



St Keyna 2018-19 Pupil Premium Plan Review

1. Summary information

Academic year	2018-19	Pupil Premium Grant (PPG) received per pupil	£1,320	Indicative PPG as advised in School Budget Statement	£93,270
Total number of pupils	240 Year R-6	Number of pupils eligible for PPG	73	Actual PPG budget	£96,360

2. Summary of the Pupil Premium Grant

The pupil premium is additional funding for publicly funded schools in England.

It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

3. Key priorities

- To continue to accelerate the progress and narrow the attainment gap between pupil premium and non-pupil premium pupils
- To improve the life chances of pupil premium pupils by ensuring they leave St Keyna with literacy and numeracy skills at or above age related expectations
- To provide emotional support for pupils so that they are resilient and willing to take on the challenge of learning
- To endeavour to provide enrichment opportunities for children
- To ensure that all pupil premium pupils achieve good levels of progress

4. Barriers to future attainment (for pupils eligible for PPG)

Academic barriers

A	Limited life experiences which impacts on their understanding of the world and limits their vocabulary.
B	Poor oral language skills limiting their communication, both oral and written.
C	Many of our children come from homes in which there is an absence of reading for pleasure. It is widely recognised that regular reading will not only improve children's comprehension skills, but also their creative writing skills as well as their overall attainment.

Additional barriers

D	Circumstances outside school which affect children's emotional well-being and learning readiness, i.e. parental separation, coming to school without breakfast, lack of nurture, lack of support with learning at home: reading, homework, etc.
E	Low attendance

5. Additional Support Strategies to overcome barriers A-E above		Success criteria	Costs
A	<p>Outdoor Education Activities</p> <p>Teachers supported with training to enable them to provide a programme of regular outdoor education activities designed to enhance pupil engagement and increase children's life experiences.</p> <p><i>Sutton Trust research indicates that outdoor adventure learning accelerates attainment by +4 months.</i></p>	<p>Children have a richer educational experience through teacher's ensuring that at least one lesson per week is taught outside (not including P.E.).</p> <p>Overall attainment improves.</p>	<p>Outdoor education provision and CPD - £1,000</p>

A	<p>Widening Opportunities</p> <p>Provide free access to a range of paid afterschool clubs provided by external providers (rugby, FreeG, yoga, football etc)</p> <p>Provide subsidised access to school residential trips*</p> <p>Music tuition from music specialists teaching recorders and violins.</p>	<p>Review</p> <p>Outdoor learning</p> <p>In KS1, teachers taught a very regular wide variety of outdoor lessons and in KS2 there was an increase in outdoor learning with engaging cross curricular lessons being taught ranging from archaeological digs to weekly outdoor maths. Next year we would like to further the amount of learning outdoors for KS2.</p> <p>Pupil Voice:</p> <p><i>'I like going on adventures to find animals and stuff.'</i> Year 1</p> <p><i>'I liked making paint out of mud and water.'</i> Year 1</p> <p><i>'I like all the space in the Wild Willow Wilderness.'</i> Year 2</p> <p><i>'We found bear footprints!'</i> Year 3</p> <p><i>'I really enjoyed creating movies with our toys in the Wild Willow Wilderness.'</i> Year 4</p> <p><i>'I like exploring and learning outside.'</i> Year 5</p> <p>Afterschool/lunchtime clubs attendance (target 50% PP attendance)</p> <p>This year 59 of the 73 (81%) of PP children attended one or more after-school/lunchtime clubs throughout the year. Many of them attended a club every term. This large increase in uptake has likely been achieved by a combination of offering a wide range of clubs, some proactive targeting and offering free places (for paid clubs) for children on FSM.</p> <p>Next year we will look to achieve 90% uptake.</p> <p>13 PP children attended the Year 6 residential which was subsidised by £105 pp.</p>	£1,905
B	<p>Improve oral language skills through support from a Speech Therapist with 1:1 TA support in class following Speech Therapist's advice.</p>	<p>Children's speech and language will improve and they'll be better able to communicate both orally and written.</p> <p>Review</p> <p>27 pupils received Speech & Language support.</p> <p>9 x pupils had EHCPs. The pupils were assessed at the start of the academic year and then set targets. The Speech Therapist worked with them weekly. In addition, she supported the 1:1 adults so that they were equipped to continue the interventions throughout the week. All the pupils met their targets at the end of the academic year, except 1, who was signed off school by CAMHS.</p> <p>4 x pupils were identified as having significant speech and language delay. The pupils were assessed at the start of the academic year and then set targets. The Speech Therapist worked with them regularly. In addition, she supported the class TAs so that they were equipped to continue the interventions throughout the week. All the pupils met their targets at the end of the academic year.</p>	SLIP/S&L support £2,193 Additional TA support - £2,000

