

## Pupil Premium Report for Governors impact statement of spending 2019/20

The Government give schools Pupil Premium funding, which is based on every child who has been eligible for a free school meal in the last 6 years. The school then spends this money on closing the gap between the attainment of children eligible for free school meals and non- free school meals. As the money is paid from April to April below is a summary of how some of the money has been spent this year since April and the success we have had. This also includes planned spending for this year.

### Overview of the School

#### Number of Pupils and Pupil Premium grant (PPG) received

Total number of pupils on role	<b>360</b>
Total number eligible for PPG	<b>Based on 110 pupils at 1,320 per pupil</b>

#### Summary of PPG Priority Spending for 2019/20

<b>Barriers:</b> <ul style="list-style-type: none"> <li>• 100% of children enter Nursery below/ significantly below the national averages</li> <li>• Low aspiration</li> <li>• High level of deprivation- 75% of children in lowest 10-20% and 100% in lowest 10-40%</li> </ul>	
<b>Objectives in Spending PRG:</b> <ul style="list-style-type: none"> <li>• To raise attainment in Reading across the school by 10%.</li> <li>• To raise attainment for disadvantaged groups at greater depth in Reading, Writing and maths in KS1.</li> <li>• To deliver appropriate interventions to diminish the difference between groups</li> <li>• To deliver proactive early intervention.</li> <li>• To improve parental support and break down barriers with school and to implement Early Help</li> <li>• Attendance to be at the national level- Particularly Persistent Absentees</li> <li>• To provide parenting support programmes</li> </ul>	
Total amount of PPG received	<b>£165,420 2019/20</b>

#### Previous Performance of Pupils by the end of KS2 2019

	2019 school	2019 Disadvantaged school
% of Pupils working at the expected level in Reading	Attainment 68%	62%
% of Pupils working at the expected level in writing	80%	71%
% of Pupils working at the expected level in maths.	82%	67%
% of Pupils working at the expected level in GAPS	73%	67%
% of Pupils working at the expected level in Reading, Writing and Maths	59%	48%

% of Pupils working above the expected level in Reading	23%	19%
% of pupils working above the expected level in writing	14%	5%
	30%	29%
% of Pupils working ABOVE the expected level in GAPS	30%	19%

### Key Stage1

	2019 school	2019 Disadvantaged school
% of Pupils working at the expected level in Reading	Attainment 72%	67%
% of Pupils working at the expected level in writing	57%	52%
% of Pupils working at the expected level in maths.	63%	57%

### 3 Year Trend

#### Reading

	2017	2018	2019
Disadvantaged	50	53	67
Non Disadvantaged	80	70	76
	-29	-26	-11

#### Writing

	2017	2018	2019
Disadvantaged	30	53	52
Non Disadvantaged	-42	-21	-21

#### Maths

	2017	2018	2019
Disadvantaged	55	53	57
Non Disadvantaged	92	70	68
	-24	-27	-22

## Year 1

Phonics pass	Whole School	Pupil Premium
	72%	60%

## Record of PPG Spending

Item/ Project	Objective	Outcome
To pay for a phonics coordinator	To raise attainment and achievement phonics in Year 1 by 10%	<b>Phonics Cohort- 72%</b> <b>Disadvantaged 60%</b>
To pay for enhanced Speech and language support-Speech and Language therapist assigned to school.	To accelerate progress in S and L in KS1 and Reception. To maintain the level of 89.9%	% At or exceeding expected – Speaking –88% Listening-84% Understanding 81%
Speech and language support- training for staff and support from a speech therapist. Welcomm	To enable staff to be trained to identify s and l problems early. To access S and L support in school for children	See above <u>Progress</u> 100% of children made accelerated progress in all areas of speaking and listening. (See EYFS Data July 2019)
Early Years Advisor to support learning and advise staff	To sustain learning in the Early Years and to make rapid progress. To achieve the Walsall average for ELG by the end of 2019/20	Early Years judges as ‘Outstanding’ by Self Supported Review. 100% of children make at least expected progress from very low starting points. With the majority making accelerated progress.  100% of cohort entered below the National average with 94% significantly below. With 64% achieving their Early Learning Goals.  The Phase Leader is ‘Outstanding.’
Attendance Officer- EWO	To sustain attendance levels in school to be in line with the national average	Attendance 95.6%
Extra lunch time supervisors	To improve child’s behaviour at lunchtime. No external exclusions	Behaviour judged as ‘Outstanding’ -learning walks by SIP No external exclusions
To provide a medical TA to support children with medical needs	To release teachers and TAs to teach children, whilst TA supports children with medical needs	4 High needs children catered for plus other children when needed.
2 x TAs in KS1 to deliver phonics intervention and support in KS1	To raise phonic attainment in Year 1 to be in line with the National Average	Whole school 70% Disadvantaged children-60%
	2 x Extra TA support to close	See above 3 year trend

