

# Arbury Primary School – 2018/19 Reviewed



Report on strategies for supporting children entitled to pupil premium funding

Financial Year	Funding Received	No. Of pupils	Percentage of the School
2016-17	£177,620	131	32%
2017/18	£187,280	139	34%
2018/19	£188,770	139	35%
2019/20	£190,980 (Est.)	139	35%

Our school provides many layers of support for our children. 'Pupil Premium' funding contributes significantly towards the cost of the support we offer children and their families as well as funding targeted support. Whilst the provisions listed below are of increased importance to children eligible for free school meals, we acknowledge that they are also accessed by and benefit children and families outside the 35% of children on roll receiving pupil premium funding. The funding identified to provide the support has been calculated based on the % of resources accessed by children in receipt of the funding. Without pupil premium funding, provisions such as Speech Therapy, EP Support, Parenting Support and Counselling Services for children would be reduced significantly or would not be affordable at all.

## **Barriers to Learning:**

Children in receipt of the Pupil Premium face a wide range of barriers. These are different for each individual. Staff look at barriers on a child by child basis. Barriers to educational achievement faced by disadvantaged pupils in our school include:

- safeguarding and welfare issues
- limited life experiences
- poverty / over-crowding
- poor diet / hunger
- broken family structures / family disorganisation
- mental health / anxiety / negative self-image of child or adult
- delayed spoken language / poor adult literacy
- low parental engagement.

## Outcomes for children entitled to pupil premium funding at the end of KS2

- Total Number of Children in 2019 – 59
- Number of children in receipt of pupil premium funding – 21
- Number of children in receipt of pupil premium funding who were not on the SEND register – 15

	School 2018	PP 2018	PP/No SEND 2018	School 2019	PP 2019 (21/59)	PP/No SEND 2019 (15/21)
% of children achieving the expected standard in the <b>Reading and Maths test and Writing teacher assessment</b>	67%	43%	60%	63%	48%	67%
% of children achieving the expected standard or above in the <b>Reading</b> test	84%	67%	73%	80%	76%	87%
Average Scaled Score for Reading	106.9	101.5	105.1	105.5	103.3	104.7
% of children achieving the expected standard or above in the <b>Writing</b> teacher assessment	76%	52%	67%	73%	57%	80%
% of children achieving the expected standard or above in the <b>Grammar, Punctuation and Spelling</b> test	74%	57%	73%	81%	71%	87%
Average Scaled Score for Grammar, Punctuation and Spelling test	106.1	100.6	104.0	106.6	104.7	107.4
% of children achieving the expected standard or above in <b>Maths</b> test	72%	48%	67%	76%	67%	80%
Average Scaled Score for the Maths test	104.4	99.2	102.5	104.4	101.7	104.5

	<b>Outcomes at the end of 2018/19</b>	% just within Age Related Expectation or above - Whole Cohort / Not SEND	% just within Age Related Expectation or above - Pupil Premium / Not SEND
<b>EYFS</b>	Age Related Expectation or above for Reading	80%	70%
	Age Related Expectation or above for Writing	83%	70%
	Age Related Expectation or above for Maths	83%	70%
<b>Y1</b>	Age Related Expectation or above for Reading	90%	80%
	Age Related Expectation or above for Writing	84%	60%
	Age Related Expectation or above for Maths	93%	87%
<b>Y2</b>	Age Related Expectation or above for Reading	90%	78%
	Age Related Expectation or above for Writing	90%	83%
	Age Related Expectation or above for Maths	88%	78%
<b>Y3</b>	Age Related Expectation or above for Reading	84%	77%
	Age Related Expectation or above for Writing	82%	71%
	Age Related Expectation or above for Maths	87%	82%
<b>Y4</b>	Age Related Expectation or above for Reading	96%	100%
	Age Related Expectation or above for Writing	93%	91%
	Age Related Expectation or above for Maths	91%	82%
<b>Y5</b>	Age Related Expectation or above for Reading	96%	78%
	Age Related Expectation or above for Writing	78%	44%
	Age Related Expectation or above for Maths	89%	67%
	Age Related Expectation or above for combined Reading, Writing and Maths	76%	44%

