

**St. Werburgh's Primary School**  
**Pupil Premium Evaluation of Impact 2018-2019**

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At St Werburgh's Primary School we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

St. Werburgh's Primary School Pupil Premium Profile 2018-2019		Latest
Total number of pupils in school:	334	335
Number of PP-eligible pupils:	94	101
% of PP-eligible children:	28%	30%
Amount per pupil:	£1,320 (£2,300 for chn prev looked after x3)	1 CIC 3PLC
Total pupil premium budget:	£128,680	
Total planned expenditure:	£132,581	

<b>September 2018</b>				
<b>Year (number of children)</b>	<b>Number of PP-eligible children</b>	<b>% of PP-eligible children</b>	<b>% of PP-eligible children in each phase</b>	<b>% of planned expenditure</b>
<b>Reception (55)</b>	15 (of which 2 PLA)	27%	31%	26%+6% of whole school=31%
<b>Year 1 (56)</b>	14	25%		
<b>Year 2 (55)</b>	11 (1 CIC)	20%	30%	24%+6% of whole school=30%
<b>Year 3 (55)</b>	17 (of which 1 PLA)	30%		
<b>Year 4 (55)</b>	17	31%	40%	37%+6% of whole school=43%
<b>Year 5 (28)</b>	7	25%		
<b>Year 6 (28)</b>	14	50%		

Targets for this year (These are on the School Development Plan under 2. Diminishing Difference):

- To increase the percentage of disadvantaged pupils meeting the expected standard in Maths at the end of KS2. **2017-2018: 29%. 2018-2019: 93%.**
- Improve the progress of disadvantaged pupils so that it is inline or above that of non-disadvantaged pupils across the school in reading, writing and maths.
- Increase the proportion of disadvantaged pupils working at expected in reading, writing and maths combined across the school so that it is inline or above that of non-disadvantaged pupils. **Gap in combined: Y1: -61% (slightly increased), Y2: -4%(slightly increased), Y3: -8% (gap reduced), Y4: -10% (slightly increased), Y5: -23% (slightly increased), Y6: +7% (diminished)**
- Increase the proportion of disadvantaged pupils working at a higher standard in reading, writing and maths. **Y1: W 0-13%, R 13-13%, M 7-13%; Y2: W 9-9%, R 27-15%, M 27-23%; Y3: W 14-19%, R 21-25%, M 21-13%; Y4: W 0-6%, R 6-18%, M 6-12%; Y5: W 0%, R 0-10%, M 0-20%; Y6: W 28-21%, R 35-14%, M 28-43%**
- To diminish the difference between the percentage of disadvantaged and non-disadvantaged pupils achieving a good level of development at the end of the Foundation stage. **In 2017-2018 the gap was a 37% difference. In 2018-2019 there is a 16% difference. The gap is diminishing.**

