



Pupil Premium Statement 2018-2019

The pupil premium is allocated to schools for;

- **Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)**
- **Children who have been looked after continuously for more than six months**
- **Children whose parents are currently working in the armed forces**

The level of pupil premium is £1320 per pupil.

The DFE offer the following guidance;

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. 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.

However they also state that;

Schools are free to spend Pupil Premium as they see fit. However they will be held accountable for how they have used additional funding to support pupils from low income families.

The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.



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Academic Year	2018/19	Total PP budget	£60720 +5600 LAC
Total number of pupils	208	Number of pupils eligible for PP	46 (22%) + 2LAC
Lead member of staff	Stuart Mills	Lead governor	Jean Howard

1. 2018 Outcomes attainment (end of last academic)

		<i>Pupils eligible for PP (percentage of PP achieving standard)</i>	<i>Pupils not eligible for PP (national average)</i>
Year 6 -	88% achieving expected in reading, writing & maths	11 (82%)	64%
Year 2 -	74% achieving expected in reading, writing & maths	8 (63%)	N/A
Year 1 -	90% expected standard in phonic check	5 (80%)	81%



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EYFS -	73% GLD	5 (20%)	71%
2. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A. Low Levels of oral skills including understanding of language.		<p>In 2017/18, only 40% of disadvantaged pupils left EYFS with their ELG in speaking and listening. In 2018/19, 0% of disadvantaged pupils were at the expected standard entering reception. We recognise that pupils' ability to listen and speak confidently impacts significantly on their ability to access the curriculum. Spelling across the school is a particular weakness, which can be linked to pupils' ability to say words accurately. This is disproportionately an issue with our disadvantaged pupils.</p>	
B. Increasing numbers of pupils presenting with social, emotional and mental health issues.		<p>The school has seen a large increase in the numbers of pupils requiring support due to SEMH issues. A significant proportion of these pupils are from disadvantaged backgrounds.</p> <p>The EWB worker has seen an increase in the number of disadvantaged families they are working with on a regular basis and, as the school now has a significant responsibility to provide early help, more demand is being placed upon them.</p>	



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<p>C. Increase rates of progress for disadvantaged pupils in Key Stage 2.</p>	<p>In 2017/18, only 63% of disadvantaged pupils made the expected standard in reading, writing and maths at the end of KS1. In 2015/16, only 50% of disadvantaged pupils achieved the expected standard at the end of KS1 and by the end of year 4, only 60% were at the expected standard, meaning that they are not 'catching up' quickly enough.</p>
<p>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>	
<p>D. Attendance – persistent absence of disadvantaged pupils</p>	<p>In 2017/18, the level of PA for our disadvantaged pupils (although a small number) increased from 7.2% to 18%. Overall persistent absenteeism reduced from 8.5% (16/17) to 6% (17/18) therefore this is a key group to target over the course of the next academic year.</p>
<p>E. Lack of parental engagement from Disadvantaged families.</p>	<p>Although parental engagement and support for the school is positive, our hardest-to-reach parents are often those from disadvantaged backgrounds. This has an impact on the achievement of pupils from disadvantaged backgrounds as the home support is often not there.</p>

<p>Ongoing Provision</p>
<p>Some of our Disadvantaged funding is used for ongoing provision that continues to be invaluable to the school:</p> <ul style="list-style-type: none"> • Free breakfast club - £4300

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What is the intended outcome?	What will we do?	How much will it cost?	How many pupil premium pupils will benefit?	Who will be responsible?	How will this be checked?	What was the impact?	Will we continue this next year? Yes/No
1. Quality of teaching for all							
Ensure disadvantaged pupils achieve as well as other pupils nationally. (Link to priority C)	Reduce class sizes in UKS2 to allow for more bespoke teaching and support for vulnerable groups.	£14 700	18	Stuart Mills (Head of School)	Pupil progress Test scores Attainment in SATs Lesson observations Book scrutiny Pupil voice	Disadvantaged pupils in Y6 attained well above the national average in reading (86%) and writing (86%) but below in maths (57%). The progress of disadvantaged pupils is once again above national all three subjects: reading (+4.88), writing (+3.11) and maths (+0.83).	YES
	Targeted support from specialist ASA in maths to ensure progress is outstanding and gaps are closed rapidly.	£6240	34	Anna Howard (Senior Assistant Head)	Pupil Progress Intervention observations Book scrutiny Assessment data	Although attainment and progress in maths is weaker across the three subjects, this represents a small minority of pupils. 2 of the 7 disadvantaged pupils in year 6 did not attain the expected standard and had identified SEN.	YES