<b>2018/2019 Provision</b>	<b>Annual Cost</b>	<b>Strategies to overcome Barriers to Learning</b>	<b>Impact</b>
<b>Assistant Headteacher Lead – Pupil Premium</b> We have created a new Assistant Headteacher role for 2018/19 to lead the work we do in school to support children in receipt of pupil premium funding. (60% of the role total cost)  HT time to monitor progress of PP children. (1 day per half term)	<b>£35,000</b>          <b>£2,200</b>	Look at performance data by class and meet with class teachers (PP / No SEN group). Consider the progress each half term of the PP / No SEN group. Look at performance data by class to identify classes with which to have an increased focus of discussion. Identify exceeding PP – Question when there are no PP children working above. 2017/18 PP report reviewed and added to website. 2018/19 Draft PP report added to website. Ongoing staff and governor training to raise profile of PP support.	Teachers have much greater awareness of small changes in data. Children at risk of falling behind get picked up immediately. Teachers have met the Assistant Headteacher (AHT) every half term to review progress. Teachers have high expectations ensuring higher attaining PP children are identified. Teachers and TAs report increased understanding of potential barriers and ways to support PP children as a result of staff training.
<b>Virtual Pupil Premium Class</b> We will create a virtual pupil premium group to give enhanced focus on key PP children to ensure the gap narrows over time.  Teachers will complete regular 30 minute structured conversations with VPP parents/carers throughout the year. (5 meetings x 2 children x 14 classes x 30 minutes = 70 hours)	<b>£2,000</b>	Establish a virtual PP group (2/3 children from classes). Check VPP group has been agreed with class teachers Track children's progress closely. Enhanced parent meetings encourage good home support to complement the support given in school. Ensure teachers meet for an extended consultation each half term. Access to additional activities ensured for the virtual PP class (Clubs and wrap around care.) Prioritised class support for the children. Aim to mark their books and give feedback with them as far as possible. AHT to track attendance at extended VPP meetings to ensure high levels of attendance for vulnerable learners. Purchase resources as needed to support virtual class	VPP class created. All teachers had extended parent consultations. VPP parents/carers commented positively eg "Mum says B is very happy with his daily reading targets - is enjoying them".  95% attendance at VPP consultations (1 child non-attendance due to moving schools).  PP lead able to be in KS1 playground at start and end of every day – increased parental involvement in child's learning/progress.
<b>Better Transition for PP children into EYFS</b> We will increase links with pre-school settings to ensure better transition into Early Years, for both PP children and their families.	Within AHT time	Develop stronger links with vulnerable families/children in feeder nurseries.  Links with EYFS LA advisor set up to continue to work with pre school Settings.  Invite preschool families to half termly tea/summer fair.	Every child attending Arbury preschool (and on our list to attend in Sept) had 3 visits to school for story with new teacher. Preschool staff visited for a tour, looking at expectations re early reading/writing / listening skills, helping to ensure good transition for pupils. Early Years advisor gave advice on transition and vulnerable families, ensuring EY teachers, AHT and TAs made early links with families. 5 new PP families attended summer term social events, ensuring good early links with new families.
<b>More Detailed identification of barriers to learning</b> We will identify potential barriers to learning for all pupil premium children.	Within AHT time	Ensure children of concern lists include all PP children each half term with individual barriers identified, including high attaining PP children. Ensure children of concern lists include barriers to learning for individuals not groups.	Identification of Individual barriers means teachers and TAs have a greater understanding of how to support children's progress. Staff training (teachers and TAs) led by AHT – looked at barriers and strategies. Training with special focus on 'resilience' as identified in data meetings as most common barrier.

