

## Pupil Premium Strategy 2017-18 – Review (July 2018)

Number of pupils and Pupil Premium Grant (PPG) received:	
Total number of pupils on roll	434
Total number of eligible for PPG	209
Amount of PPG received per pupil	£1350
Total amount of PPG received	£286,360
Total amount of PPG spent	£305,524
<b>Main barriers faced:</b> <ul style="list-style-type: none"> <li>• Low entry levels of children entering school into Nursery and Reception</li> <li>• Poor speech and language skills of many children, particularly in the Early Years</li> <li>• High incidence of Special Educational Needs, including Social, Emotional and Behavioural needs</li> <li>• High levels of mobility, often bringing complex cases of SEND and/or Child Protection needs</li> </ul>	<b>Key areas of Pupil Premium Grant spending:</b> <ul style="list-style-type: none"> <li>• Delivery of interventions (meeting individual learning needs), including emotional and behavioural support</li> <li>• Early Years and Speech and language support</li> <li>• Improving Parental involvement</li> <li>• Maintaining behaviour and attendance</li> </ul>

Attainment and Progress (July 2018)	Pupils eligible for Pupil Premium (July 2017)	Pupils not eligible for Pupil Premium
<b>EYFS</b>	<b>Pupils eligible for Pupil Premium (29/59 chn)</b>	<b>Pupils not eligible for Pupil Premium (30/59 chn)</b>
Proportion of pupils achieving a good level of development (GLD)	41%	73%
<b>Year 1 – Phonics</b>	<b>Pupils eligible for Pupil Premium (14/58 chn)</b>	<b>Pupils not eligible for Pupil Premium (44/58 chn)</b>
Proportion of pupils achieving the expected standard in Phonics	79%	75%
<b>Key Stage 1</b>	<b>Pupils eligible for Pupil Premium (29/57 chn)</b>	<b>Pupils not eligible for Pupil Premium (28/57 chn)</b>
Proportion of pupils achieving at least the expected standard in Reading	62%	64%
Proportion of pupils achieving at least the expected standard in Writing	55%	64%
Proportion of pupils achieving at least the expected standard in Maths	55%	68%
<b>Key Stage 2</b>	<b>Pupils eligible for Pupil Premium (40/59 chn) 27/40 chn have SEND</b>	<b>Pupils not eligible for Pupil Premium (19/59 chn) 3/19 chn have SEND</b>
Proportion of pupils achieving at least the expected standard in Reading	53%	63%
Proportion of pupils achieving at least the expected standard in Writing	60%	74%
Proportion of pupils achieving at least the expected standard in Maths	50%	68%
Proportion of pupils achieving at least expected standard in Reading, Writing and Maths	43%	63%

