



Pupil Premium Report 2018 – 2019

Purpose

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Source DfE website

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child's potential in any way. Our school motto 'Stars Aiming High' reflects our high expectations of the whole school community

Number of Pupils and Total Amount Received				
Total Number of Pupils on Roll	Total Number of Pupils Eligible for Pupil Premium	% of Pupils Eligible for Pupil Premium	Amount of Pupil Premium Received Per pupil	Total Amount of Pupil Premium Funding Received
205	72	35	1320	95,040

To be monitored and reviewed termly and evaluated July 2019.



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Current Attainment 2017-2018

End of Key Stage 2 Results Invalidated	All Pupils 34 Pupils		Pupils not Eligible for Pupil Premium 24 Pupils		Pupils Eligible for Pupil Premium 10 pupils	
	School	Nationally	School	Nationally	School	Nationally
% of children reaching expected standards in reading	62%	75%	61%	80%	64%	64%
% of children reaching expected standards in writing	74%	78%	78%	83%	64%	67%
% of children reaching expected standards in mathematics	59%	76%	55%	64%	61%	81%
% of children reaching expected standards combined	53%	64%	52%	70%	55%	51%

Past Attainment 2016 – 2017

End of Key Stage 2 Results	All Pupils		Pupils not Eligible for Pupil Premium		Pupils Eligible for Pupil Premium	
	School	Nationally	School	Nationally	School	Nationally
% of children reaching expected standards in reading	82%	71%	88%	82%	71%	60%
% of children reaching expected standards in writing	77%	76%	92%	77%	50%	66%
% of children reaching expected standards in mathematics	74%	75%	80%	74%	64%	63%
% of children reaching expected standards combined	66%	61%	76%	66%	50%	48%



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Barriers to future attainment

A	Communication; speaking and listening and language acquisition
B	Retention of knowledge
C	Lack of wider experiences and real-life opportunities
D	Poor school attendance
E	Safeguarding concerns
F	Mental and social health and well-being needs – a significant number of children and families have challenges with routines, parenting capacity, mental health and managing emotions
G	Children are significantly below national expected standards on entry into school due to poorly developed communication skills, and poor personal, social and emotional development
H	Lack of parent engagement
I	Parental literacy, numeracy and levels of parenting skills require support to better enable parents to support children's learning and aspirations.
J	Low income
K	Lack of resources in the family home

Parent involvement in education is widely recognised as important, yet it remains weak in many communities especially in low-income. In these schools, a few brave souls become active and involved; but most schools fail to engage families broadly and deeply around the education of their children. Precious few can claim large numbers of parents participating as powerful actors in the school community. (A Community-Based Relational Approach to Parent Engagement, 2009) and our school is no different.

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Desired Outcomes 2018 – 2019

	Desired outcomes	Actions	Barriers addressed	How they will be measured	Cost	Evaluation July 2019
1.	<p>Increase % of children working at age related expectations.</p> <p>Increase attainment and progress in reading, writing and math for those not achieving age related expectations.</p>	<p>Supported learning in class through Teaching Assistants</p> <p>Targeted interventions will support children in meeting end of year expectations. <i>Interventions will also improve behaviour and social skills which means all children are ready to learn.</i></p> <p>Cohort Action Plans</p> <p>Additional TA in EYFS</p> <p>Purchase APP for IPADS to develop quick recall of timetables</p> <p>Use of Star (the school dog) to build confidence in reading.</p> <p>Teacher in Foundation Stage One</p>	A B G	<p>Previous data analysis to identify gaps</p> <p>Tracking of data and monitoring progress throughout the year</p> <p>Pupil Progress meetings to discuss progress and identify next steps</p> <p><i>More children will have increased attainment and progress than last year.</i></p>	<p>Teaching assistants</p> <p>Additional TA in EYFS</p> <p>Intervention training</p> <p>SENDCO</p> <p>Apps for IPADS</p> <p>Training of Star and TA salary</p> <p>FS1 Teacher</p>	<p><i>Teaching assistants have been used to support learning in classes with extra support when possible in EYFS. Targeted interventions through cohort action plans have been completed regularly the outcomes of this.</i></p> <p><i>Progress:</i> <i>% of PP pupils who have made at least sustained progress from their starting points are:</i> <i>Reading 88%, Writing 80%, and Mathematics 84% with Reading 14%, Writing 16%, and Mathematics 17% making rapid progress.</i></p> <p><i>Star is continued to be used to help build confidence in reading.</i></p> <p><i>The APP for ipads (timetables). All children are registered and have improved their speeds from baseline to current speeds. Certificates are given out during whole school assemblies to the most improved etc to encourage all children to participate. The App can be accessed at home and in school.</i></p> <p><i>A teacher in foundation stage has given the children a good start in their educational journey. From their starting point at FS1 (well below average) children are making, on average, 9 stages of development.</i></p>



