

## Pupil Premium: Impact report for 2018 / 19

The majority of the money received through the Pupil Premium is used to employ additional staff. This is either to provide specialist staff or to facilitate smaller groupings for English and maths lessons.

At the end of the Foundation Stage pupils continue to make good progress. The percentage making a **Good Level of Development (GLD)** rose again this year – up from 51% to **59%**.

In KS1 we had a lot of mobility (around 23% across their time in Y1 and Y2) – which impacted significantly on the cohort. We took in some children with high levels of need both academically and socially. The pupils made satisfactory progress, although outcomes were below national averages we have significantly closed the gaps.

<b>KS1 Reading</b>	<b>Southcoates</b>	<b>National</b>	<b>Gap</b>
<b>EY GLD</b>	60%	71%	- 11%
<b>KS1</b>	73%	75%	- 2%

- EY GLD to KS1 reading outcome shows a rise of 13%, nationally this figure is only 4%.

<b>KS1 Writing</b>	<b>Southcoates</b>	<b>National</b>	<b>Gap</b>
<b>EY GLD</b>	60%	71%	- 11%
<b>KS1</b>	62%	69%	- 7%

- EY GLD to KS1 writing outcome shows a rise of 2%, nationally there was a drop of -2%.

<b>KS1 Maths</b>	<b>Southcoates</b>	<b>National</b>	<b>Gap</b>
<b>EY GLD</b>	60%	71%	- 11%
<b>KS1</b>	69%	76%	- 7%

- EY GLD to KS1 maths outcome shows a rise of 9%, nationally this figure was 5%.

In Y1 the children undertake the Phonic Screening Check. Our outcomes with this are generally above the national average, although this year there has been a dip. We achieved 82% in 2017 and 91% in 2018 – this year we achieved 80% (just 2% below the national average). The cohort had a higher level of SEN and a significant number of children with English as an Additional Language (EAL) – 25% of the cohort.

Our specialist maths teacher (**NC: Numbers Count**) worked right across the year, so was able to see 6 children and complete the programme. This is a specialist programme which is delivered on a 1:1 basis. The children she worked with made an average of 20 months progress. From a starting point significantly below age related expectations (ARE) they have made significant gains.

In KS2 pupil outcomes were at national – both in terms of attainment and progress. Reading and writing were slightly above national attainment and maths slightly below. Reading was the strongest subject. Reading, writing and mathematics combined (the attainment floor target) was 65%, which matches the national figure that also stands at 65%. The figure for those children

working at a greater depth is just 1% behind national. The national figure is 11% and at Southcoates 10% of our children achieved this.

KS2 Reading	Southcoates	National	Gap
EY GLD	14%	52%	- 38%
KS1	76%	85%	- 9%
KS2	78%	73%	+ 5%

- EY GLD to KS2 reading outcome shows a rise of 64%, nationally this figure is only 21%.
- The progress measure for reading is 1.5 (nationally 0.0)

KS2 Writing	Southcoates	National	Gap
EY GLD	14%	52%	- 38%
KS1	65%	77%	- 12%
KS2	80%	79%	+ 1%

- EY GLD to KS2 writing outcome shows a rise of 66%, nationally this figure is only 27%.
- The progress measure for writing is 0.0 (nationally 0.0)

KS2 Maths	Southcoates	National	Gap
EY GLD	14%	52%	- 38%
KS1	74%	80%	- 6%
KS2	75%	79%	- 4%

- EY GLD to KS2 maths outcome shows a rise of 61%, nationally this figure is only 27%.
- The progress measure for maths is 0.2 (nationally 0.0)

**Across the school our data shows that we are closing the gap between school and national attainment.** This is evident in the 'progress measures' the school achieves. Progress measures look at the attainment children made in Y2 and compare it to their attainment in Y6. If expected (average) progress is made, a score of '0' is achieved, anything over this starts to show better than expected progress. Over the last 3 years our progress measures show a significant improvement. Though we have dipped this year, our average remains above the national average (0.0):

Subject	2015/16	2016/17	2017/18	2018/19
Reading	-2.7	0.4	1.2	1.5
Writing	2.0	0.2	3.5	0.0
Mathematics	-1.0	-0.9	0.9	0.2
<b>Average</b>	<b>-0.6</b>	<b>-0.1</b>	<b>1.9</b>	<b>0.6</b>

This is very good overall progress. Progress for our disadvantaged children in 2017-18 was also good, and all score positively:

Subject	2017/18
Reading	1.1
Writing	3.0
Mathematics	0.2
<b>Average</b>	<b>1.4</b>

We are awaiting the figures for last academic year.