14 x pupils were identified as having speech and language delay. The pupils were assessed at the start of the academic year. The Speech Therapist presented the class teachers with recommendations that should be implemented to improve the delay. The Speech Therapist reviewed progress throughout the year and regularly checked in with the teacher to help them tweak their practise if required. The pupils were re-assessed at the end of the academic year and all had made progress.

Increase reading at home to 4x per week, through a range of initiatives:

- Teachers to derive age specific rewards for those who achieve this in their class to motivate reading.
- Parent reading meetings and newsletter tips
- Continue 'Book of the week' in Celebration Assemblies to promote a love of reading and suitable reading materials.
- Engage children in stories and reading through: campfire stories – focus on male role models and bedtime story sessions – themed for KS2
- Reading books are in good condition and attractively displayed

For those families who do not engage and whose children need to make accelerated progress with their reading, ensure their children are listened to 4x per week at school.

Reading comprehension support work for identified children.*

* Sutton Trust research indicates that reading comprehension

A greater number of children read 4x per week at home (or at school).

Attainment at reading improves.

Review

From Term 2 onwards a range of whole school reading rewards were put into place for children achieving 20 or more reads per term. These rewards ranged from Headteacher's tea-parties and Easter egg hunts to toasting marshmallows in the Wild Willow Wilderness.

In Term 2, 15 PP children read 20 times or more at home.
 In Term 3, 19 PP children read 20 times or more at home.
 In Term 4, 19 PP children read 20 times or more at home.
 In Term 5, 13 PP children read 20 times or more at home.
 In Term 6, 10 PP children read 20 times or more at home.

Every term 21 PP children were listened to 4 or more times per week in school and additional reading comprehension support was put into place for our 'Catch-Up' children.

The Catch-Up children's progress data in the table below shows that in Years 2-6 our children made on average 1.3 points progress above expected (6 points), or over a terms worth of accelerated progress during the year.

Year Group	Catch-Up Children points progress (target 6 points)
	Reading
Year 2	7.1
Year 3	7.6
Year 4	7.7
Year 5	7.5
Year 6	7.6

Whilst the reading rewards improved the number of children reading regularly at home, the effects tailed off with the lighter evenings in the summer terms. Next year we will provide

