



## Pupil Premium Expenditure Review September 2019

For the academic year 2018/19 we received £113,475 in Pupil Premium funding (including EYPP funding)

### Identified barriers to educational achievement

See action plan (18-19) for detail

We identified the following as barriers for some of the pupils in receipt of Pupil Premium:

- On entry to Reception the gap already exists between PP and non PP pupils
- In the current Y6 cohort, there were less pupils achieving ARE in Writing and Maths than non PP pupils
- Less PP pupils were achieving Greater Depth
- Attendance rates for a group of pupils in KS1 were below 90%

### The funding was used as follows:

Input	Action Taken
Quality Teaching	<b><i>Funding is used predominantly to employ additional adults who are well trained and carefully deployed.</i></b>
High Quality in class support	All TA's level 3 qualified  PPA is covered by experienced TAs and 2 teachers  It Kit training improved knowledge and confidence of EYFS teachers in CLL ELG delivery  Quality of formative feedback and assessment within lessons has been reviewed and the impact compared to distant marking has been reflected upon.
Curriculum delivery	Teaching timetables have been effectively monitored to ensure adequate time given to the teaching of basic skills. The % of basic skills coverage reflects an identified need for the cohort.
Targeted Support	
Targeted interventions	EYFS- Small group intervention delivered-Talk Boost /RWI and It Kit within EYFS which led to 100% of all pupils achieving the ELG in Listening and attention, Understanding and Speaking  Small group interventions have taken place consistently including pre teaching where possible. This has enabled pupils to access following lessons. Same day intervention has taken place with both PP and non PP pupils based on formative assessment within daily lessons  Y6 smaller class sizes with experienced team (2 full time teachers, 1 DHT, 2 part time teachers, 1 HLTA) enabled consistent intervention by teachers and HLTA % of PP pupils achieving combined +7% (to 74%), Reading +5% (to 78%) , Writing +19% (to 96%) and Maths +3% (to 74%)  Based on assessment data children are also identified for intervention. These then form the basis of termly Pupil Progress meetings where accountability is promoted.  Funding has been used to support the cost of computer based intervention packages including Lexia, Reading Plus, TTR as well as an additional set of chrome books subsidised by FOFS.

	<p>Reading Plus supported 88% of the Y6 cohort to achieve ARE at the end of Y6. 78% of PP pupils achieved ARE – all of which attended 5 intervention sessions per week as a pre school booster club.</p> <p>The use of chrome books has significantly increased engagement levels in intervention across KS1 and KS2</p>																		
<p><b>Other approaches</b></p>																			
<p>Attendance</p>	<p>Non PP attendance is 96.8% and 95.7% for PP pupils</p> <p>Family Support worker has a huge impact on engaging families and identifying reasons for non attendance including medical issues, holidays, involvement of legal intervention team. Weekly attendance announced in assemblies have encouraged individuals to understand the link between attendance and achievement.</p>																		
<p>Identification of barriers to learning</p>	<p>Funding of Family Support Worker has enabled families and vulnerable groups to be supported in a number of ways. Information regarding possible barriers to learning as a result of home circumstances have been effectively communicated to staff through the use of CPOMS.</p> <p>Analysis of actions taken shows:</p> <table border="1" data-bbox="477 864 1490 1462"> <tr> <td>Number of Attendance Letters Sent</td> <td>30</td> </tr> <tr> <td>Relax Station Sessions</td> <td>4</td> </tr> <tr> <td>Referrals(School Nurse, Referral and Assessment, OT,CYPS, EWT, LIT etc):</td> <td>12</td> </tr> <tr> <td>Number of Meetings Attended</td> <td>60</td> </tr> <tr> <td>Professional Meetings</td> <td>15</td> </tr> <tr> <td>Hours supporting Student Social Worker – Meetings,</td> <td>22</td> </tr> <tr> <td>Hours at Meetings (including preparation and documenting via files and CPOMs):</td> <td>144</td> </tr> <tr> <td>Family Support Worker Drop In Sessions</td> <td>3 days</td> </tr> <tr> <td>School Safeguarding Liaison Officer Session</td> <td>1 workshop with Y6 plus 1 drop in session for parents</td> </tr> </table> <p><b><u>Training attended</u></b></p> <p>Mental Health First Aid Course (2 days)  Designated Safeguarding Lead Refresher (1/2 day)  Family Support Network Meeting (1/2 day)  Cyber Stalking (1/2 day)  Operation Encompass: The Next Steps Session (2 hours)  Best Health Session (1/2 day)  Domestic Violence in Gateshead (1/2 day)</p>	Number of Attendance Letters Sent	30	Relax Station Sessions	4	Referrals(School Nurse, Referral and Assessment, OT,CYPS, EWT, LIT etc):	12	Number of Meetings Attended	60	Professional Meetings	15	Hours supporting Student Social Worker – Meetings,	22	Hours at Meetings (including preparation and documenting via files and CPOMs):	144	Family Support Worker Drop In Sessions	3 days	School Safeguarding Liaison Officer Session	1 workshop with Y6 plus 1 drop in session for parents
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<p>Subsidising the costs of school visits</p>	<p>All pupils have access to school visits to enrich the curriculum. Minimal contributions will be requested</p>																		
<p>Small group specific interventions</p>	<p>Relax station has been delivered by staff volunteers during lunchtimes, twice a week. Children have been provided with a time and place where they know an adult is there to support them with any worries or concerns they may have or if they need a quiet place to manage own behaviour.</p>																		

- 4 . The impact of Pupil premium funding on Progress and attainment

## 2018-19

<b>2. Current attainment</b>				
<b>YEAR 6 <u>Currently</u> unvalidated data</b>	<i>All pupils at Front Street</i>	<i>Pupils eligible for PP at Front Street</i>		<i>All pupils nationally</i>
% achieving expected standard in Reading, Writing and Maths combined	83%	74%	17/23	65%
% achieving expected progress in Reading	90%	80%	19/23	73%
% achieving expected progress in Writing	95%	96%	22/23	78%
% achieving expected progress in Maths	95%	87%	20/23	79%
<b>YEAR 2</b>				
% achieving expected standards in Reading, Writing and Maths combined	78%	80%	8/10	
% achieving expected progress in Reading	93%	80%	8/10	%
% achieving expected progress in Writing	81%	80%	8/10	%
% achieving expected progress in Maths	83%	90%	9/10	%
% achieving expected standard in Phonic screening re- test	86 %	100%	1/1	
<b>Year 1</b>				
% achieving expected standard in Phonic screening test	97%	88 %	14/16	%
<b>Reception</b>				
% achieving a Good Level of Development	78%	43%	3/7	

**Designated staff member in charge: Miss Lynn Hault (Assistant Head Teacher)**

**Nominated governor: Rachel Murphy**

**Date of next Pupil Premium Strategy Reviews:**

**Jan 2020**

**April 2020**