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2.	<p>Raise children's future aspirations by providing enrichment experiences which engages them in learning.</p>	<p>Ensuring children have a wide range of opportunities to experience the world outside of school enriching their learning across the curriculum</p> <p>Forest School sessions planned throughout the year for each year group</p> <p>After School Clubs to provide enrichment opportunities for all pupils</p> <p>Immersive classroom Space to support learning</p> <p>Opportunities for educational and residential visits. <i>Educational visits are valuable in developing their perseverance, team work, resilience and ability to face challenges. These are all vital life skills.</i></p>	<p>A C G K</p>	<p>Increased self-confidence, greater independence and resilience</p> <p>Improved team-working, collaborative skills and social skills.</p> <p>Developed friendships.</p> <p><i>(Measured through observation and discussion)</i></p>	<p>Subsidy of school workshops</p> <p>Forest School training and TA Resources for After School Clubs</p> <p>Teachers/agencies to run clubs</p> <p>Immersive classroom resources</p> <p>Subsidy of school trips</p>	<p><i>All year groups have had the opportunity to enjoy learning experiences outside of the classroom.</i></p> <p><i>Forest school sessions took place weekly to provide enriching learning experiences. See the end of the document for the evaluation of Forest School sessions.</i></p> <p><i>There has been a good uptake on a wide range of extended curriculum clubs, with most clubs being at capacity number.</i></p> <p><i>Every classroom has been immersed in the topic the children are studying to engage children in their learning, and all classes have been on trips to support their learning.</i></p> <p><i>Robinwood took place in May and once again offered some children opportunities that would never have been afforded to them.</i></p>
3.	<p>To increase children confidence in performing at the highest standards in the SATs.</p>	<p>After school boosters for Y6 pupils to maximise learning and provide key revision and rehearsal of test questions</p>	<p>B H I K</p>	<p>Track of data and progress throughout the year</p> <p>Raised self-esteem</p> <p><i>To close the gap between School and National</i></p>	<p>Teacher and Teaching assistants for boosters</p> <p>Practice materials to support learning</p>	<p><i>After school boosters for Y6 pupils commenced in January. All children attended at least 1 session a week to develop confidence.</i></p> <p><i>Progress so far:</i></p> <p><i>Teacher assessment - % of Y6 PP pupils who have made at least sustained progress from their starting points at KS1 are: Reading 82%, Writing 82%, and Mathematics 82% with Reading 45%, writing 36%, and Mathematics 45% making rapid progress.</i></p> <p><i>SATS data :</i></p>



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						<i>Expected standard for PP Pupils = Reading 36%, Writing 45%, and Mathematics 45% with Reading 18%, Writing 9%, and Mathematics 9% at Greater Depth</i>
4.	<p>Increase Language Acquisition of children by Developing a love of reading</p> <p>Raise the profile of reading, increase reading skills, especially for boys and struggling readers</p>	<p>Develop a School Library</p> <p>Opportunities to read challenging text</p> <p>Discussion through book studies</p> <p>Purchase books to stock the library to ensure children are exposed to challenging texts, in order to meet the demands of the new curriculum</p> <p>Reading nooks outside</p> <p>Use of Star (the school dog) to build confidence in reading</p>	A B H K	<p>Children regularly using the library independently and timetabled for class use</p> <p>Children joining in discussion in book studies</p> <p>Children's use of language in literacy</p> <p>Children reading with star to show improvement in progress and attainment</p>	<p>Library furniture</p> <p>Library books</p> <p>Book Study books</p> <p>Resourcing outdoor reading area –</p> <p>Training of Star and Teaching assistant</p>	<p><i>The school library has been developed and has been used. All classes were timetabled a slot each week where they visited the library and chose a book to take home to share with their family. "Children say they are enjoying the library."</i></p> <p><i>Book studies are completed regularly in class to immerse children in challenging texts and provide opportunities to increase the introduction of new vocabulary, through reading and discussion.</i></p> <p><i>Many picture books have been purchased and books are still being donated to the library from parents.</i></p> <p><i>Star is building confidence in reading and this is evidence through the improved reading ages.</i></p>
5.	<p>To tackle significant barriers to learning for pupils on some key issues including home life, emotions, behaviour, bullying, British Values, bereavement, mental health, and domestic violence.</p>	<p>Access to Learning Mentor support for children</p> <p>Learning Mentor to deliver Citizenship sessions to all children</p> <p>Family Engagement to support children and their families - activating early help when needed</p> <p>Deputy Safeguarding Officer to support families at EHA and Social Care meetings</p>	A D E F G J K	<p>More resilient, confident pupils</p> <p>Less lost learning time</p> <p>Improved behaviour</p> <p>Improved attainment</p> <p>Raised self-esteem</p> <p>Records of support offered to children and families</p>	<p>Learning Mentor</p> <p>Resources for support</p> <p>Family Engagement Team</p> <p>Deputy Safeguarding Officer</p> <p>Training of Star and TA salary</p> <p>BASH club fees</p>	<p><i>All children have access to the learning mentor during the school day, she has delivered Citizenship sessions to all children and she has worked closely with identified children throughout school to support their needs. Resource packs have also been put together to support children with home learning activities.</i></p> <p><i>The Family Engagement team have continually supported children and their families through Early helps, foodbank donations or signposting to services they needed. Uniform has been donated to families who are struggling and PE kit is</i></p>