2018/2019 Provision	Annual Cost	Strategies to overcome Barriers to Learning	Impact
<b>Pupil Premium Maths Project</b> We will take part in this 4 year project being run by the Local Authority maths advisors. It aims to support schools to diminish the difference between identified disadvantaged pupils and their peers in Year 3.	£950	Analysis of KS1 end data, targets set for Y3. Focused training on use of manipulatives, pre topic assessment, understanding of resilience/independence/ organisational skills. Table top maths manipulatives purchased for each class.	Y3 PP maths project ends first year- 3 children now on track who were WTS at end of y2. Completed year with a PP lead maths showcase event (impact on self-esteem and enjoyment of maths). Both Y3 teachers and their TAs took part in training with maths advisor, ensuring consistent support for PP children's learning. Children have daily access to maths manipulatives, supporting problem solving skills.
<b>Teaching Assistant Support Enhance Quality First Teaching</b> We ensure that we have teaching assistants supporting all classes in addition to the hours given to support children with statements. In EYFS and KS1 and KS2, the support is for the whole day. Teaching assistants in classrooms allows our teachers to spend a greater amount of time with our PP children. (17.5% of £355,000 budget)	£62,125	Welfare of learners monitored very closely. Children better supported in class and a broader range of assessment evidence is gathered. Targeted intervention groups run throughout the year to help children achieve their expected progress. Vulnerable children identified will have a mentor whose role it is to ensure that identified children have a positive interaction frequently daily. Daily intervention is possible from either teacher or teaching assistant. Afternoon sessions in KS2 should have a particular focus on PP children in response to ongoing assessment.	Teachers prioritised learning of VPP children. During AHT observations it was noted that VPP children were frequently seated at the front, next to the teacher, asked questions. Mixed Attainment teaching has been seen, through lesson observations, to ensure VPP children are paired with higher attaining pupils. TA training has ensured all school staff have a greater understanding of potential barriers for PP children. Feedback from TAs very positive re increasing their focus on potentially vulnerable children- understanding the 'why' as well as the 'how'.
<b>Teaching Assistant Led Intervention Support</b> EYFS targeted am support for pupil premium children / Release for KS1 targeted support	£9,700	PP children receive targeted support to narrow the gap between EYFS baseline and the end of EYFS. Targeted children are supported to reach the expectations at the end of year 1, with a particular focus on Phonics and Writing.	EYFS on entry 0% knew all 26 letter sounds, June it is 88% (PP is 78%). EYFS monitoring of pencil grip: All children- Sept 54% good grip, June 82% (PP 20% in Sept to 70% in June). GLD 63% (GLD for PP 47%). Phonics: year 1 = 75% pass rate (43/57) (50% of PP passed; PP non SEND = 64% passed) Y2 phonics resit: 6/11 passed (5 who didn't pass all PP and on SEND register, including 1 disapplied child, but all made progress).
<b>Designated Person for Child Protection</b> (75% of the cost attributed to PP family Support) We have increased the amount of time given over to supporting children and families who are experiencing difficulties outside school (40% salary for a senior member of staff / 5 hours per week admin support)	£18,000	School able to attend meetings to support families. The welfare of children is monitored closely, with support identified quickly for children and families.	Logs of CP concerns: 107/238 (44.9%) are PP  Of the cases which have gone to CIN or CP 86.7% are PP children.