Intervention	Allocated Spend	Objectives	Actions/Measures	Impact (to be reviewed July 2018)																
<b>Learning Mentors</b> 2x full time learning and behaviour mentors 1x full time music/art therapy mentor Resources	£69,710	To provide an inclusive environment to support positive behaviour  To provide timely intervention to those who need support with behaviour, in order to not disrupt learning  To provide emotional support for vulnerable children	<ul style="list-style-type: none"> <li>Behaviour mentors available all day, every day to proactively and reactively deal with any negative behaviour in school, reducing the amount of lost learning time</li> <li>Regular meetings between behaviour team and DHT to review behaviour cases</li> <li>Weekly analysis of behaviour data by mentors, in order to direct support where most needed</li> <li>Mentoring groups and 1:1 sessions to support vulnerable children</li> <li>Music and art therapy 1:1 sessions for selected vulnerable children</li> <li>Half termly monitoring, through Pupil Progress meetings, of children who are accessing support from mentors</li> </ul>	116 children worked regularly with one of our learning/behaviour mentors, during 2017-18, either 1:1 or in a small group or for regular coolers throughout the day: <table border="1" data-bbox="1509 424 2136 539"> <thead> <tr> <th></th> <th>EYFS</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>No. of chn</td> <td>10</td> <td>14</td> <td>18</td> <td>23</td> <td>15</td> <td>18</td> <td>18</td> </tr> </tbody> </table> 74/116 children – 64% Pupil Premium  Learning/behaviour mentors promoted the school reward system and implemented the behaviour policy, as well as supporting children with social aspects, which affect their school lives. As a result of this, lost learning time through: lack of confidence, falling out between friends, behaviour incidents and etc, was minimised.  <i>Ofsted 2017 – ‘Pupils’ behaviour has improved significantly. They behave well and display good manners and positive attitudes to learning’</i>		EYFS	Y1	Y2	Y3	Y4	Y5	Y6	No. of chn	10	14	18	23	15	18	18
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<b>Early Years Support</b> 3x full time TA 1x part-time TA	£41,280	To allow all children access to appropriate support, in order for them to leave Reception achieving Good Level of Development (GLD)	<ul style="list-style-type: none"> <li>Reading, writing, maths, PSED and Speech and Language interventions in place for those children who need them</li> <li>Frequent opportunities for children to work 1:1 or in a small group with an adult, focussing on their specific targets</li> <li>Half termly review of progress during Pupil Progress and Inclusion meetings</li> <li>Key members of staff maintaining close relationships with parents, in order to best support children</li> </ul>	Children achieving GLD at the end of Reception: <table border="1" data-bbox="1509 1238 2152 1310"> <thead> <tr> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>43%</td> <td>54%</td> <td>61%</td> </tr> </tbody> </table> Children either achieving or exceeding in key areas by the end of Reception:  Reading = 63% Writing = 63% Number = 69%	2016	2017	2018	43%	54%	61%										
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<p><b>Interventions</b> 3x HLTAs – part time</p>	<p>£36,438.50</p>	<p>To provide quality reading, writing and maths interventions across years 1-6, in order to increase the number of children achieving age related expectations.</p> <p>To provide PiXL intervention to selected year 6 pupils, in order to support them to achieve age related expectations in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• Reading, writing and maths interventions in place for those children who need them</li> <li>• Half termly review of interventions during Pupil Progress and Inclusion meetings</li> <li>• Termly summary report of the progress of children who have accessed interventions</li> <li>• Regular monitoring of interventions (SLT/SENCO)</li> </ul>	<p>See table on page 1 for outcomes in key year groups.</p> <p>PiXL interventions ran in Year 6, for children needing a boost to achieve Expected Standard. This was delivered each afternoon by an experienced HLTA. Children achieving ARE (Working at Expected Standard) by the end of year 6:</p> <table border="1" data-bbox="1509 480 2152 863"> <thead> <tr> <th></th> <th>Read</th> <th>Write</th> <th>Maths</th> <th>R/W/M</th> </tr> </thead> <tbody> <tr> <td><b>Working at EXS (PP)</b></td> <td>49%</td> <td>56%</td> <td>47%</td> <td>40%</td> </tr> <tr> <td><b>Working at EXS (N-PP)</b></td> <td>75%</td> <td>88%</td> <td>81%</td> <td>75%</td> </tr> <tr> <td><b>Working at EXS (all)</b></td> <td>56%</td> <td>64%</td> <td>56%</td> <td>49%</td> </tr> </tbody> </table>		Read	Write	Maths	R/W/M	<b>Working at EXS (PP)</b>	49%	56%	47%	40%	<b>Working at EXS (N-PP)</b>	75%	88%	81%	75%	<b>Working at EXS (all)</b>	56%	64%	56%	49%
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<p><b>Family Engagement</b> 1x Parental Involvement Worker Resources Attendance support</p>	<p>£33,779</p>	<p>To ensure that attendance across school is at least 95%.</p> <p>To reduce the number of persistent absentees.</p> <p>To offer a variety of opportunities for families to become involved in the school community.</p>	<ul style="list-style-type: none"> <li>• Full time Parental Involvement Worker in school</li> <li>• Variety of events organised for parents: stay and play, coffee morning etc</li> <li>• Variety of educational courses offered to parents and carers: SHARE, literacy, numeracy</li> <li>• Early identification of persistent absentees</li> <li>• Regular meetings between PIW and Education Welfare Officer</li> <li>• Attendance closely monitored each day and weekly prizes given to promote 100% attendance</li> <li>• Early identification and reaction to first say absence – phone calls, home visits</li> <li>• Regular PTA meetings</li> </ul>	<p>A number of sessions are on offer for all of our families to engage with. Many of the sessions are available to walk in on an as-and-when basis, such as Stay and Play, coffee morning and breakfast club. The majority of our sessions for parents are held in our new Family Learning Centre, which gives parents opportunities to have positive experiences in the school environment.</p> <p><b>Coffee morning</b> On a typical day, we have around 9 parents attending our weekly coffee morning. This gives parents opportunities to engage with our Parental Involvement Worker and meet other parents. Some parents, who have</p>																				

come along, have brought other friends along on following visits.