**Attendance** for the whole school was 95.3% - which represents an increase from the previous year (95.1%). This was a focus within school following the Ofsted inspection in May 2017. In addition to the improvement in attendance we have maintained and further improved the reduction in persistent absenteeism. In the 2016-17 academic year this stood at just over 18%, in 2017-18 this reduced to just over 12%. Last year saw this reduce further to 11.4%.

We employ the services of an Educational Psychologist, external to the Local Authority. The company is called Applied Psychologies. In addition to planning meetings and 1:1 work with children they have also fed back to parents, sat in on multi-agency meetings, held staff drop-in sessions and delivered training.

Our **Breakfast Club** is always well attended. On some days the numbers attending exceed 70, though on average attendance is just over 60. This is a free service, aimed at improving punctuality and supporting working parents. After school clubs are also well attended. These include:

<u>Club</u>	<u>No.</u>	<u>Club</u>	<u>No.</u>
Multi Sports	16	Football (KS2)	20
Rounders	16	Dance	23
Football (KS1)	14	Drama	31
Change for Life	17	Sports Camp	19
Play Club	42	Lego	46
Dodgeball (KS2)	28	Guitar	11
Board Games	29		

The **Well-Being Worker** supports most children in some manner over the course of the year. The range of issues she dealt with included: bullying, behaviour / anger management, bereavement, friendship groups and much more. The support provided included support to 57 families (including signposting them to other agencies and liaising with Social Services).

Our **Learning Links Worker** continues to work proactively – again on a wide range of activities. In addition to organising our after school programme and running the School Council she also organises the discos, the Christmas and Summer Fairs, coffee mornings for parents, the 'Fair Share' club (which 70 families are now signed up for), courses for parents (e.g. HENRY, Maths, English and Challenging Behaviour) and much more. Over the last year she has also worked with other local organisations to promote early play activities.

## **Pupil Premium: 2019 / 2020**

The 'Pupil Premium' is a fixed sum of money allocated to schools to support those children who most need additional support. It is targeted to help children overcome the barriers they face to their learning. The main barriers we have identified are:

- Language development (specifically talking and reading)
- Social and emotional aspects of learning
- Enrichment and experience
- Learning to learn - learning dispositions
- Attendance & Punctuality (including 'persistent absenteeism')

The impact of how we utilise this funding is monitored closely:

We analyse which pupils are underachieving and why this happens: this gives us a realistic view of the barriers to achievement experienced by many pupils and allows us to formulate an appropriate response.

We use a range of evidence including the Education Endowment Fund toolkit to allocate funding strategies that have high impact.

We place greatest emphasis upon high quality teaching and interventions are planned in waves to support learning where pupils need to catch up or require additional challenge.

We use internal and publicly available achievement data to check the impact of interventions and to make adjustments where these are necessary.

The Principal has oversight of how Pupil Premium funding is being spent and holds staff to account for progress via termly 'Pupil Progress Meetings'.

Governors have an understanding of the way that Pupil Premium funding is used to support achievement and demonstrate challenge to leaders around the impact of this additional resource. They ensure that money is spent appropriately and monitor impact.

The allocation of resources is reviewed on a termly basis and Governors approve the overall spending on an annual basis. This is undertaken in the Summer Term, in order to plan for the new academic year.

This is a breakdown of our current allocation.

Current Year ('19/'20) Allocation:	How the allocation is being spent:	Cost:
£184,880	The majority of funding continues to pay for additional staffing:	
	- specialist reading input (training)	£3,500
	- specialist teacher for maths	£12,215.86
	- additional teachers to support smaller teaching groups in KS2	£51,259.86
	- well-being worker	£18,275
	- Learning links worker	£21,649.84
	- attendance officer	£8653.15
	- Additional Nursery Nurses (a total of 37.5hrs per week)	£25,583.74
	In addition this year we are purchasing additional support from an Educational Psychologist.	£4,000
	We also be employ additional teaching assistant support for KS1.	£11,279
	We will also continue to run a range of after school activities.	£5,000
	Breakfast Club:	
- staffing	£10,406.40	
- Catering costs	£7,980	
- Trips /excursions	£5,000	
<b>TOTAL EXPENDITURE:</b>	<b>£184,802.85</b>	