

The Blue School

(Church of England)

Established 1630

Pupil Premium Report

Pupil premium spending 2018-2019

SUMMARY INFORMATION

Date of most recent pupil premium review:	July 2019	Date of next pupil premium review:	October 2019
Total number of pupils:	491	Total pupil premium budget:	£42,880
Number of pupils eligible for Pupil Premium: (1st March 2018-1st April 2019)	31	Amount of pupil premium received per child:	£1320

STRATEGY STATEMENT

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Schools decide how the Pupil Premium, allocated to schools per FSM pupil, is spent. The Government believes that schools are best placed to assess what additional provision should be made for the individual pupils within their responsibility. As a school we continually track all groups of pupils to ensure that they make expected progress. Through targeted interventions we are working to eliminate barriers to learning and progress. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment.

The percentage of **Blue School** pupils eligible for the Pupil Premium (PP) is approximately 6%

What has worked well

- Most of the children in Key Stage 2 have achieved at least two bands of progress across the school. We have been able to provide the children with access to a range of enriching clubs such as Spanish, Yoga and Debating. The children have also had the opportunity to take music lessons provided by Hounslow Music Group. They all have access to chrome books in the class, which has enabled them to complete homework (if they do not have access to a computer or the internet) as well as carry out research.

Areas of improvement

- Only some classes provided a homework class that all children including Pupil Premium children could benefit from.
- Ensuring that all PP children are receiving support to meet all their needs.

The core approaches that are currently implemented and how these will contribute to closing gaps

The school provide 'quality first' teaching for all its pupils.

- **Receive support to achieve at least two levels of progress across each Key Stage**
- **Receive support to be in a position of social and emotional readiness to learn**
- **Have access to holiday clubs**
- **Have access to extra-curricular activities and after school study support**
- **Have support for the purchase of school uniform.**
- **Have access to computers to complete homework and research.**

The overall aims of your pupil premium strategy:

- To reduce the attainment gap between the school's disadvantaged pupils and others nationally by 10 percentage points
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To provide pupil premium children with the same extra-curricular opportunities as their peers.

Assessment information

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	N/A		
Reading	N/A		
Writing	N/A		
Number	N/A		
Shape	N/A		

YEAR 1 PHONICS SCREENING CHECK 2019		
Pupils eligible for PP	Pupils not eligible for PP	National average
5 pupils- (1 left mid year) 4 PP sat the phonics test 1 PP did not pass the phonics test.	56 pupils- 93% passed the phonics screening	In 2018 the national average was 82%. We are still awaiting the National average for 2019. The pass mark for 2019 was 32.

END OF KS1 2019			
	Pupils eligible for PP (4 pupils)	Pupils not eligible for PP (56 pupils)	
		School average (all pupils)	National average
% achieving expected standard or above in reading, writing and maths	75%	81%	TBC
% reaching expected standard in reading	75%	83%	TBC
% reaching expected standard in writing	75%	77%	TBC
% reaching expected standard in maths	75%	83%	TBC

END OF KS2 2019			
	Pupils eligible for PP (6 pupils)	Pupils not eligible for PP (52 pupils)	
		School average (all pupils)	National average
% achieving expected standard or above in reading, writing and maths	50% (3 pupils)	81%	65%
%reaching expected standard in reading	83% (5 pupils)	91%	73%
% reaching expected standard in writing	83% (5 pupils)	97%	78%

% reaching expected standard in maths	50% (3 pupils)	86%	79%
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Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
A	A small percentage of PP pupils are also on the SEN register - ensuring these children are making progress to close the gap between them and their peers.
B	Children have gaps in basic knowledge and understanding that need targeted support – to help children attain greater depth in KS2 maths, English reading and English writing
C	Ensuring excellent teaching of PP pupils maintained
ADDITIONAL BARRIERS	
External barriers (issues which require action outside school such as home learning environment and low attendance)	
D	Ensuring home reading and homework is completed.
E	Some pupils eligible for pupil premium do not have access to extracurricular activities, which enhance their learning.
F	Opportunities to attend educational visits to extend knowledge and understanding.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Provide additional support for PP SEN pupils.	PP pupils on the SEN register make at least 2 band of progress each year in line with peers.
B	Accelerate progress of all PP pupils	PP pupils make above the expected two bands of progress each academic year.
C	Increasing the number of PP pupils reaching a greater depth across the curriculum.	Data shows most able PP pupils are in line with most able nationally.
D	Increase parental engagement through workshops and PP leader.	<p>High attendance at parent workshops Evaluations and parent questionnaires show that parents welcome support with their child's learning.</p> <p>Regular communication to ensure that parents are aware of the resources the school provide for their child.</p>

