

The Pupil Premium: 2018-2019

Analysis & challenge tool for schools



Final Review: July 2019

Analysis & challenge toolkit for school leaders:

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey.

I have used these, alongside our own school tracking formats, to inform discussions with both the SLT & Governing Body, & to help to shape future strategic planning for the use of the Pupil Premium Grant (PPG) at Braybrook Primary School.

<u>Financial year</u>	<u>Amount of Pupil Premium funding</u>
2014-2015	£131,200
2015-2016	£125,980
2016-2017	£110,140
2017-2018	£107,340
2018-2019	£102,580

	<u>2017-2018</u>			<u>2018-2019</u>		
<u>Percentage of PPG pupils:</u>						
Number of PPG pupils eligible for the Pupil Premium:	77	@ £1,320	= £101,640	69	@ £1320	= £91,080
Number of looked after pupils eligible for the Pupil Premium:	2	@ £1,900	= £3,800	4	@ £2300	= £9,200
Number of service chn eligible for the Pupil Premium:	0	@ £300	= £0	0	@ £300	= £0
Number of adopted chn eligible for the Pupil Premium:	1	@ £1,900	= £1,900	1	@ £2300	= £2,300
			= £107,340			= £102,580
			£4,495.50 (C/F)			£2,458 (C/F)
<u>Total</u>			TOTAL: £111,835.50			TOTAL: £105,038

Whole School Tracking 2018-2019:

Yr 3 & 5 PPG vs Non 2018-2019

Yr 1	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress	ARE	Gap to ARE	*		
Reading													
PPG			34.3	38.0	39.8	40.3		6	41.0	-0.7	1b	37.0	
Non-PPG	0.0		32.7	35.7	37.6	39.2	1.1	6.5	(1s)	-1.8	1w	39.0	
											1s	41.0	
Yr 1	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress				2b	43.0
Writing												2w	45.0
PPG			34.3	36.6	39.2	40.0		5.7	41.0	-1	2s	47.0	
Non-PPG	0.0		32.6	34.8	37.0	38.6	1.4	6	(1s)	-2.4	3b	49.0	
											3w	51.0	
Yr 1	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress				3s	53.0
Maths												4b	55.0
PPG			34.3	36.6	39.0	39.8	0.4	5.5	41.0	-1.2	4w	57.0	
Non-PPG	0.0		33.4	35.6	37.8	39.4	0.4	6	(1s)	-1.6	4s	59.0	
											5b	61.0	
											5w	63.0	
											5s	65.0	
Yr 3	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress	ARE	Gap to ARE	*		
Reading													
PPG	-2.6	43.9	44.9	45.0	46.3	47.1	-4.6	3.2	53.0	-5.9	6w	69.0	
Non-PPG		46.5	47.9	48.8	50.1	51.7		5.2	(3s)	-1.3	6s	71.0	
Yr 3	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Writing													
PPG	-2.4	43.8	44.5	44.9	45.4	46.4	-4.3	2.6	53.0	-6.6			
Non-PPG		46.2	47.3	48.3	49.1	50.7		4.5	(3s)	-2.3			
Yr 3	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Maths													
PPG	-2.5	44.1	45.1	45.7	46.6	48.0	-3.8	3.9	53.0	-5			
Non-PPG		46.6	47.9	49.0	50.0	51.8		5.2	(3s)	-1.2			
Yr 5	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress	ARE	Gap to ARE	*		
Reading													
PPG	-2.1	54.7	57.7	58.4	59.8	61.6	-1.8	6.9	65.0	-3.4			
Non-PPG		56.8	58.6	60.4	61.6	63.4		6.6	(5s)	-1.6			
Yr 5	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Writing													
PPG	-1.9	54.8	56.6	57.2	59.0	60.3	-2.2	5.5	65.0	-4.7			
Non-PPG		56.7	57.6	59.6	61.0	62.5		5.8	(5s)	-2.5			
Yr 5	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Maths													
PPG	-1.6	54.6	56.9	57.0	59.1	60.1	-2.7	5.5	65.0	-4.9			
Non-PPG		56.2	58.6	59.7	61.3	62.8		6.6	(5s)	-2.2			