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<b>Red Hen Project</b> (93% of the cost attributed to PP family Support) The school has committed to making an annual contribution to the Red Hen charity. The Headteacher/Inclusion leader attends fortnightly link meetings to discuss support for identified children as well as regular trustee meetings throughout the year. The project works to support families and children and prevent the need for families to be supported by social care.	<b>£2,840</b>          <b>£1,000</b>	Families and children supported so that difficult situations are improved and referrals to social care reduced.  The project offers families rapid response to issue that arise.	14/15 families supported by Red Hen this year were PP (93%)  Parents/Carers reports that the Red Hen support had made a significant difference to them.
<b>Blue Smile</b> (58% of the cost attributed to PP family Support) Counselling service for children. Workers from Blue smile are based at school to provide counselling support for around 32 children at any one time on a Wednesday and Thursday each week.	<b>£13,030</b>	This fills an identified gap locally. The aim is for our children to receive the support needed to be in the right state of mind to access their learning.  The increase in Blue Smile capacity has been in response to a historical waiting list.	14 PP children (58% of the whole caseload of 24) were supported through Blue Smile.  These children reported positively on the outcomes of the support.
<b>Pastoral Support</b> (50% of the cost attributed to PP family Support) Our Deputy Headteacher and Assistant Headteacher are released from class and timetabled to be available to lead a whole-school approach to pastoral care, meeting with children and parents. (2x 7.5 hrs per week)	<b>£11,450</b>	Issues resolved and children and parents/carers able to focus on learning. Deputy headteacher and Assistant headteacher are outside and available to talk with parents and carers before and after school every day. Deputy headteacher and Assistant headteacher are available over lunchtime to meet with children as needed.	School has invested in a Listening Bench which is staffed 1 x hour per week by ex-Blue Smile counsellor, and 1 hour per week (15 mins a day) by school TA. Bench visitors monitored- 73% PP (March), 90% (July). Now putting one into KS2. 63% (39/61) KS1 + 46% (37/80) KS2 PP children received pastoral support from a senior manager within the year. 53% of children attending after school clubs (linked to increased resilience and self-esteem) have been PP (75% in Years 1 and 2). 4/9 of the main characters in Y6 Macbeth production were PP- high profile public event.
<b>Additional Tutoring for Targeted Y6 Children - Easter School</b> Two class teachers work for 4 days during the Easter holiday with children coming in 9.00am – 1.00pm. 2 Teaching Assistants also support the programme.	<b>£1,500</b>	This provision maintains momentum for vulnerable learners in the lead up to their SATs in y6.	Easter school had 32 attendees. 10 were PP children (31%) – 2 invited PP children did not attend.
<b>Additional Tutoring for Targeted Y6 Children – Sessions outside main teaching time.</b> Three class teachers provide weekly after school tuition throughout the year	<b>£2,000</b>	This provision maintains momentum for vulnerable learners in the lead up to their SATs in y6.	All Y6 PP children benefitted from extra tuition: reading booster, maths booster, Greater Depth writing group, SPAG booster, 1:1 confidence/self-esteem work as appropriate, Easter holiday revision sessions, extra time in tests as appropriate. PP with no SEN generally achieved the expected standard. (87% Reading / SPAG and 80% Writing / Maths)

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<b>Progress in KS2</b> (50% of the cost attributed to PP support) We identify children for a weekly booster group to target children to work above the expected level in maths.	<b>£1,070</b>	Identified children achieve the expected standard having made accelerated progress during the year.	Of the 15 pupil premium children who didn't have SEND, 27% achieved the higher standard (110+) in Maths compared to 28% for the whole cohort who didn't have SEND.
<b>Speech Therapy</b> (50% of the cost attributed to PP support) Providing Screening in EYFS and y1. One to one work supports identified children.	<b>£5,500</b>	Children are identified and supported as needed. Teaching assistants are supervised to provide support also.	Of the 8 PP children in EYFS that received speech therapy, 5 achieved the expected standard in Speaking. Of the 6 PP children in Y1 that received speech therapy, 2 achieved the expected standard in Spoken Language.
<b>Trips/Visits, and real experiences</b> Children not charged for termly trips and visits (£10 x termly x 139 children) School Trip to the pantomime (£15 x 139 children) Y6 Outdoor Activities Residential (15 PP children fully funded @ £225)	<b>£4,170</b>  <b>£2,085</b>  <b>£3,375</b>	The curriculum is able to include many more real experiences which directly lead into children engaging with their learning.  The gap in children's life experiences are narrowed.	As a result of funding the places for vulnerable learners, the school was able to increase in the number of school trips in 2015/16 (from 8 to 22 trips). This was maintained in 2016/17, 2017/18, and 2018/19.  The visits and real experiences are more embedded in the learning throughout the school. There has been training to help staff use trips to develop vocabulary and extended sentence structures.  We have also focused more on real experiences re nature ie school animals (worms, stick insects, chicks, tadpoles) and plants (school garden has produced flowers and crops).
<b>Admin Support for PP record Keeping</b> Office support to record and track the access to support received by PP children is kept up to date and used to plan future spending. (2 hours per week)	<b>£1,000</b>	Register maintained of PP children	Data is available to plan and use to report back.  Finance Officer informs teachers as new children qualify for PP.
<b>Y5 Music Tuition for all</b> (27% of the cost of the additional member of staff needed to run this provision.) 3 music teachers work with the y5 children in order to teach them to play as an ensemble.	<b>£720</b>	Every PP child learns to play a brass or woodwind instrument. Learning an instrument raises children's self-esteem.	All PP children learned to play a musical instrument in y5.
<b>Accelerated Reader</b> Children in years 3, 4, 5 and 6 are part of the programme to encourage pace and stamina in reading. (34% of the AR annual cost and annual book investment of £5000)	<b>£2,300</b>	Children to catch up 3 months over a 22 week period. Fluency to be increased.	87% of the 15 PP children without SEND achieved the standard at the end of year 6 and 27% achieved the higher standard. (Y3 77%, Y4 100% & Y5 78%)
<b>Attendance – Designated attendance officer time</b> (50% of the cost attributed to PP support) Attendance officer to monitor attendance closely, liaise with the education welfare officer and communicate with parents about issues of attendance. (10 hours per week on average.)	<b>£3,100</b>	Attendance is brought in line with the national average or above. Gap between PP children and the rest of the school is reduced.	Whole school attendance is 95.5%.  PP attendance is 93.6%.  61 out of the 142 PP children have had attendance involvement = 42.9%