Additional TA support in all classes - £6,552

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D	<p><i>strategies accelerates attainment by +7 months.</i></p> <p>Ensure an effective raft of nurture and parental support to help improve children's emotional wellbeing and learning readiness:</p> <ul style="list-style-type: none"> Nurture Groups and lunchtime support Time 4 Me PSA support* Thrive assessments and interventions* PSPs and other behaviour management tools* <p><i>*Sutton Trust research indicates that parental engagement accelerates attainment by +3 months</i></p>	<p>regular in-school opportunities for PP children to choose to go and read with someone in their own time (break-times). These will then count towards their reads at home.</p> <p>Improved SDQ / Thrive scores Improved emotional wellbeing Improved engagement and outcomes in all curriculum areas Improvements in behaviour and relationships</p> <p>Points Progress scores for 12 (11 PP) children who received Thrive.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading Progress</th> <th>Writing Progress</th> <th>Maths Progress</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Y2</td> <td>6.3</td> <td>7.8</td> <td>6.7</td> </tr> <tr> <td>Y4</td> <td>7</td> <td>9</td> <td>9</td> </tr> <tr> <td>Y5</td> <td>7</td> <td>8.7</td> <td>9.7</td> </tr> <tr> <td>Y6</td> <td>11</td> <td>8</td> <td>11</td> </tr> </tbody> </table> <p>All these children either met or exceeded their expected progress scores (6 points) with some exceptional progress in years 4-6 equating to up to 5 terms accelerated gain in Y6 R & M.</p> <p>Pupil Voice <i>'I basically like spending time with Mrs Brimble. I'm going to make teddies with her. Last year I made a dress for my toy pony with her.'</i> Year 4</p> <p>Points Progress scores for 19 (10 PP) children in Nurture Groups</p> <table border="1"> <thead> <tr> <th></th> <th>Reading Progress</th> <th>Writing Progress</th> <th>Maths Progress</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>6.6</td> <td>5.2</td> <td>5.4</td> </tr> <tr> <td>Y2</td> <td>6.3</td> <td>7.3</td> <td>6.7</td> </tr> <tr> <td>Y3</td> <td>6.5</td> <td>6.3</td> <td>7</td> </tr> <tr> <td>Y4</td> <td>7</td> <td>6.3</td> <td>6</td> </tr> <tr> <td>Y5</td> <td>7.7</td> <td>6.7</td> <td>8.3</td> </tr> </tbody> </table> <p>All these children either met or exceeded their expected progress scores (6 points).</p> <p>Pupil Voice <i>'I like 'Moonstone Drop-In' because it's quiet and you can play games and chat. It makes me feel happy.'</i> Year 3 <i>'I like Good Morning Club because of the fun work, games and toast.'</i> Year 4 <i>'It is really fun because you get to meet different people.'</i> Year 5</p>		Reading Progress	Writing Progress	Maths Progress	Y1	5	5	5	Y2	6.3	7.8	6.7	Y4	7	9	9	Y5	7	8.7	9.7	Y6	11	8	11		Reading Progress	Writing Progress	Maths Progress	Y1	6.6	5.2	5.4	Y2	6.3	7.3	6.7	Y3	6.5	6.3	7	Y4	7	6.3	6	Y5	7.7	6.7	8.3	<p>Specialist TA delivering: Time4Me, Thrive and nurture - £10,000</p> <p>Nurture groups - £8,892</p> <p>Parent Support Advisor - £2,000</p>
	Reading Progress	Writing Progress	Maths Progress																																																
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Academic support strategies for identified children including: feedback work*, pre-teaching**, teacher focus groups**, peer support***, in class TA support, Units of Sound spelling support, Personal Learning Plan targets and targeted interventions such as RWInc, Freshstart, etc.

The target groups for support are:

- Catch-Up groups – Pupil Premium children below age related expectation who need to make accelerated progress to reach ARE.
- Keep-Up groups - Pupil Premium children who have made accelerated progress last year and are now at age related expectation, but who need extra support in order to make expected progress.
- High attaining PP children - ensuring that these children make good progress or better and deepen their learning.

Sutton Trust research indicates that:

**feedback work accelerates attainment by +8 months*

***small group tuition accelerates attainment by +4 months*

****peer tutoring accelerates attainment by +5 months*

Catch-Up children achieve greater than 6 points progress over the year and achieve age related expectations.

Keep-Up children achieve 6 points progress and remain at age related expectation.

The impact of this will result in diminishing differences between their attainment and that of not-PP children both at school and nationally.

High attaining pupils achieve at least 6 points progress and remain above age related expectation.

Review:

Percentage of Pupil Premium Children across the School (Year 1-6) at Age Related Expectation

	Reading		Writing		Maths		RWM	
	Aut	Sum	Aut	Sum	Aut	Sum	Aut	Sum
All pupils	61	72	57	70	59	69	46	56
Pupil Premium	55	57	54	65	54	60	42	44

Percentages at ARE for PP pupils are rising, but not rising as quickly as for non-PP.

Points Progress (target 5 pts for Y1 and 6 pts for Y2-6)

Year Group	Catch-Up (children who need to catch up to ARE)			Keep-up (last year's Catch-up children who we don't want to slip backwards)		
	Reading	Writing	Maths	Reading	Writing	Maths
Year 1	4.8	5.3	4.7	5	4.9	4.8
Year 2	7.1	7.9	7.7	6.3	6.4	6.4
Year 3	7.6	6.7	6.7	6.2	6.4	6.2
Year 4	7.7	6	6.4	5.6	6	6
Year 5	7.5	6.9	6.6	5.8	5.9	5.7
Year 6	7.6	7	7.7	5.8	6	6

The vast majority of the Catch-Up groups have made accelerated progress. In Years 2 - 6 the Catch-Up progress is looking particularly strong, especially in reading. This is very encouraging given that many of these Catch-up children are also on the SEN register. Disappointingly the Keep-Up children's progress is slightly under target in Years 1, 4, 5 and 6 as one or two children have failed to make expected progress in certain areas. Next year, in Years 1-5, these children will become Catch-Up children again and will be supported to make accelerated progress.