Yr 2 & 4 & 6 PPG vs Non 2018-2019

Yr 2	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress	ARE	Gap to ARE	*		
Reading													
PPG			38.0	38.5	41.8	43.1	44.9		47.0	-2.1	1b	37.0	
Non-PPG	-2.1	40.1	40.9	42.7	44.6	46.5	-1.6	6.4	(2s)	-0.5	1w	39.0	
											1s	41.0	
Yr 2	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress				2b	43.0
Writing												2w	45.0
PPG	-1.9	38.3	39.0	41.4	42.7	44.8	-1.6	6.5	47.0	-2.2	2s	47.0	
Non-PPG		40.2	40.9	42.5	44.6	46.4		6.2	(2s)	-0.6	3b	49.0	
											3w	51.0	
Yr 2	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress				3s	53.0
Maths												4b	55.0
PPG	-1.4	38.8	39.0	42.2	43.1	44.9	-1.3	6.1	47.0	-2.1	4w	57.0	
Non-PPG		40.2	41.2	42.8	44.5	46.2		6	(2s)	-0.8	4s	59.0	
											5b	61.0	
											5w	63.0	
											5s	65.0	
Yr 4	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress	ARE	Gap to ARE	*		
Reading													
PPG	-0.4	52.3	54.3	53.8	55.2	59.0	1.5	6.7	59.0	0	6w	69.0	
Non-PPG		50.7	52.2	54.2	56.0	57.5		6.8	(4s)	-1.5	6s	71.0	
Yr 4	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Writing													
PPG	0.2	51.8	54.3	53.6	55.4	58.8	2	7	59.0	-0.2			
Non-PPG		49.2	51.5	53.6	55.3	56.8		7.6	(4s)	-2.2			
Yr 4	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Maths													
PPG	-0.2	52.0	53.5	54.4	56.6	58.8	1.5	6.8	59.0	-0.2			
Non-PPG		50.9	52.0	54.1	55.8	57.3		6.4	(4s)	-1.7			
Yr 6	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress	ARE	Gap to ARE	*		
Reading													
PPG	-0.1	62.5	63.9	65.5	67.2	68.6	-0.5	6.1	71.0	-2.4			
Non-PPG		62.6	65.2	66.0	67.5	69.1		6.5	(6s)	-1.9			
Yr 6	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Writing													
PPG	0.2	62.5	64.2	65.1	67.3	69.1	-0.7	6.6	71.0	-1.9			
Non-PPG		62.0	65.3	65.4	66.9	69.8		7.8	(6s)	-1.2			
Yr 6	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Maths													
PPG	-1.7	60.6	61.9	63.1	65.4	66.9	-3	6.3	71.0	-4.1			
Non-PPG		62.3	65.1	65.9	67.8	69.9		7.6	(6s)	-1.1			

Planning & evaluation outline 2018-2019:

<u>Pupil Premium used to:</u>	<u>Amount allocated to intervention / action (£)</u>	<u>Is this a new or continued activity?</u>	<u>Brief summary of the intervention or action, including details of year groups & pupils involved, & the timescale:</u>	<u>Specific intended outcomes:</u> <i>How will this intervention or action improve achievement for pupils eligible for the Pupil Premium?</i> <i>What will it achieve if successful?</i>	<u>How will this activity be monitored, when & by whom?</u> <u>How will success be evidenced?</u>	<u>Actual impact: R.A.G</u> <i>What did the action or activity actually achieve?</i> <i>If you plan to repeat this activity, what would you change to improve it next time?</i>
Forge positive home/school links with specifically targeted & potentially vulnerable families	9 x Phase TA cover for 1 afternoon every term (Class teacher release) 9 classes x £40 Termly = £360 x3 Terms = £1,080	Contd.	'Achievement for All' (AfA) 1:1 structured conversations termly, targeting 3x PPG chn per class across the school	Improved relationships bet. home/school Improved understanding of the child's home circumstances Shared & agreed targets to better support the good progress of each child	Termly 1:1 conversations timetabled by Inc. Ldr (Jan '19 / Apr '19 / July '19) AfA passports document discussions & targets agreed <u>Inc. Ldr to report to Pupil Achievement Committee, July 2019, to review progress and impact</u> Chn make at least good progress (6.6+) in R/W/M by July 2019	Targeted conversations undertaken with key identified families to support in good links bet. home & school (less formally than previously). Priority support has been identified for key PPG pupils, through PPMs, to accelerate their progress further in 2019-2020. End of year data evidences that PPG pupils have made expected or better progress in each of R, W & M in Yrs 1, 2, 4 & 6.
Promote good attendance, to: exceed the national expectation raise the school's % to 96.5% by July 2019 Narrow the attendance gap between disadvantaged & Non-disadvantaged pupils by July 2019	½ Termly 100% attendance draw 6 x £60 = £360 End of year 100% attendance draw 1 x bike & accessories = £200 End of year 100% attendance medals £100 'Magic March' - £296 Wk 1: Pencils 9 x £9 = £81 Wk 2: Draw for £5 = £45 Wk 3 – Draw for £10 = £90 Wk 4: Draw for Tablet = £80 Treat day for best attending class – Termly 3 x £350 = £1,050 £2,006	Contd.	Half-termly whole school draws for 100% attendance End of year whole school draw for 100% attendance <i>(Prizes to promote quality family time or to support educational achievement)</i> 'Magic March' Initiative to promote good attendance over time Reward / treat day for the best attending class each term in 2018-2019	Raise the profile of good attendance, which supports good progress & improves chn's chances for the future	Monthly, half termly & end of year attendance returns evidence improved whole school attendance %s 96.5% by July 2019 Reduction in SAMs PPG chn have attendance above national expectations of 96% <u>HT to report to Full Governing Body at EVERY FGB meeting</u> <u>Chair of Gobs to write to parents of 100%ers at end of year, (July 2019)</u>	A range of attendance strategies and incentives are in place to promote positive attendance. Attendance across the school was: <u>July 2019: 95.5%</u> (With persistent absentee – Yr 6) Attendance for PPG pupils in Summer 2019 was 92.8% as compared to 96.0% for non-PPG pupils (This represents a difference of -3.2% as compared to -2.6% at the end of 2017-2018) This MUST remain a priority focus for 2019-2020.

