

Vane Road Primary School

Pupil Premium Strategy Statement

2018 – 2019

Evaluation of spending

1. Summary Information					
School	Vane Road Primary School	Total PP budget	£139,000	Date of most recent review	September 2019
Academic Year	2018/2019	Number of pupils eligible	110 pupils 28%		
Total number of pupils	387	Number of PP+ children	3 pupils 0.8%		
		Number of Service Children	22 5.7%		

2019 Outcomes	
EYFS GLD	
National Disadvantaged	56%
School Disadvantaged	62%
School Others	73.6%
School Gap	-11%

Phonics	
National Disadvantaged	70%
School Disadvantaged	76%
National Others	84%
School Gap	-8 %

KS1	Reading	Writing	Maths
School Disadvantaged	63%	56%	31%
National Other	75%	70%	76%
School Gap	-12%	-14%	-45%

KS2	Reading	Writing	Maths
National Disadvantaged	64%	67%	64%
School Disadvantaged	61.9%	85.7%	76.2%
National Other	80%	83%	81%
School Gap	-18.1%	+2.7%	-4.8%

Evaluation of Expenditure

	Desired outcome and Success Criteria	What the money was spent on	Amount Spent	Evaluation
A	<p>Increase the proportion of disadvantaged children achieving GLD. - Progress of PP pupils to be greater than Others across Early Years to narrow the attainment gap.</p> <p>GLD attainment gap to be below -20%</p>	<ul style="list-style-type: none"> Increased levels of staffing in Reception to support PP pupils Provided quality training for staff and the opportunity to visit other local settings and liaise with colleagues. Support staff to targeted children effectively through Pupil progress meetings Early identification of children with additional needs and strategies were put in place to progress learning. Liaised with a variety of outside agencies to support PP children and families. . 	<p>- Staffing - Training - Educational resources</p> <p><u>£18,500</u></p>	<p>Target achieved School dis – 61.5% National other – 73% GAP -11.5%</p>
B	<p>Increase the proportion of children meeting and exceeding the expected standard for disadvantaged children in reading.</p> <p>The difference in attainment of EXS to be lower than -5% at the end of KS2 and in all other year groups to be lower than the year before</p>	<ul style="list-style-type: none"> Designed and implemented new library space and created a real “wow “space for children to read and access reading materials. Assessment lead and English led CPD for staff on Cornerstones Reading Assessment. Book supplies were replenished in line with pupil's wishes. Reading Partnership Programme is in place across year groups. Parent/carer meetings held with class teachers to discuss reading at home. Reading at home monitored and encouraged by staff. Beanstalk programme continued throughout school in specified year groups. 	<p>- Bespoke Library - Bespoke Outdoor reading area - Training - Accelerated Reader - Books - Beanstalk - Reading Diaries - Parent Meetings</p> <p><u>£31,400</u></p>	<p>Target partially achieved KS1 School all – 72% Disadvantaged – 63% Gap – 9%</p> <p>Target not achieved KS1 GDS School all – 24% Disadvantaged – 0% GAP – 24%</p> <p>Target not achieved KS2 – School dis – 61.9% National all – 80% GAP -18.1%</p> <p>Target not achieved KS2 Higher standard Sch dis – 14.3% National other – 33% GAP – 18.7%</p>

C	<p>Accelerate the progress of PP children through effective marking and feedback.</p> <p>Attainment gaps between PP and Others to be diminishing across the whole school in Reading, Writing and Maths. By the end of Key Stage 2 the gap to be lower than -5% in all subjects at EXS.</p>	<ul style="list-style-type: none"> • Staff were trained during staff meeting time on effective feedback and ensuring SMART targets are given. • Feedback was monitored through book reviews and learning walks to ensure targets and feedback were tightly focused and moved learning forward. • Targeted interventions were in place led by the class teacher and discussed during pupil progress meetings. • TLR leads and SLT led termly observations and book reviews to ensure marking and feedback is being used effectively. • SLT analysed termly data and then discussed with class teachers during pupil progress meeting to ensure children were progressing. 	<ul style="list-style-type: none"> - Staffing - Training - SLT time - School Data Company - SIMS - Early Bird Sessions <p><u>£24,400</u></p>	<p><u>SPaG –KS2 -target achieved</u> Sch dis- 85.7% National other 82% GAP - +4%</p> <p><u>Reading Target KS2 - not achieved</u> Sch dis – 61.9% National other – 80% GAP -18.%</p> <p><u>Maths KS2 Target achieved</u> Sch dis- 76.2% National other – 81% GAP – 5%</p> <p><u>Writing KS2 Target achieved</u> Sch dis – 85.7% National other – 83% GAP - +3%</p> <p><u>RWM KS2 Target not achieved</u> Sch dis- 57% National other – 70% GAP -13%</p>
D	<p>Increase the proportion of children meeting and exceeding the expected standard for disadvantaged children in writing and EPGS.</p> <p>Attainment gaps between PP and Others to be diminishing across the whole school in Writings. By the end of Key Stage 2 the gap to be lower than -5% in writing and EPGS at EXS and GDS.</p>	<ul style="list-style-type: none"> • Teacher and support staff interventions were in place with planned regular pupil progress meetings to ensure children made the best possible progress. • Children who could make accelerated progress were identified early and actions put in place. . • AHT led staff meeting on how to support children with their Spelling. • Planned moderations took place throughout the year in school and with GAAP schools. . • Phonics was taught using a mastery approach where all children were exposed to all phonemes. 	<ul style="list-style-type: none"> - Staffing - Training - SLT time - School Data Company - SIMS - Early Bird Sessions <p><u>£24,400</u></p>	<p><u>SPaG KS2 Target achieved</u> Sch dis- 86% National other- 82% GAP - +4%</p> <p><u>Writing KS2 Target achieved</u> Sch dis – 85.7% National other – 83% GAP - +3%</p>