Planned expenditure for next academic year (2019-2020)

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Y1-Y6 TAs for individual and group work. Accelerating progress- teachers and TA targeting support and providing interventions where needed in reading, writing and maths. Intervention sessions in the afternoon for these and other activities such as social skills, maths dynamo.</p> <p>Equivalent to a SEN teaching assistant per phase. £16,962</p>	<p>Accelerate progress of all PP pupils</p>	<p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs.</p>	<p>Part of SIP – SLT regularly review this</p> <p>Groups will be tracked termly and assessment information analysed.</p> <p>Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support when needed.</p>	<p>Assistant head - Assessment</p> <p>PP lead</p>	<p>Oct 2019</p> <p>(ensuring support is in place)</p>

<p>Y5-Y6 Focus group/team teaching for booster groups</p> <p>SLT to identify pupils with the potential to reach a higher standard in their learning across the curriculum.</p> <p>Opportunities for small group work to extend learning -writing booster, reading booster and maths boosters.</p> <p>Target homework and challenge activities.</p> <p>Equivalent to 1 TA per year group afternoons 2 hours £3412.5</p>	<p>Increasing the number of PP pupils reaching a greater depth across the curriculum</p>	<p>The school data shows that we need to increase the number of most able PP pupils achieving greater depth.</p> <p>Even though many PP children at working at the expected standard or working above , reading and writing are areas we need to focus on.</p>	<p>Produce a list of targeted pupils and track progress.</p> <p>PP lead and phase leaders to oversee groups to target the children who have been identified.</p>	<p>Assistant head - Assessment</p> <p>PP lead</p>	<p>Termly reviews</p>
Total budgeted cost:					£20,347

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Y1-Y6 Provide additional support for PP SEN pupils. Booster 1:1 for Pupil Premium children on the SEN Register in school on a weekly basis in reading and maths facilitating regular, focused and targeted interventions.</p> <p>Equivalent to a SEN teaching assistant per phase. 2 hours £2827</p>	<p>To narrow the gap between them and their peers.</p>	<p>School data shows that in year groups where PP pupils are also on the SEN register they need to make accelerated progress to bring them in line with all pupils.</p>	<p>Part of SIP – SLT regularly review this</p> <p>Assistant Head for Inclusion and SENCo will take a lead on ensuring pupil outcomes are improving and that the provision supports their emotional development.</p> <p>The SENCo and PP Lead will have monthly meetings to ensure the provision is supporting all PP with SEN.</p>	<p>Assistant Head Inclusion and Wellbeing</p>	<p>Half termly</p>
<p>Y4-Y6 Catch-up Reading via Beanstalk volunteers. Volunteer Reading Scheme-Beanstalk-3 reading teachers £1500</p>	<p>To develop comprehension and fluency skills. Children will double their rate of progress (in months).</p>	<p>Enable children to develop a love of reading as part of lifelong learning.</p>	<p>Beanstalk weekly review.</p> <p>Track progress of children who are in the Beanstalk programme. Review at the end of the academic year.</p>	<p>SENCo</p>	<p>.Termly</p>
Total budgeted cost:					£4,327

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Senior Leaders and subject Leads to deliver workshops.</p> <p>To run reading sessions for parents with their child</p> <p>Support parents with reading books to share at home.</p> <p>Cost met at school</p>	<p>Increase parental engagement through workshops and PP leader.</p>	<p>Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust) and the DfE.</p>	<p>Attendance information at workshops to be analysed.</p> <p>PP Lead to be briefed on targeting parents to attend Reading and phonics.</p> <p>Workshops to be timetabled and PP Leader and teachers to be released to run the workshops</p>	<p>Assistant Head - Curriculum</p> <p>PP Lead</p>	<p>Termly</p>
<p>Funding for Devon(residential)</p> <p>Music tuition funding</p> <p>Swimming funding</p> <p>Funding for extracurricular clubs</p> <p>School uniform</p> <p>£4698</p>	<p>Some pupils eligible for pupil premium do not have access to extracurricular activities, which enhance their learning.</p>	<p>Pupils understand the importance of developing independence, perseverance and resilience and are better learners as a result .</p> <p>Pupils develop the skills to be able to face a range of different situations and cope with these experiences</p>	<p>Tracking and monitoring of individual pupils through pupil progress meetings and Phase meetings</p> <p>SENCo, AHT and PP Lead to liaise with teachers and parents, depending on individual circumstances to assess what the child needs.</p>	<p>Assistant Head - Community</p> <p>PP Lead</p>	<p>Termly</p>
Total budgeted cost:					£4698