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						<p>Across Key Stage 2, attainment and progress in maths continues to be high.</p> <p>Attainment: Y5 (73% ARE, 33% GD), Y4 (83% ARE, 27% GD), Y3 (83% ARE, 31% GD)</p> <p>Progress: See Appendix 1.</p>	
	<p>Early intervention in KS1 from specialist ASA in maths and literacy to increase overall progress.</p>	£6900	12	<p>Anna Howard (Senior Assistant Head)</p>	<p>Pupil Progress Intervention observations Book scrutiny Assessment data KS1 test scores</p>	<p>Attainment in KS1 amongst disadvantaged pupils continues to rise in reading and maths (50%) but not in writing (33%). Progress (see Appendix 2)</p> <p>The small number of disadvantaged pupils in these cohorts can distort the overall percentages – especially when combined with the numbers of disadvantaged pupils who are also identified as having SEN.</p>	YES

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						Out of the 6 pupils in year 1 that are disadvantaged, 5 of them have SEN. In year 2, out of the 6 disadvantaged pupils, 3 of them have SEN. Therefore, when all barriers to learning are considered, pupils have made good progress.	
2. Targeted support							
Increase attendance and punctuality and reduce persistent absence of disadvantaged pupils. (Link to priority D)	Whole-school attendance incentive and prizes for winning classes at the end of each term.	£1200	46	Leah Robinson (Attendance officer) Stuart Mills (Head of School)	Attendance data – weekly Half-termly attendance team meetings	Overall attendance for 2018/19 was 95.9%, which is above the national target of 95%. Overall attendance for disadvantaged pupils for 18/19 was 94.99% (compared to 93.39% in 17/18). Although still slightly below national, this is a 1.6% increase on the previous year.	YES
	Attendance officer to track pupil attendance and provide early	£1250	46	Denise Osborne (Business manager)	Attendance data – weekly Half-termly attendance team meetings	Regular tracking of the attendance of disadvantaged pupils has had a positive impact on PA this academic year.	YES

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	intervention and support for families.					Overall PA for this year was 8.41% (compared to 10.12% in 17/18). This is a reduction in PA by 1.7% and is now below national. Of those PA pupils, in 17/18 36% of them were disadvantaged. In 18/19, this has reduced to only 16.67% - a signification reduction of 19.33%.	
Identify pupils with S & L difficulties early and provide timely intervention to enable them to achieve well. (Link to priority A)	Employ S&L therapist to deliver bespoke intervention to pupils identified as requiring S&L support. S&L support staff member to work with targeted children after therapist support.	£5850 £4625	10	Anna Howard (Senior Assistant Head)	Observations of 1:1 sessions Lesson observations Pupil/parent voice	In the academic year 18/19, the S&L therapist worked with 12 children and families. All of these children made rapid progress from their starting points and the continued interventions from a trained ASA following targeted support has enabled these pupils to continue this good progress. Of the 12, 6 were discharged from the programme having made maximum progress and now being at the age appropriate standard.	YES YES

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						Of the children worked with over the course of the year,	
Support children and families with social and emotional difficulties so that this does not have a negative impact in their learning. (Link to priorities B and D)	Increase in hours of EWB to full-time non class-based available to support children and families with early intervention and access to external agencies.	£11 280	46 (all have access)	Stuart Mills (Head of School)	Half-termly safeguarding team meetings CPOMs monitoring Tracking of EWB work	In 17/18, nineteen sessions were lost due to exclusions, where the behaviour of individuals had reached a point of crisis. In 18/19, this reduced to zero. Early identification and intervention has allowed pupils with aggravating factors to remain in school learning when in times of crisis, with the support of a trained adult. In addition, the workload of the EWB worker with families has increased considerably this academic year.	YES
Carry out timely assessments of pupils identified as having additional needs, including SEMH. (Link to priorities B and E)	SLA for 'Applied Psychologies' to speed up the process of pupils being assessed for additional needs in order to put support	£2650	10	Anna Howard (SENDCo)	Reports written by AP Lessons observations % of conversions to plans / placed on SEN register	As a school, we are seeing an increase in the number of pupils presenting with SEMH barriers. When referrals are made to the EP service, historically, there have not been timely	YES