	the gap in KS1 with Disadvantaged and other	
To be part of an intervention programme for writing	To raise attainment and achievement in reading and writing in KS1. +10%	Not achieved due to the make- up of the cohort. However, at least expected progress can be achieved for every child in KS1. However, staff motivation and knowledge has significantly increased. The curriculum has been changed as well as the way reading and writing are delivered. Attainment in Writing has increased but still is behind the National average. Writing at greater depth has increased significantly
Full time PSA x 1	To work with parents to liaise between school and home. Training to deliver Triple P and Solihull Approach to Parenting- aim to reduce the number of Early Help referrals . Set up new Early Help system and training.	3 x Parenting Programmes delivered- 'The Solihull Approach.'  3 Families moved off child Protection with support of PSA  PSA received an award from the LA for 'Outstanding' work supporting vulnerable families.
PSA to deliver Solihull Parenting course 3 x 10 week sessions a year.	To increase parenting skills to diminish the need for Early Help intervention- 75% OF Parents completing the course	Achieved
1 x new Teaching assistant to become interventions coordinator	To assess, analyse, teach and track interventions across the school.	Very Successful- This is being extended this year with the member of staff training, monitoring and extending the delivery of specifically targeted interventions.
1x teacher for 5days a week as a teacher in Year 2	To enable us to have extra sets in Literacy/ Numeracy in KS1	This has enabled KS1 to be taught in single Year groups and has a particular impact on Year 1 with Phonics results being above the National average.
To purchase new phonics books	To deliver appropriate phonics lessons linked to books	See phonic results
To buy new reading books for the library	To raise the enthusiasm about reading and ultimately reading standards.	See above Phonics results-Year 1
To Raise the attainment of High ability Pupil Premium children in KS2	interventions across Year 3 and 4.	

To 'Diminish the Difference' between Pupil Premium Children and no Pupil Premium children in SATs	Supply teacher covered classes while English and Maths Teachers took groups of High Achieving Pupil Premium Children	Excellent success- See results above.
To support children on school trips	Pupil Premium Children supported to attend trips to widen knowledge and experience.	
Employ a therapeutic counsellor	To address emotional well-being of pupils	15 children seen throughout the year as well as Bereavement counselling for a family and transition work completed for Year 6s
To employ Birmingham SEN Team to work with SPLD Children	To diagnose and support children with a Dyslexia pathway.	Children diagnosed with Dyslexia
To employ an artist to work with all children from Y1 to Year 6	To enable all children to develop their talents	All children from Y1-6 worked with the artist
Music provision	<p>To give children wider opportunities beyond the curriculum in an area of low aspiration and opportunities.</p> <p>This time also allows staff to have PPA time together to plan, assess and evaluate work and the impact of interventions on progress.</p> <p>All children in school learn an instrument(N to Y6) and take a Royal School of Music exam (Y1 to y6)</p>	<p>Children in Year 3 and 4 have all passed, with distinction, a Royal School of Music Performance Level 1 award.</p> <p>Children in Year 5 and 6 have all passed, with Distinction, a level 2 Royal School of Music award which is equivalent to a G.C.S.E</p>

**Total Amount Spent:**

**Plus**

**£171,398**

**(Minus the music)**