Year 2	READING				WRITING				MATHS			
	NAT. 2018	SCH. 2017	SCH. 2018	SCH. 2019	NAT. 2018	SCH. 2017	SCH. 2018	SCH. 2019	NAT. 2018	SCH. 2017	SCH. 2018	SCH. 2019

Additional TA support in all classes - £51,185

Yr 6 Maths booster group - £2,042

SEND team support contribution - £7,101

% at Expected Standard	75	73	63	74	70	67	53	85	76	70	67	76
% at Expected for Disadvantaged Pupils	79	25	60	64	74	50	40	79	80	38	60	57

Year 6	READING				GPVS				WRITING				MATHS			
	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019
% at Age Related Expectation	60	73	68	73	84	82	74	78	64	79	88	78	84	79	74	79
% at Expected for Disadvantaged Pupils	44	42	63	TBC	78		88	TBC	44	58	94	TBC	78	50	75	TBC

KS2	SCHOOL 2017	SCHOOL 2018	SCHOOL 2019	National 2019
% EXPECTED STANDARD ACHIEVED ACROSS R,W,M	44	64	53	65
% EXPECTED STANDARD ACHIEVED ACROSS R,W,M Disadvantaged Pupils		25	50	

The success of our sustained focus on Catch-Up groups shows an increased percentage of Pupil Premium children achieving ARE across the three core subjects in both Years 2 and 6.

Points Progress (target 5 pts for Y1 and 6 pts for Y2-6)

Year Grp	Pupil Premium			Pupil Premium not SEND			Not Pupil Premium		
	R	W	M	R	W	M	R	W	M
Yr 1	4.6	4.8	5	4.6	5	4.6	5.1	4.8	5.4
Yr 2	6.1	6.9	6.5	6.3	6.4	6.1	6.3	6.8	6.9
Yr 3	6.5	6.3	6.3	6.3	6.5	6.3	6.5	6.3	6.3
Yr 4	5.7	6.2	6.6	4.6	5.8	5.4	5.9	6.2	6
Yr 5	5.4	6.1	6.3	5.2	5.6	4.6	5.6	6.1	5.2
Yr 6	5.6	6.3	5.9	4.7	5.8	5.3	6.4	6.1	6.8

Although most Pupil Premium children are making at least expected progress, in some areas their progress appears to be behind. The predominant reason for this is that our new

		<p>mastery approach keeps children within the band they're in and deepens their learning rather than pushing them onto the next band. This is why the 'PP not-SEND' children appear to be performing below expectation; some of these are high ability children not being moved on to the next band and therefore appear to have very poor progress, which is dragging down the averages for the cohort. Next year this anomaly will not occur.</p>	
E	<p>Support with attendance:</p> <ul style="list-style-type: none"> • Hold regular meetings with families to explore barriers to school attendance • Offer free places at breakfast club to encourage children to get to school on time • Support parents with parenting advice from our Parent Support Advisor where issues may be impacting both upon behaviour and attendance 	<p>The gap between PP pupils and not-pupil premium pupil's attendance will narrow. <i>Last year attendance averaged 1.5% lower for PP children than not-PP.</i></p> <p>Review: End of year attendance is 1.65% lower for PP children than for not-PP, at 94%. Despite successfully offering free places at breakfast club for two PP families with poor attendance, our PSA successfully supporting three PP families with poor attendance and implementing a proactive attendance policy, the gap has widened slightly. In Term 6 we started encouraging attendance through the provision of key 'important' jobs for PP children with poor punctuality and attendance. The results of this initiative, although mixed do appear to have had a big impact for some families where 100% attendance and punctuality was recorded for the 4 weeks the project was implemented. We will therefore look to continue this next year.</p>	<p>Parent Support Advisor - £1,000</p> <p>Breakfast club - £500</p>