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	in place in a timely manner.					<p>observations/reports and interventions carried out. By requisitioning 'Applied Psychologies' we have been able to streamline this process and identify barriers more quickly.</p> <p>In 18/19, 9 pupils were observed by an EP and support/training provided to members of staff to support interventions.</p>	
3. Other approaches							
To raise aspiration and give opportunities outside of the curriculum.	Reduce the cost of the residential visit for disadvantaged pupils by 50%.	£840	18	Stuart Mills (Head of School)	Attendance register	<p>As a school, we are committed to building confidence and resilience in our pupils and one of the ways in which we aim to do this is by providing an opportunity for them to experience time away from families as part of a residential visit.</p> <p>In 18/19 71% of our disadvantaged pupils attended residential, compared to 75% in 17/18.</p>	YES



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	£100 contribution for each class each term for a class visit.	£2100	46	James Hartmann (EVC)	Pupil voice Book scrutiny	We continue to offer varied experiences for our pupils, which contributes to their overall enjoyment of school. See appendix 3 for a list of visits/visitors this academic year.	YES
	Cost of resources (including staffing) for cookery club to provide children with life skills.	£1440	46	Denise Osborne (Business Manager)	Pupil / parent voice	All pupils throughout the school have the opportunity to attend cookery club at some point throughout the year. On the whole, 192 children attended cookery club at some point throughout the year. This included 21 of our disadvantaged children.	YES
		£60 725					

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Appendix 1 – Progress across Key Stage 2

Year 3 On Track - Disadvantaged (7 children)

	Maths		
	Low	Mid	High
Number of pupils	2	4	1
Expected +	50%	100%	100%
Greater Depth	0%	25%	100%

Year 5 On Track - Disadvantaged (10 children)

	Maths		
	Low	Mid	High
Number of pupils	4	6	N/A
Expected +	25%	100%	N/A
Greater Depth	0%	33%	N/A

Year 4 On Track - Disadvantaged (8 children)

	Maths		
	Low	Mid	High
Number of pupils	1	7	N/A
Expected +	100%	86%	N/A
Greater Depth	0%	14%	N/A

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Appendix 2 – Progress across Key Stage 1

Year 1 On Track - Disadvantaged (6 children)

	Reading			Writing			Maths		
	Low	Mid	High	Low	Mid	High	Low	Mid	High
Number of pupils	4	2	N/A	5	1	N/A	5	1	N/A
Expected +	25%	50%	N/A	20%	100%	N/A	20%	100%	N/A
Greater Depth	0%	0%	N/A	0%	0%	N/A	0%	0%	N/A

Year 2 On Track - Disadvantaged (6 children)

	Reading			Writing			Maths		
	Low	Mid	High	Low	Mid	High	Low	Mid	High
Number of pupils	4	2	N/A	4	2	N/A	4	2	N/A
Expected +	25%	100%	N/A	0%	100%	N/A	25%	100%	N/A
Greater Depth	0%	0%	N/A	0%	0%	N/A	0%	0%	N/A



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Appendix 3 – List of visits/visitors throughout 18/19

What	Visit or Visitor	Purpose
WWII workshop	Visitors	To support Y5/6 curriculum topic.
Hull Collegiate	Visit	To take part in a 'Science Day' and allow children to experience 'private' education.
Lesson for Life	Visitor	To allow pupils to make informed decisions about healthy choices and healthy lifestyles.
Siemens	Visitors	To engage pupils in STEM activities and open their eyes to jobs in this industry.
Imps	Visitor	To teach Y6 key life-saving first aid skills.
Streetlife Museum	Visit	To support Nursery/Reception curriculum topic.
Thackery Medical Museum	Visit	To support Y5/6 curriculum topic.
Flamingo Land	Visit	To support Y1/2 curriculum topic.
York Chocolate Factory	Visit	To support Y3/4 curriculum topic.
Church	Visit	To support learning about the Easter Story (whole-school).
Yorkshire Wildlife Park	Visit	To support Nursery/Reception curriculum topic.
Hornsea Museum	Visit	To support Y1/2 curriculum topic.
Greek Workshop	Visitors	To support Y3/4 curriculum topic.
Hull University	Visit	Y5 – to allow pupils to see what opportunities are available to them.
Kid Alert	Visit	Y6 – to teach pupils about dangers and how to keep safe.
Army Barracks	Visit	Y5/6 – sponsored event raising money for charity.
Slime Session	Visitor	Y2 – to engage pupils in Science.