<p>Provide additional targeted support in Mathematics and English for Yr 2, 5 & 6 Chn, to accelerate progress & further narrow the gap between Disadvantaged & National Non-Disadvantaged attainment in Maths and Reading</p>	<p><u>Yr 5&6 Maths</u> 3.5 hrs daily (4x week) (0.8) Maths Leader (3 Terms – 12 months) £26,924</p> <p><u>Yr 5&6 English</u> 3.5 hrs daily (4x week) (0.8) DHT (2 Terms – 8 months) £20,928</p> <p><u>Yr 2 English & Maths</u> 3 hrs daily (5x week) (F/T) Tchr (1 Term – 4 months) £8,384</p>	<p>Contd.</p>	<p>Specialist teachers to target low attaining pupils with PPG in daily English and mathematics lessons, thereby enhancing impact on PPG pupils of all abilities through a reduction in group size.</p> <p>Ongoing</p> <p>Flexible groupings</p>	<p>Identified chn make accelerated progress of 7 or more steps in each of reading and mathematics by July 2019</p> <p>Chn become more confident & independent as learners</p>	<p>Data evidences that identified chn have made accelerated progress of 7 or more steps by July 2019</p> <p>Attainment gap closes, as compared to National expectations of their non-disadvantaged peers</p> <p>Observations evidence that chn are confident & independent learners</p> <p><u>Governors to undertake monitoring visits in Autumn 2018 and in Spring 2019, to observe sessions and evaluate impact with Subject Leaders</u></p>	<p>Yr 6 daily split for maths and reading (4x weekly) impacted positively, with ALL 19 PPG pupils (100%) making expected progress or better in-year.</p> <p>ARE+ for ALL pupils at BPA: 58% R / 75% W / 69% M whilst for the 19 PPG pupils at BPA: 37% R / 74% W / 53% M.</p> <p>Yr 2 end of year data evidenced good rates of progress.</p> <p>Despite cohort outcomes being in line with National for all pupils, PPG pupils attained lower than their non-PPG peers.</p> <p>This MUST be a priority for 2019-2020.</p>
<p>Accelerate progress & further narrow the gap between Disadvantaged & National Non-Disadvantaged attainment in reading across the school</p>	<p>1x hour daily per class (6 chn x 10 mins)</p> <p>(Yrs 1–6: 8 classes)</p> <p><u>8 x 5hrs = 40 TA hrs per week</u></p> <p><u>40 x £10.71 x 38 weeks</u></p> <p>£16,280</p> <p><u>Yr 1:</u> 5 chn x £135 <u>Yr 2:</u> 11 chn x £135 <u>Yr 3:</u> 8 chn x £135 <u>Total:</u> £3,240</p>	<p>Contd.</p> <p>Contd.</p>	<p><u>'Daily Hotlisting'</u> TAs to listen to identified chn read daily 1:1, (as highlighted through Termly PPM actions) to support in the accelerated progress of disadvantaged pupils in reading.</p> <p>Identified chn to change termly, in the light of PPM actions</p> <p><u>The Book Trust: Letterbox Club</u> 6 parcels per child (inc. books, games, Q prompts for parents etc)</p> <p>Yr 1 – Letterbox Orange Yr 2 – Letterbox – Blue Yr 3 – Letterbox Red</p>	<p>Identified chn make accelerated progress of 6.6+ steps in reading by July 2019</p> <p>Chn become more confident & independent as readers</p> <p>Parents are better able to support in reading at home, sharing high quality texts and stimulating discussion about them through games and questioning.</p>	<p>Data evidences that identified chn have made at least good progress of 6.6+ steps by July 2019</p> <p>Attainment gap closes, as compared to National expectations of their non-disadvantaged peers</p> <p><u>Governors to listen to a sample selection of readers across the school during monitoring visits, to gauge enjoyment, engagement and attitudes to reading (Focus on High Attaining Disadvantaged pupils)</u></p> <p>HT & DHT to listen to pupils weekly, as evidenced in reading records</p> <p>Literacy Ldr to survey parents and families for views and impact of family engagement initiatives</p>	<p>Data from Summer 2019, in addition to provision maps for each class, evidences strongly the positive impact of 1:1 reading on progress outcomes for PPG pupils in all but Yr 3. Progress for PPG pupils was above that expected at this stage of the year in reading (6 steps) in all year groups except Yr 3, where there is a strong correlation bet. PPG & SEND.</p> <p>Yr 1: 6.0 Yr 4: 6.7 Yr 2: 6.9 Yr 5: 6.9 Yr 3: 3.2 Yr 6: 6.1</p> <p>Rates of progress in reading are the same or better for PPG pupils as compared to their non-PPG peers in: Yr 2, Yr 4 & Yr 5.</p> <p>Pupil Voice interviews, undertaken by the LSL in Jan 2019, strongly evidence pupils' positive attitudes and enjoyment of reading.</p>