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	<i>To ensure they happy and feel safe at school</i>	<p>Use of Star (the School dog) - Star's Champions</p> <p>Provision of Breakfast and After School club for emergency situations</p> <p>Purchase of school uniform and PE kits to value inclusion</p> <p>Purchase of equipment and resources to value inclusion</p> <p>Social Lunches (staff dining with children)</p>			<p>Uniform and PE costs</p> <p>Resources/equipment costs</p> <p>Staff lunches</p>	<p><i>available in school for children who have not got theirs.</i> <i>Staff have eaten with the children to develop social skills and table etiquette.</i></p> <p><i>Star has worked with identified groups of children to develop confidence, team work and resilience. They have visited Dearne Care home and made links with the residents. They have played board games, completed jigsaws and read with them.</i></p> <p><i>The breakfast/after school club has been used throughout the year to support families with appointments.</i></p>
6.	Increase attendance and punctuality	<p>Targeted Parents' Meetings</p> <p>Targeted extended school places</p> <p>School Education Services to work with parents</p> <p>Rewards for attendance and punctuality</p>	D F H	<p>Improved attendance (<i>Attendance analysis</i>)</p> <p>Reduction in the % of PAs (<i>Attendance analysis</i>)</p>	<p>Attendance officer</p> <p>EWO Services</p> <p>Rewards</p>	<p><i>Maxine works tirelessly to improve attendance and punctuality.</i></p> <p><i>Whole school attendance stands at 96% an increase of 1% from last year, with Disadvantaged being 95.7% an increase of 1.58% (94.12%) from last year.</i> <i>Persistent absentees have reduced from 18 in 2017 – 2018 children to 13 children 2018 – 2019.</i></p> <p><i>The EWO has visited some parents to discuss attendance and letters have been sent out to parents to tell them we are monitoring attendance.</i> <i>Persistent absentees will be monitored closely next academic year.</i> <i>Rewards for attendance and punctuality have still on offer for classes to earn.</i></p>
7.	Ensure children have a good start to the school day by not start school hungry	Breakfast provided	F J	<p>Raise concentration levels</p> <p>Improve health</p>	Breakfast ingredients	<i>Breakfast has been provided for all children and a large number of children participated. This fluctuated daily.</i>



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				Build self-esteem Improve punctuality		
8.	Supporting parents to overcome barriers to children's learning and increase engagement of parents in learning	<p>Offer a range of parent workshops and family activities</p> <p>Supporting families at key transition points and at admission activating early help when needed.</p> <p>Home School Planners to support learning</p>	B F G H I K	<p>Increased attendance of parents at curriculum events / workshops (<i>registers</i>)</p> <p>Parents are more engaged in their children's learning and, as a result, pupils make good progress</p> <p>Home/School Planners support parents at home (<i>pupil progress and attainment</i>)</p>	<p>Family Engagement Team</p> <p>Deputy Safeguarding Officer</p> <p>Home School planners</p>	<p><i>Each term all classes have invited parents to join them in their learning and family engagement have offered a range of parent workshops and different parent/child sessions, these were well attended, again at capacity numbers.</i></p> <p><i>Visits have been completed to FS1 children to ensure staff are prepared for the children throughout the year and are now prepared for the September 2019 starters.</i></p> <p><i>Home School Planners have been altered to ensure they support learning.</i></p>