		<ul style="list-style-type: none"> Planned interventions were led by trained staff to "catch up" any pupils vulnerable of falling behind. 		
E	<p>To increase the amount of time that disadvantaged children attend school and are able to access learning.</p> <p>The gap between the percentage attendance of PP and Others to be less than -2% overall and for Persistent Absentees</p>	<ul style="list-style-type: none"> EWO targeted PP children will lower than 94% attendance and identified patterns in attendance and strategies to improve attendance. EWO made contact with families of low attending children and implemented strategies and meetings to improve attendance. School identified PP children who were not reading regularly at home and not completing homework tasks. Staff in breakfast and after school club completed these tasks with the children to ensure they did not "fall behind" AHT led TAFs and after discussions with SLT offered free child places in child care or fee paying after school activities. Children identified as needing extra support were offered to attend Early Bird Interventions 	<ul style="list-style-type: none"> Staffing EWO SLT time Out of Hours club CPoms TAF meetings Designated Safeguarding Leader time <p><u>£16,000</u></p>	<p>Target achieved:</p> <p>Disadvantaged children % of sessions missed 5.1%</p> <p>School Other – 4.2%</p> <p>Difference -0.9%</p> <p>NA for all children 4.2%</p> <p>School All – 4.4%</p>
F	<p>To support the social, emotional and mental needs of pupil premium pupils.</p> <p>Maintain very low exclusion rates.</p> <p>Reduce numbers of PP children accessing One Point Support and School Counsellor Support</p>	<ul style="list-style-type: none"> AHT was available to provide time and support for PP children and their families to support their emotional needs immediately and signpost where necessary to other agencies. AHT worked with families of PP children to support their emotional needs outside school hours by sign posting them to appropriate support. Mental health leads Introduced whole school (Tier 1) mental health scheme to support the 'feelings' of the children and led staff training during staff meeting time. School Counsellor supported children through 'Soul Purpose' for individual (Tier 2) needs of PP children. DHT was available to advise staff on accessing support for those children who need more 	<ul style="list-style-type: none"> Jigsaw scheme School Counsellor AHT time All staff time <p><u>£19,000</u></p>	<p>Jigsaw scheme introduced throughout school – continued focus this year.</p> <p>AHT led 8 TAFs last year 6 were disadvantaged families. 5 TAFs were successful and closed. 3 are ongoing with continued support this year.</p> <p>AHT and One Point led 2 family plan meetings both of which were disadvantaged families.</p>

		<p>intensive support (Tier 3) through referrals to CAMHS and One Point services.</p> <ul style="list-style-type: none"> • Talk About sessions delivered during Early Brid sessions 		
G	<p>Improved relationships with local nurseries and parents.</p> <p>Improved outcomes for PP children in Reception 2019/2020</p>	<ul style="list-style-type: none"> • AHT and DHT attended local feeder nurseries and identified PP children who were potentially be attending Vane Road. • AHT led coffee mornings and workshops for new parents/carers to create early relationships and delivered "School Ready" workshop. • AHT and DHT initiated early meetings with parents and nurseries to gain an understanding into how best to support their children in the transition into school. 	<ul style="list-style-type: none"> - AHT time - Coffee Afternoons - Transition meetings 	<p>AHT appraisal with KP. AHT and DHT met with all local feeder nurseries to establish early relationships.</p> <p>All parents invited to coffee morning where AHT delivered training on getting their children "school ready"</p> <p>AHT and DHT established early relationships with parents/carers before children entered school.</p> <p>Continued focus.</p>