**PTA meetings**

We now have 8 regular members on our PTA, which is led by our Parental Involvement Worker. This allows parents to contribute their opinions and ideas. The PTA have organised various events, such as Christmas and Summer Fayres, Christmas wraps and mothers/fathers day stalls.

Various course have been offered to parents to encourage them to become involved in school life and introduce them to new skills:

- Halloween workshop – 9 attendees
- Christmas workshop – 10 attendees
- Easter workshop – 9 attendees

**Attendance**

	2013/ 2014	2014/ 2015	2015 2016	2016 2017	2017 2018
Whole school attendance %	95.4%	95.6%	95%	95.3%	94.9%

A number of persistent absentees reduced the overall attendance this year. The majority of these children left school in the Summer 2 term, to move on to secondary schools or schools closer to home.

<p><b>Nurture group</b> 1 x teacher Resources</p> <p>1x part-time Support Staff</p>	<p>£26,260 + £11,008</p>	<p>To provide quality provision for vulnerable pupils with Social, Emotional and Mental Health needs, in order to improve the social skills that they need to be able to succeed in the mainstream classroom.</p>	<ul style="list-style-type: none"> <li>• Nurture group running each morning Monday-Friday for a group of children from years 1-6</li> <li>• Running of Nurture Group regularly monitored by SLT</li> <li>• Regular meetings between Nurture group teacher and Deputy Head to plan and review</li> <li>• Progress of children accessing Nurture group reviewed as part of Pupil Progress meetings</li> </ul>	<p>10 children successfully attended Nurture group throughout the year:</p> <ul style="list-style-type: none"> <li>• 2 children left at the end of Year 6 to go to High school</li> <li>• 1 child left to attend different schools (moved house)</li> <li>• 5 children re-integrated successfully into their peer group</li> </ul> <p>2 children are currently waiting for the Statutory Assessment process to complete. They are likely to begin a slow transition once EHCPs are in place and appropriate support is in place.</p> <p>All children show improvements in their social skills, using Boxall Profiles, during their time in the Nurture provision.</p> <p>Breakfast is provided to children in the Nurture group everyday. This enables them to learn about how to have a healthy start to the day and to take part in social activities and practice social skills such as eating at the table. Children are also in a better position to start their school day, after having eaten breakfast.</p>
<p><b>1:1 Support</b> 2x full-time Support Staff</p>	<p>£26,426</p>	<p>To provide 1:1 support for children with SEND awaiting an Education, Health and Care Plan or My Support Plan, in order for them to be able to access the curriculum.</p>	<ul style="list-style-type: none"> <li>• 1:1 support in place for children with SEND awaiting and Education, Health and Care Plan.</li> <li>• Progress of children closely monitored through Pupil Progress meetings</li> </ul>	<p>2 children have been supported, whilst the process of Statutory Assessment was completed. This process is on-going.</p> <p>1:1 support being in place has meant that children have been able to access appropriate personalised support, including 1:1 support assistants liaising with external agencies, such as members of the Autism Team and SEMH Team, to provide specific support.</p>