Review of expenditure from previous academic year (2018-2019)

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
<p>Years 1-6 Additional hours of support according to the needs of each cohort in English and maths e.g. guided/individual reading, maths booster groups, writing booster groups, phonics, handwriting, intervention sessions in the afternoon for these and other activities such as social skills, physical skills. Equivalent to TA per year group x 2 afternoons</p>	<ul style="list-style-type: none"> To accelerate progress in identified areas to narrow gaps with peers To increase percentage of disadvantaged pupils attaining at or above age-related expectations (ARE) 	<ul style="list-style-type: none"> Progress has been made in some areas and some children are now working at the age-related expectations or above in writing, reading and maths 	<ul style="list-style-type: none"> Interventions are provided throughout the year consistently where possible. 	£16089
<p>Year 6 Focus group/team teaching for writing and Grammar SLT: 2 hours</p>	To increase the percentage of disadvantaged pupils attaining at or above age-related expectations (ARE) and narrow gaps with peers	<ul style="list-style-type: none"> Booster groups were carried out by members of the year 6. In some cases age-related expectations have been met. 	<ul style="list-style-type: none"> To start booster group earlier in the year were gaps have been identified. 	£3170

Year 5 and Year 6 Additional staffing for individual and group work TA: 16 hours	To accelerate progress in identified areas e.g. language, writing, reading and numeracy to narrow gaps with peers	<ul style="list-style-type: none"> Accelerate progress has been made in some areas and some children are now working at the age-related expectations or above in writing, reading and maths. 	<ul style="list-style-type: none"> Interventions are provided throughout the year consistently where possible. 	£6523
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Year 6 Behaviour consultant (% of costs met through PPG) Karen Kirkpatrick	<ul style="list-style-type: none"> To develop pupils' social skills and mental well-being so that they are able to manage own attitudes to learning and behaviour To develop staff skills to meet the social, emotional and mental health needs of children in their care 			£2000
Reception to Year 6 LAC and others with emotional needs More trained staff at lunchtime TAs in role of SMSAs	<ul style="list-style-type: none"> To provide continuity of pastoral support for lessons/playtime with TAs available at lunchtime To ensure pupils are settled and happy ready to resume afternoon lessons 	Children seem more settled and happy to resume lessons after lunch.	<ul style="list-style-type: none"> Ensure new SMSAs are trained to support conflict resolution and emotional needs. 	Met by school
Reception-Year 1 Phonics TA support	<ul style="list-style-type: none"> 5 pupils to benefit from additional phonics group work. 	<ul style="list-style-type: none"> The PP pupils all meet the expected standard in the phonic screen check. 	Ensure all staff are fully trained to deliver the programme.	£2000

		<ul style="list-style-type: none"> Overall the pupils meeting the expected standard in the phonics screening check has decreased by 1.9% 		
Volunteer Reading Scheme-Beanstalk-2 reading teachers	<ul style="list-style-type: none"> To develop reading and comprehension skills 	<ul style="list-style-type: none"> Children have the opportunities to have 1:1 reading twice a week. Notable difference in fluency and in some cases comprehension skills. 		£4698
<ul style="list-style-type: none"> Other approaches 				
Action	Intended outcome	Impact	Lessons learned	Cost
Reception to Year 6 Extra-curricular opportunities Clubs/music tuition School visits including residential Y6 school journey	<ul style="list-style-type: none"> To give all disadvantaged pupils access to clubs or music tuition through subsidised/free places 	<ul style="list-style-type: none"> children are able to access a range of different extracurricular clubs as well as music tuition. 		£4698