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Expenses	Desired Outcome links	Cost
Contribution towards Teaching Assistant Salaries for supported learning and targeted interventions and additional Teaching Assistant in EYFS	1, 3, 4	£33,000
Intervention Training	1	£1000
Contribution to SENDCO Services	1	£2500
Apps for IPADS	1	£100
Contribution towards Star's Training	1, 4, 5	£860
Contribution towards FS1 Teacher Salary	1	£12000
Subsidy of class/whole school workshops	2	£2,000
Forest School Training	2	£1000
Contribution towards Teaching Assistant salary for Forest School sessions	2	£5,000
Resources for After School Clubs	2	£2,000
Immersive classroom resources	2	£2400
Subsidy of school trips and residential	2	£2000
Contribution towards agencies to run clubs	2	£1500
Support learning materials for After School Boosters	3	£2000
Library Furniture	4	£3000
Library Books	4	£1000
Book Study Books	4	£2500
Resources for Reading Nooks	4	£450
Contribution towards Learning Mentor's salary	5	£12000
Resources for mentoring and British Values	5	£500
Contribution towards Family Engagement Team's salary	5, 8	£17000
Contribution towards Deputy Safeguarding Officer's salary	5, 8	£5000
BASH Club Fees	5	£500
Uniform and PE kit	5	£500
Staff Lunches	5	£585
Contribution towards Attendance Officer's Salary	6	£10000
Contribution towards EWO services	6	£1500
Attendance and punctuality rewards	6	£600
Ingredients for breakfast	7	£800
Contribution to Home School Planners	8	£750
	Total Expense	£124,045



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Forest School Evaluation of Sessions

Foundation Stage

During Forest School sessions we have covered a range of skills including listening, speaking and team work.

The children have taken part in outdoor learning opportunities to help develop their communication skills with adults and children. We have worked on staying within the boundary of the forest and taking part in group tasks that worked on their listening skills, allowing them to share their ideas and show their interests. We have enjoyed den building activities which encouraged the children to use their imagination and work as a team. We recap each session to help develop the children's concept of time and memory.

FS2 have shown a great interest in outdoor learning and have enjoyed the sessions provided.

Year 1

During Forest School sessions we have covered skills including listening and teamwork.

In Year 1 we have worked on the children's listening and speaking skills with adults and children. We have covered activities over several sessions to help develop the children's communication skills and work on listening to the surroundings and the people around them. Activities such as den building and exploratory play have encouraged the children to use their imagination and work with others in an outdoor environment. Discussions throughout the sessions have helped to develop the children's language and speak to each other.

Year 1 have shown a curiosity in the outdoor opportunities provided and show promise for future sessions.

Year 2

During Forest School sessions we have covered a range of skills including listening, speaking and team work.

In Year 2 we have established the rules of Forest School, the children were encouraged to recognise their boundaries and show an understanding of the rules. The children have worked individually and as groups on activities that helped develop their self-esteem, self-confidence and communication skills. We have taken part in listening and speaking activities to help the children develop their communication skills. The activities allowed for the children to develop their imagination and confidence.

Year 2 have shown an interest and love for the outdoor learning opportunities they have been given.



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Year 3

During Forest School sessions the children in Year 3 have covered various skills including listening, speaking and team work.

An introduction to Forest School established the rules the children would need to follow during sessions. These were recapped every session for children to explain to the Forest School Practitioner to show their understanding. The children took part in listening activities to encourage their concentration and ability listen to others. Through games and activities such as habitat building the children have been encouraged to work as a team and share their ideas with others encouraging them to use their imagination and creative skills.

Year 3 have been enthusiastic and excited to take part in the outdoor learning opportunities provided.

Year 4

Over the year we have covered skills including communication and team work.

Year 4 have enjoyed taking part in the Forest School activities that have been offered. We have taken part in outdoor learning opportunities with a lot of listening activities. The children have developed their communication with each other both listening and speaking. Activities such as den building and exploratory play have encouraged the children to work as a team and share their thoughts and ideas with each other developing their creative skills and using their imagination.

Year 4 have shown a great interest in outdoor learning through the activities provided.

Year 5

During Forest School sessions Year 5 have had the opportunity to take part in outdoor learning which has covered a range of skills including speaking, listening and team work.

The children have taken part in activities such as den building, hide and seek, habitat building and tools talks. These activities have encouraged the children to listen to each other, work as a team, share ideas and build trust with the Forest School Practitioner to develop their learning further. The children have been given stimulating outdoor learning opportunities which have given them the chance to use their imaginative and creative skills.

Year 5 have shown enthusiasm for outdoor learning and have enjoyed the sessions provided.

Year 6

During Forest School sessions Year 6 have worked on their communication skills, team work and social skills.

They have had the opportunity to take part in activities which have encouraged them to develop their social skills through working together in teams and listening to each other. They have had the chance to share ideas with their group and build trust with the Forest School Practitioner to move onto tasks using tools in a safe environment.

Year 6 have shown a great interest in the outdoor learning opportunities provided for them.