<p><b>Speech and Language</b> NHS Speech and Language Therapist (1.5 days per week) 1x support staff to deliver speech and language intervention</p>	<p>£25,880</p>	<p>To improve speech and language skills of the children in school, particularly in the Early Years.</p> <p>To provide early speech and language intervention for children with specific needs.</p> <p>To reduce the number of children with speech and language difficulties.</p>	<ul style="list-style-type: none"> <li>• NHS Speech and Language therapist in school for 1.5 days per week</li> <li>• Early assessment/intervention in place for children with speech and language needs</li> <li>• Termly meetings between speech and language therapist and SENCO</li> <li>• Support member of staff running the WELCOMM speech and language intervention for children in Nursery and Reception not working at age related expectations</li> </ul>	<p>Class teachers, parents, outside agencies such as pediatricians and the school SENCO, made speech and language referrals. After initial assessments, speech and language support was given to children who the SALT deemed necessary, in order to help them develop in all areas of their learning.</p> <p>32 children accessed formal assessments by the Speech and Language therapist following a formal referral. 9 children then accessed regular sessions with the SALT or Speech and Language TA, as a result of their assessment:</p> <p>Support from SALT:</p> <table border="1" data-bbox="1509 727 2136 879"> <thead> <tr> <th></th> <th>Nur</th> <th>Rec</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> </tr> </thead> <tbody> <tr> <td>No of chn</td> <td>3</td> <td>11</td> <td>6</td> <td>3</td> <td>5</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>16 children were discharged from the speech and language therapist's caseload, due to latest assessments showing them working at age appropriate levels.</p> <p>The WELCOMM Speech and Language intervention was used in the EYFS, to screen all children, in order to identify those in need of Speech and Language intervention. Intervention was then taught by a member of support staff specifically trained to carry out Speech and Language intervention. Interventions lasted between 4-5 months for each child. This has had a significant impact on the number of children with age appropriate Speech and Language skills:</p>		Nur	Rec	Y1	Y2	Y3	Y4	Y5	No of chn	3	11	6	3	5	2	2
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<p><b>Supporting vulnerable children</b> Transport Educational Psychology Service Uniform vouchers</p>	<p>£15,598</p>	<p>To provide transport for children accessing specialist placements.</p> <p>To provide timely support from the Educational Psychology team for children with Special Educational Needs.</p> <p>To ensure all children are dressed in school uniform</p>	<ul style="list-style-type: none"> <li>• Transport provided for children attending specialist placements</li> <li>• Timely educational psychology assessments and support for children with SEND</li> <li>• Regular review meetings between Educational Psychologist and SENCO</li> <li>• Meetings between Educational Psychologist and parents</li> <li>• Uniform vouchers provided to help towards the cost of each child's school uniform</li> </ul>	<p><b>Educational Psychology</b> 7 children accessed assessments and support from the Educational Psychologist this year. A number of staff sought advice from the Educational Psychologist to support children in their class. <u>All support staff</u> were trained to deliver Precision Teach interventions to children in their class.</p> <p><b>Uniform Vouchers</b> Uniform vouchers (£20 each child) were offered to all parents to help towards the cost of school uniforms. 340/427 (80%) of vouchers were collected and used.</p> <p><b>Breakfast club</b> Breakfast club is available for all families to attend daily 8:00-8:45. Subsidised breakfast items are available for all children and in some cases, breakfasts are given free of charge to our more vulnerable families. This enables children to start their school day without being hungry and they are more ready to start learning at the beginning of school. Punctuality of specific children has improved due to their attendance at breakfast club. On a typical day, between 45- 70 children access breakfast club.</p>
<p><b>Funded Trips</b></p>	<p>£11,202</p>	<p>To facilitate greater access to trips and visits, including residential trips.</p>	<ul style="list-style-type: none"> <li>• All year groups allocated a budget to subsidise the cost of school trips</li> <li>• Support given to some families to cover the cost of residential visits</li> </ul>	<p>Each year group has received a budget to subsidise the cost of school trips, making visits more affordable for our families, therefore meaning that all children are able to participate.</p> <p>Examples of some of the trips that children went on this year include: Tropical World, Yorkshire Wildlife Park, Eden Camp, Filey and Whitby, . These visits provided first hand experiences for pupils, which contributed to their language development and enabled them to apply this in</p>