<p>Provide targeted PiXL 'therapies', to address gaps in both reading and maths for PPG pupils in Yrs 5 & 6</p>	<p>PiXL Primary Package ('Basic Offer')</p> <p><u>£2,600</u></p>	Contd.	<p><u>Implementation of PiXL</u></p> <p>Yr 5 & 6 teachers use half termly diagnostic testing to identify issues for 'key marginal' pupils, in danger of not attaining the 'expected' standard by the end of KS2 (Focus on PPG)</p>	<p>The proportion of PPG pupils attaining the nationally expected standard rises to be in line with nationally non-disadvantaged pupils at the end of KS2, in July 2019</p>	<p>Data evidences that chn have made & sustained at least good progress of 6.6+ steps by July 2019</p> <p>Attainment gap closes, as compared to non-disadvantaged National expectations in July 2019</p> <p>SLT observations evidence that chn are confident & independent learners</p> <p><u>HT to report on impact of 'therapies' to Pupil Achievement Committee at EVERY meeting</u></p> <p><u>Governors to undertake monitoring visits in Spring 2019, to observe sessions and discuss impact with Inclusion Leader</u></p>	<p>PIXL therapies were used 4x weekly in Yr 6 and 3x weekly in Yr 5, for both reading and maths. (HLTAs released class teachers to deliver support)</p> <p><u>By Summer 2019 Yr 6: (19 pupils)</u></p> <p><u>Reading progress for PPG:</u> -5.36 as compared to -3.37</p> <p><u>Maths progress for PPG:</u> -5.02 as compared to -1.13</p> <p><u>Writing progress for PPG:</u> 0.08 as compared to -0.54</p> <p><u>PPG Data included:</u> 1 LAC 2 chn with no KS1 data. 1 chd with an EHCP 3 chn with SEND. 1 persistent absentee, also absent for the tests. 1 newly arrived child with no English.</p>
	<p>1x ITA 'Intervention TA' 2 hours - Daily</p> <p><u>£9,574</u></p>	Contd.	<p>ITAs provide release for teachers to target 'key marginal' chn with gaps in learning, or those identified by Inc. Ldr & SLT through PPMs, with apt Programmes of work or 'therapies' daily</p>	<p>Identified chn make accelerated progress of at least 6.6+ steps, in reading and/or maths, which is at least good</p> <p>Chn are more confident & independent when approaching or applying their learning</p>		
<p>Rigorously support, track, and evaluate the progress of ALL PPG Pupils, to secure a narrowing in the attainment gap to their National Non Disadvantaged peers</p>	<p>Inclusion Ldr</p> <p><u>£3,000</u></p>	Contd.	<p>Inclusion Leader to:</p> <p>rigorously track & monitor the progress of PPG chn half termly</p> <p>identify & address poor progress or underachievement, identified through data analysis & PPMs</p> <p>evaluate the impact of identified interventions</p>	<p>Progress & attainment of PPG chn is rigorously tracked & quickly addressed, where concerns arise regarding slow progress or underachievement</p> <p>Chn benefit from additional support or intervention, which is quickly identified & specifically targeted</p>	<p>Data evidences that disadvantaged chn across the school have made at least good progress of 6.6+ steps, by July 2019</p> <p>Attainment gap closes, as compared to non-disadvantaged National expectations</p> <p>Minutes and actions arising from termly PPMs evidence quick identification & addressing of underachievement</p>	<p>Inc. Leader continues to oversee systems for monitoring the progress and attainment of PPG & non-PPG pupils.</p> <p>Inc. Leader's attendance of PPMs ensures rigour in identifying and addressing under-achievement and in evaluating the impact of interventions.</p> <p>(Monitors not only progress and attainment but also best value in interventions.)</p> <p>Data for Summer 2019 evidences that progress of PPG pupils has been better than expected in all subjects and for all year groups except Yr 3, where there is a strong correlation between PPG and SEND.</p> <p>New Yr 6 to receive additional support in 2019-2020, in writing and maths.</p>