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<b>Breakfast Club / After School Club</b> Breakfast club provides childcare and breakfast daily between 8.00am and 9.00am. Children entitled to pupil premium funding are charged a reduced rate (20p instead of £1.20) and children are invited for free at the discretion of the head teacher. After school club can be offered at no cost in exceptional cases for a family of a PP child in crisis.	<b>£630</b> (£1.20 x 525 free sessions) <b>£1,300</b> (£1 discount for 1300 sessions) <b>£300</b> (£7.50 x 40 sessions)	Vulnerable children received breakfast ensuring that they were ready to learn.  Families with attendance / lateness issues were supported to help their children to be in school on time.  We will reduce the number of children unable to concentrate in class due to hunger.	Any reports from PP children of hunger in the morning were followed up and breakfast club offered. 24 PP children have accessed breakfast club (11 regular paid, 6 irregular paid, and 7 free spaces). 11 PP children have used ASC (5 regular paid places, 3 irregular paid, and 3 free spaces).
<b>Access to EP advice and Support</b> Continued access to additional EP using traded services agreement.	<b>£3,000</b>	Vulnerable children can jump the waiting list to support their special educational need and avoid unnecessary delays in seeking EP advice.	Accelerated EP support: 6/9 (66%) are PP.
<b>Holiday Swimming Lessons</b> Additional swimming lessons for PP children are booked through school and fully funded to encourage children to learn to swim. (£20 x 10 children x 5 holidays)	<b>£764</b>	Parents have indicated that money is a barrier to them booking lessons for their children to learn to swim. As well as weekly lessons in year 4, we are providing additional holiday swimming lessons to give the children a better chance of achieving the expectation of being able to swim 25m.	School has paid for all the participants. 10 out of the current 17 YR4 pp children attended = 58.8%. 3 out of 4 PP children who have left before the end of the school year attended = 75%. Together for the school year = 66.6%
<b>Increasing Parental Engagement with a Particular Focus on Reading</b> Provide 1:1 support to targeted parents to remove the barriers to reading at home. Signpost parents and carers to adult literacy classes.	<b>£300</b>	We aim for parents and carers to be more confident to read with their children at home.	Course run with school and local library. Of the 12 children who attended, 8 were PP (66%). School ran an end of year advice session for EY parents/carers re reading in holidays: 1 PP parent attended. AHT targeted EY and preschool families with new books (early reading and counting). 5 families have received extra 1:1 support. PP Home -Reading across KS1 / EY tracked rigorously every half term- gone up from 10% in Sept to 51% in June.
<b>Release Time for PP Review Meetings with Staff.</b> 2 days of supply booked to release staff each half term to meet with Assistant Headteacher.	<b>£2,000</b>	Quality time provided for the assistant headteacher to talk with teachers about the data and strategies for moving on learning.	All meetings went ahead. Teachers report that they have a much greater understanding of each PP child's learning and potential barriers.
<b>Total</b>	<b>£193,409</b>		