvantaged backgrounds to develop their cultural talents and will subsidise the cost (PADs).	Distribute a questionnaire to children, which will measure the impact of the strategy.	Disadvantaged pupils will have the opportunity to take part in a variety of experiences that they would not have had access to and therefore they will not be at a disadvantage in comparison to their peers.	Head teacher	£3,250	Non Staffing Costs

Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
Narrow life experience outside of school and lack of wider opportunities prevents pupils understanding their place within local, National and International society.	External	The Council for Learning Outside the Classroom (LOtC) commissioned a survey through Teacher Voice which found that: 87% of teachers said that LOtC made lessons memorable and 77% agreed that it motivated and enthused young people with regards to their learning. Learning outside the classroom therefore adds value to each individual's academic and personal development and should be embedded into the curriculum.	School will provide excursion experience learning opportunities as part of extra curricular learning experiences; including achieving the Arts Award accreditation	Portfolio of evidence of disadvantaged pupils experiencing wider opportunities	Disadvantaged pupils will have the opportunity to take part in a variety of experiences that they would not have had access to and therefore they will not be at a disadvantage in comparison to their peers.	Head teacher	£4,250	Non Staffing Costs



Identified Barrier to learning	Internal or External	What is the evidence and rationale for this choice?	How we intend to overcome the Barrier	Our measure of Success	Outcome	Lead Person	Budget	Budget Category
Narrow life experience outside of school and lack of wider opportunities prevents pupils understanding their place within local, National and International society.		The Council for Learning Outside the Classroom (LOtC) commissioned a survey through Teacher Voice which found that: 87% of teachers said that LOtC made lessons memorable and 77% agreed that it motivated and enthused young people with regards to their learning. Learning outside the classroom therefore adds value to each individual's academic and personal development and should be embedded into the curriculum.	School will provide opportunities for Year 6 pupils from disadvantaged backgrounds to experience residential visits and will subsidise the cost.	Portfolio of evidence of disadvantaged pupils experiencing learning outside of the classroom in a residential setting.	Disadvantaged pupils will have the opportunity to take part in a variety of experiences that they would not have had access to and therefore they will not be at a disadvantage in comparison to their peers.	Head teacher	£2,750	Non Staffing Costs



## Evaluation of 2018/19 Pupil Premium Spend and Actions

Total Funding Allocation £184,800

Total Budget Allocation £184,800

Total Budget Remaining £0

Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?	How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome	Lead Person	Budget	Budget Category
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	The recent Ofsted Inspection highlighted the need for improvements in the teaching of phonics to ensure better outcomes for pupils.	Senior Leaders have monitored the quality of teaching and learning in Phonics and Key Stage 1 and provided Teaching staff with tailored support accordingly.	Monitoring reports have shown an improvement in phonics teaching.	The proportion of disadvantaged pupils meeting the expected standard in Phonics (73.7%) is now above the Local Authority average (70.5%) and closer in line with National average than seen in previous years.	Head teachers & Phonics Lead	£ 3,800	Staffing - Teaching
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	The recent Ofsted Inspection highlighted the need for improvements in the teaching of phonics to ensure better outcomes for pupils.	Leaders have procured and prepared the new Read Write Inc Phonics Scheme.	English Hub Audit Report.	The English Hub Reading Audit has evidenced that the school is ready to implement the Read Write Inc Scheme in the next academic year.	Head teachers & Phonics Lead	£ 10,500	Non Staffing Costs

Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?	How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome	Lead Person	Budget	Budget Category
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	EEF Research, that examines the impact of Teaching Assistants providing general classroom support, suggests that support from Teaching Assistants has substituted rather than supplemented teaching. To ensure children are provided with the best opportunities for improving their outcomes, it has been decided that TAs will support in lessons delivered by teachers and not lead whole group phonics.	Phonics throughout school has only been taught by qualified teachers	Phonics Screening Results	The proportion of disadvantaged pupils meeting the expected standard in Phonics (73.7%) is now above the Local Authority average (70.5%) and closer in line with National average than seen in previous years.	Head teachers & Phonics Lead	£ 7,247	Staffing - Teaching
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	The recent Ofsted Inspection highlighted the need for improvements in the teaching of phonics to ensure better outcomes for pupils.	Extra curricular Active Phonics sessions were taught daily to ensure pupils 'catch up quickly'.	Phonics Screening Results	The proportion of disadvantaged pupils meeting the expected standard in Phonics (73.7%) is now above the Local Authority average (70.5%) and closer in line with National average than seen in previous years.	Head teachers & Phonics Lead	£ 5,692	Staffing - Support

Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?	How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome	Lead Person	Budget	Budget Category
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	The recent Ofsted Inspection highlighted the need for improvements in teaching to ensure better outcomes for pupils.	Leaders have provided cover to enable teachers are able to observe and team teach with more experienced staff. This has ensured that Teaching staff have clarity regarding the ways to further support disadvantaged pupils.	Monitoring reports will show an improvement in teaching	The profile of teaching and learning across school has improved. However, due to significant changes in staffing for the 2019-2020 school year, further support is required to ensure this improvement is sustained.	Head teacher	£ 4,500	Staffing - Teaching
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	EEF research suggests that in cases where teachers and TAs work together effectively, this can lead to increases in attainment.	Time was allocated to ensure Teachers and Support Staff had the opportunity to discuss priorities and actions within each class. This ensured that disadvantaged pupils saw the link between what is being taught in interventions and class work and were able to transfer those skills.	End of year summative data/ Support Staff questionnaire feedback	86% of Support Staff believe that Teachers and support staff now work together more effectively to raise attainment for disadvantaged pupils.	Head teacher	£ 4,844	Staffing - Teaching

Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?	How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome	Lead Person	Budget	Budget Category	
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	EEF research indicates that providing opportunities for parents to support their child's academic learning can be effective in improving outcomes. Furthermore, developing approaches and programmes which aim to develop parental skills such as literacy and general approaches which encourage parents to support their children with, reading or homework can also improve outcomes for children.	Parents of pupils in the early years will be offered support from school staff in ways to support their child's learning at home. An initial home visit will be conducted and personalised strategies will be suggested with a learning pack provided to ensure the resources required for home learning are available. Follow up meetings/home visits will be conducted throughout the year to ensure interventions can be made and support provided if required.	End of year summative assessments. Parent questionnaire.	Parents will have clarity around ways to support learning.	Lead Teacher	£5,120	Staffing - Teaching	

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Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	The recent Ofsted Inspection highlighted the need for improvements in teaching to ensure better outcomes for pupils.	The school procured a comprehensive package of School Improvement services including CPD opportunities tailored to the teaching and learning of disadvantaged pupils.	Monitoring reports have shown an improvement in teaching. Head teachers monitoring has shown evidence of consistently good teaching.	The profile of teaching and learning across school has improved. However, due to significant changes in staffing for the 2019-2020 school year, further support is required to ensure this improvement is sustained.	Head teacher	£7,500	Non Staffing Costs
Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. Teaching in school requires improvement.	Internal	EEF research of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	The school has ensured that pupils are given the opportunity to explicitly learn new vocabulary. Head teachers extensively researched the 'Bedrock' vocabulary programme and made the decision to procure the programme ready to begin to implement strategies suggested in the new academic year.	Book Scrutinies have not evidenced enough that a wider range of vocabulary choices are being used and therefore this area will remain a priority for the next academic year.	Pupils are starting to use a wider range of vocabulary but further work is required to ensure that the vocabulary gap will begin to close.	Bedrock Leader	£4,250	Non Staffing Costs

Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?	How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome	Lead Person	Budget	Budget Category
20% of Pupil Premium children in the school also have a special educational need or disability.	External	EEF research of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Procured and implemented 'Nessy' - A highly structured, incremental system bespoke to each pupil, tailored to their specific needs.	Monitoring reports	63% of these pupils are now on track for reading the remaining 37% have made small steps of progress.	Head of SEND	£1,200	Non Staffing Costs
20% of Pupil Premium children in the school also have a special educational need or disability.	External	EEF research of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	An experienced HLTA was trained to implement and deliver the Nessy programme.	SIS leader monitoring of the effectiveness of support	63% of these pupils are now on track for reading the remaining 37% have made small steps of progress.	Head of SEND	£10,845	Staffing - Support



Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?	How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome	Lead Person	Budget	Budget Category
20% of Pupil Premium children in the school also have a special educational need or disability.	External	EEF research shows that Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Target intervention groups for pupils displaying anxious behaviours. 'Special Friends', 'Big A' & anxiety groups took place 1 hour per day.	Impact reports	Most pupils who received interventions made the progress they are capable of from their different starting points.	Head of SEND	£3,280	Staffing - Support

Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?	How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome	Lead Person	Budget	Budget Category	
Social, emotional, behavioural and communication barriers to learning	External	EEF research shows that Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Thrive Practitioner was licenced to deliver Thrive sessions to targeted pupils who exhibit social, emotional and mental health difficulties to remove barriers to learning.	Thrive Action Plans & Impact Data.	80% of pupils have increased their 'Thrive' score.	Head of SEND	£31,028	Staffing - Support	

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Social, emotional, behavioural and communication barriers to learning	External	EEF research shows that Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Thrive Licence purchased and CPD was procured to enable the Thrive Practitioner to deliver interventions.	Impact reports	80% of pupils have increased their 'Thrive' score.	Head of SEND	£2,500	Non Staffing Costs	

Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?	How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome	Lead Person	Budget	Budget Category
Social, emotional, behavioural and communication barriers to learning	External	EEF research shows that Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Trauma Based Attachment Training was provided for all staff, which better equipped staff with strategies to de-escalate significant behaviour	Behaviour impact reports	Staff have the knowledge and skills to better handle situations involving pupils in crisis resulting in a decreased number of behaviour incidents.	Head of SEND	£2,500	Non Staffing Costs

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Social, emotional, behavioural and communication barriers to learning	External	EEF research shows that Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Therapy sessions (TADS) for individual pupils where significant trauma has occurred have been provided and bespoke training sessions to meet individual pupil needs have been provided.	Impact reports	Staff have the knowledge and skills to better handle situations involving pupils in crisis resulting in a decreased number of behaviour incidents.	Head of SEND	£2,500	Non Staffing Costs

Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?		How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome		Lead Person	Budget	Budget Category	
The low values placed on educational importance results in high absence rates and persistent absence for disadvantaged pupils.	External		At the recent Ofsted Inspection (2018) it was highlighted that strategies to improve attendance have not had sufficient impact on disadvantaged pupils.	Closer monitoring of disadvantaged pupils attendance and absence patterns have been completed.	Percentage attendance has increased and persistent absence reduced for disadvantaged pupils.		The proportion of disadvantaged pupils meeting the expected standards for attendance and persistent absence is now closer in line with National averages than seen in previous years.	Head teacher, Head of Business	£3,500	Staffing - Support	
The low values placed on educational importance results in high absence rates and persistent absence for disadvantaged pupils.	External		At the recent Ofsted Inspection (2018) it was highlighted that strategies to improve attendance have not had sufficient impact on disadvantaged pupils.	Staff have been deployed to undertake home visits where families have been identified as requiring support.	The number of disadvantaged pupils requiring support has now been reduced.		The proportion of disadvantaged pupils meeting the expected standards for attendance and persistent absence is now closer in line with National averages than seen in previous years.	Senior Inclusion Officer, Assistant Business Manager	£9,825	Staffing - Support	

Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?		How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome		Lead Person	Budget	Budget Category	
The low values placed on educational importance results in high absence rates and persistent absence for disadvantaged pupils.	External	At the recent Ofsted Inspection (2018) it was highlighted that strategies to improve attendance have not had sufficient impact on disadvantaged pupils.		There have been targeted extra curricular activities for disadvantaged pupils on specific days identified as having poor attendance rates.	Analysis of attendance data now shows a reduction in absences on targeted days.	The proportion of disadvantaged pupils meeting the expected standards for attendance and persistent absence is now closer in line with National averages than seen in previous years.		Head of SIS	£4,820	Staffing - Support	
The low values placed on educational importance results in high absence rates and persistent absence for disadvantaged pupils.	External	At the recent Ofsted Inspection (2018) it was highlighted that strategies to improve attendance have not had sufficient impact on disadvantaged pupils.		Targeted interventions each morning for disadvantaged pupils who were identified as having difficulty attending school on time. (Early Birds)	Impact reports	The proportion of disadvantaged pupils meeting the expected standards for attendance and persistent absence is now closer in line with National averages than seen in previous years.		Head of SIS	£10,290	Staffing - Support	

Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?	How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome	Lead Person	Budget	Budget Category
The low values placed on educational importance results in high absence rates and persistent absence for disadvantaged pupils.	External	At the recent Ofsted Inspection (2018) it was highlighted that strategies to improve attendance have not had sufficient impact on disadvantaged pupils.	There have been rewards provided to target to improving attendance across school.	The number of rewards awarded to disadvantaged pupils has increased.	The proportion of disadvantaged pupils meeting the expected standards for attendance and punctuality is now closer in line with National averages than seen in previous years.	Head of Business	£1,500	Non Staffing Costs



Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?	How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome	Lead Person	Budget	Budget Category
Safeguarding concerns and lack of parental engagement.	External	EEF research indicates that providing intensive programmes of support for families in crisis or need will ultimately improve the outcomes for children.	A Senior Inclusion Officer is employed to tackle underachievement by working in partnership with families, parents, carers to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.	Record of Early Help Assessments shows the number of EHA's closed has increased. Disadvantaged families are supported to ensure they are aware of the importance of school attendance on the educational outcomes for their children.	Fifteen EHAs have been closed due to successful outcomes. Families are better supported and barriers to learning are removed.	Head of SIS	£31,029	Staffing - Support

Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?	How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome	Lead Person	Budget	Budget Category
Narrow life experience outside of school and lack of wider opportunities prevents pupils understanding their place within local, National and International society.	External	<p>The Council for Learning Outside the Classroom (LOtC) commissioned a survey through Teacher Voice which found that: 87% of teachers said</p> <p>that LOtC made lessons memorable and 77% agreed that it motivated and enthused young people with regards to their learning. Learning outside the classroom therefore adds value to each individual's academic and personal development and should be embedded into the curriculum.</p>	School has provided excursion experience learning opportunities throughout the school year and subsidised the cost.	Pupil Voice feedback highlighting the benefits of school excursions.	Disadvantaged pupils had the opportunity to take part in a variety of experiences that they would not have had access to and therefore are not at a disadvantage in comparison to their peers.	Head teacher	£3,500	Non Staffing Costs

Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?	How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome	Lead Person	Budget	Budget Category
Narrow life experience outside of school and lack of wider opportunities prevents pupils understanding their place within local, National and International society.	External	The Council for Learning Outside the Classroom (LOtC) commissioned a survey through Teacher Voice which found that: 87% of teachers said that LOtC made lessons memorable and 77% agreed that it motivated and enthused young people with regards to their learning. Learning outside the classroom therefore adds value to each individual's academic and personal development and should be embedded into the curriculum.	School has provided opportunities for talented children from disadvantaged backgrounds to develop their cultural talents and have subsidised the cost (PADs).	Questionnaire has been completed by children, measuring the impact of the strategy.	Some disadvantaged pupils had the opportunity to take part in a variety of experiences that they would not have had access to and therefore are not at a disadvantage in comparison to their peers.	Head teacher	£4,780	Non Staffing Costs

Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?	How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome	Lead Person	Budget	Budget Category
Narrow life experience outside of school and lack of wider opportunities prevents pupils understanding their place within local, National and International society.	External	The Council for Learning Outside the Classroom (LOtC) commissioned a survey through Teacher Voice which found that: 87% of teachers said that LOtC made lessons memorable and 77% agreed that it motivated and enthused young people with regards to their learning. Learning outside the classroom therefore adds value to each individual's academic and personal development and should be embedded into the curriculum.	School has provided excursion experience learning opportunities as part of extra curricular learning experiences; including achieving the Arts Award accreditation	Portfolio of evidence of disadvantaged pupils experiencing wider opportunities	Disadvantaged pupils have had the opportunity to take part in a variety of experiences that they would not have had access to and therefore have not been at a disadvantage in comparison to their peers.	Head teacher	£5,500	Non Staffing Costs

Identified Barrier to learning	Internal or External	What was the evidence and rationale for this choice?	How we have worked towards overcoming the Barrier	Our measure of Success	Actual Outcome	Lead Person	Budget	Budget Category
Narrow life experience outside of school and lack of wider opportunities prevents pupils understanding their place within local, National and International society.		<p>The Council for Learning Outside the Classroom (LOtC) commissioned a survey through Teacher Voice which found that: 87% of teachers said that</p> <p>LOtC made lessons memorable and 77% agreed that it motivated and enthused young people with regards to their learning. Learning outside the classroom therefore adds value to each individual's academic and personal development and should be embedded into the curriculum.</p>	School have provided opportunities for Year 6 pupils from disadvantaged backgrounds to experience residential visits and have subsidised the cost.	Portfolio of evidence of disadvantaged pupils experiencing learning outside of the classroom in a residential setting.	Disadvantaged pupils had the opportunity to take part in a variety of experiences that they would not have had access to and therefore are not at a disadvantage in comparison to their peers.	Head teacher	£2,750	Non Staffing Costs