<p>Support the social/emotional dvt. & welfare of potentially vulnerable chn & their families</p>	<p>1x FLO 'Family Liaison Officer' £23,472</p>	<p>Contd.</p>	<p>FLOs work with chn & families across the school through: Social nurture groups Behaviour support Counselling CiN/CP/MASG/EHAs Webster Stratton Parenting classes Links with agencies PTFA – 'FOBSA' Family events Parenting groups inc. 'Family Cookery' project</p>	<p>Chn feel safe, secure & valued & are able to better focus on their learning because of this Potentially vulnerable families are well supported & confident in approaching the school for help & advice</p>	<p>Parent surveys & pupil interviews evidence that chn & families feel safe, secure & well supported by the school FLOs' documentation evidences good ongoing support of potentially vulnerable families HT to report bi-annually on Parent Survey feedback to Full Governing Body Governors to undertake Pupil Survey re: behaviour and safety in Spring 2019</p>	<p>The work of the FLOs has immeasurable impact on a number of chn and families, through ongoing support and work to reduce barriers to learning. Support in addressing attendance and punctuality has impacted positively on key families over time. In 2017-2018: 8/13 PPG pupils improved through support & challenge. In 2018-2019: 37 pupils are in receipt of support & challenge. (12 are PPG) Case studies evidence the positive impact of the FLOs' work on a range of chn and families</p>
<p>Support other needs, as they arise (Ongoing) inc. improving opportunities through subsidising trips, visits & other enrichment activities</p>	<p>20 chn x £25 £500</p>	<p>New NOVEMBER</p>	<p>PPG pupils from Yrs 5 & 6 experience live musical theatre 'Nativity – The Musical'</p>	<p>Chn experience a live theatre production.</p>	<p>HT to report to the Full Governing Body re: use of outstanding PPG Funds on a termly basis, through the finance section of the HT Report to Governors</p>	<p>-</p>
<p>18 chn (13 families) supported across the year 2018-2019 £3212</p>	<p>Contd.</p>	<p>Contd.</p>	<p>Children from vulnerable families receive subsidised places at Breakfast & After-School Club</p>	<p>Calm start/end to the day. Easy transitions to/from class to support learning. Support in readiness for learning. Social/emotional dvt.</p>	<p>DISCRETIONARY FUNDS REMAINING: £1018</p>	<p>-</p>
<p>TOTAL:</p>	<p>£104,020</p>					

Additionally, a key focus for 2018-2019 is the teaching provision and aspirational targets for high attaining disadvantaged pupils across the school.