				<p>their writing.</p> <p>1 child had the cost of their Year 6 residential to Robinwood paid or subsidised, in order to enable them to take part. This provided disadvantaged children with the opportunities for access to adventurous outdoor learning. Transport was subsidised for all children visiting Robinwood, therefore making the residential affordable for families.</p>																				
<p><b>After school and Booster clubs</b> 3x support assistants (combined 14 hours per week)</p>	<p>£3,369.17</p>	<p>To enable children to access a variety of extra-curricular activities to broaden their experiences.</p> <p>To provide after school maths and English boosters, in order to support children to achieve age related expectations.</p>	<ul style="list-style-type: none"> <li>• Range of extra-curricular activity clubs on offer</li> <li>• Termly review of the clubs on offer</li> <li>• Termly monitoring of the children who are accessing after school and booster clubs</li> <li>• Progress of children attending maths and English booster clubs reviewed termly, through intervention monitoring</li> </ul>	<p>A range of after school clubs have been offered to all children, at different points in the year, in order to broaden educational experiences, encourage extra curricular interests and develop confidence. Some clubs, such as cooking club are aimed at specific children, targeting children eligible for Pupil Premium first.</p> <p>Summer Term (an example of the spread of children accessing clubs):</p> <table border="1" data-bbox="1532 919 2101 1377"> <thead> <tr> <th>After School Club Take-up</th> <th>Number of Chn Pupil premium</th> </tr> </thead> <tbody> <tr> <td>Art club</td> <td>7/14 = 50%</td> </tr> <tr> <td>Choir</td> <td>14/27 = 52%</td> </tr> <tr> <td>Cookery</td> <td>8/11 = 73%</td> </tr> <tr> <td>Chess</td> <td>7/21 = 33%</td> </tr> <tr> <td>Karate</td> <td>6/6 = 100%</td> </tr> <tr> <td>Drumming</td> <td>3/7 = 43%</td> </tr> <tr> <td>Football</td> <td>7/9 = 78%</td> </tr> <tr> <td>Homework</td> <td>9/15 = 60%</td> </tr> <tr> <td>Adventurous activities</td> <td>13/23 = 57%</td> </tr> </tbody> </table>	After School Club Take-up	Number of Chn Pupil premium	Art club	7/14 = 50%	Choir	14/27 = 52%	Cookery	8/11 = 73%	Chess	7/21 = 33%	Karate	6/6 = 100%	Drumming	3/7 = 43%	Football	7/9 = 78%	Homework	9/15 = 60%	Adventurous activities	13/23 = 57%
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<p><b>Year 6 Easter School</b> 20 hours, 40 minutes of extra literacy and numeracy lessons for selected year 6 children 3x teachers 2x support staff Resources</p>	£2,573.44	<p>To increase the number of children achieving age related expectations in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• Extra literacy and numeracy lessons for selected year 6 children during Easter holidays</li> <li>• Small group interventions, focussed on specific gaps to support children to achieve age related expectations</li> </ul>	<p>Year 6 after school boosters (x2 groups) carried out by 2 HLTAs and Easter holiday clubs for selected year 6 children taught by year 6 class teacher, Head Teacher and Y6 Cover Supervisor.</p> <p>% of children who achieved Expected Standard for Reading, GPS and Maths after attending Easter School/boosters:</p> <table border="1" data-bbox="1512 502 2027 694"> <thead> <tr> <th></th> <th>Read</th> <th>GPS</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td><b>EXS</b></td> <td>33/45 73%</td> <td>33/45 73%</td> <td>33/45 73%</td> </tr> </tbody> </table>		Read	GPS	Maths	<b>EXS</b>	33/45 73%	33/45 73%	33/45 73%
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<p><b>Curriculum Support</b></p>	£2000	<p>To increase the number of children achieving age related expectations in reading, writing and maths.</p> <p>To ensure curriculum areas are appropriately resourced in order for children to access all areas successfully.</p>	<ul style="list-style-type: none"> <li>• Curriculum areas allocated a budget, depending on areas of need</li> </ul>	<p>Resources have been stocked/replenished according to need, which has meant that children have had everything that they need for lessons.</p>								

### How will we measure the impact of Pupil Premium Grant spending?

- Performance information for reading, writing and maths:
  - Half-termly information gathered and discussed at Pupil Progress meetings
  - End of year performance information, including year 2 and year 6 SATs results
  - performance information of children who have accessed interventions or clubs/boosters (termly)
- Information collected during inclusion meetings
- Information and data about children entering and leaving the Nurture group
- Attendance information
- Speech and Language caseload figures and WELCOMM results for children who have accessed the intervention

- Behaviour records from learning and behaviour mentors
- Records of parents and carers accessing groups, support or training offered by the Parental Involvement Worker