\***Target achieved** / *target partially achieved*

**Phase 1**

Desired Outcome	Actions	Who/ When	Cost	Evaluation of Impact
To ensure consistent high quality targeted teaching across Phase 1.	Phase leader to have time out of class to support teachers, look at books, work with identified children, monitor interventions and monitor the progress of pp children in their phase. To lead by example in improving teaching where needed.	Phase Leader	£3859	The majority of teaching in phase 1 is good or better. There are plans in place by the DHT and phase lead to support areas of weakness. Children are getting equity across the year groups. Continuous provision continued into year 1 to help with the transition from EYFS.  <b>Continue next year.</b>
To reduce the percentage of disadvantaged pupils who are persistent absentees (below 90% attendance).	Phase and attendance leaders to monitor this and work with families to remove barriers to attendance, offering breakfast club places where needed and signposting to parenting support.	Attendance Team	-	6 of the 18 persistent absentees are pp chn in this phase. 2 chn have not been at school age and 1 chd is new to us. Phase leaders have had a positive impact when supporting families with attendance.  <b>Continue next year.</b>
<b>Reception (15/56)</b>				
Desired Outcome	Actions	Who/ When	Cost	Evaluation of Impact
To diminish the difference between the percentage of disadvantaged and non-disadvantaged pupils achieving expected levels in the communication and language strand (baseline showed -14% gap in L&A, -3% gap in Understanding and -6% gap in Speaking).	Speech and Language therapist employed one day a week. To carry out assessments for children in Reception and make recommendations. To work directly with children as well as training support staff in interventions. To support with teacher training in word aware and talk boost. To ensure whole class teaching strategies are being used to support language development.	Talk therapist.	£4450  (50% of total cost)	L&A: baseline was -14% now +1% U: baseline was -3% now -4% S: baseline was -6% now +7%  <b>It has had impact but only on a small number of children for the cost. Do not continue next year instead teachers and LSAs run language classroom.</b>
To diminish the difference between the percentage of disadvantaged and non-disadvantaged pupils achieving a good level of development at the end of the Foundation stage (in 2017-2018 72.2% GLD all chn, 35.7% GLD pp chn).	All PP children to be FOCUS children for 6 weeks of the year (twice as often as non PP children). This includes meeting parents, quality interactions etc	Phase lead to oversee	-	74% of all children achieved GLD 63% of pp children achieved GLD 79% of non PP children achieved GLD The gap has reduced from -37% to -16%)  <b>Good impact. Need to think about more evidence in learning journeys for pp chn</b>

				<b>compared to non pp. Also focus on reading.</b>
	To support PP children with high levels of need in accessing the curriculum. To run therapeutic intervention, lego therapy daily for 20 minutes (3 x PP chn at a time). Additional reading support for PP children. Additional maths input.	LSA sendco	£10,628 (50% of total cost)	There has been more engagement from parents and they have been met with and involved in their child's learning 6x year.  <b>Good impact. Continue next year.</b>
	Talk Boost intervention in T1 and T2 (then to move to reading and writing support). 3 x week with 3 PP chn at a time in Reception, Whole class talk boost and word aware sessions across Reception.	LSA (2.5)	£10,488	This did not happen due to staffing shortages and high need support for individual children. If this is planned for next year, more than 1 member of staff is trained).  <b>Need to look at baseline data and assess whether Talkboost is the appropriate intervention.</b>

**Year 1 (14/56)**

<b>Desired Outcome</b>	<b>Actions</b>	<b>Who/ When</b>	<b>Cost</b>	<b>Evaluation of Impact</b>
Improve the progress of disadvantaged pupils so that it is inline or above that of non-disadvantaged pupils across the school in reading, writing and maths (1718 Rec gap = -49.3%).	Talk boost 3 x week with 3 PP chn in Year 1 who did not achieve GLD.	LSA	(costed above)	Current gap: R: -61% W: -59%
	In class additional support focused on PP children who did not achieve GLD in core subjects. Feedback at point of delivery, addressing misconceptions and phonics and handwriting interventions with PP children.	LSA 2.5 Until Christmas.	£2943	M: -40% Combined -61%
	Additional teacher time – to provide pre tutoring in maths for all PP children, additional BRP style focused reading support 3 x week with PP children working below EXC in reading. Conferencing with PP children to go over any misconceptions/gaps identified. Class teachers pre tutor during assembly time	Unqual T 1.5	£2992	Gap has reduced in M but not in R, W or combined.  Phonics data has improved with 75% of pp chn passing the phonics test.  R: 81% made progress 6% made better than expected W: 88% made expected progress, 13% made better than expected progress

				M: 94% made expected progress, 25% made better than expected progress  <b>Conferencing focused on maths and phonics – continue next year but look at cohort to see which subject needs biggest boost.</b> <b>Look at new cohort to see if Talkboost is the appropriate intervention.</b>
<b>Total cost</b>			£35,360	
<b>% of budget</b>			26%	

<b>Phase 2</b>				
<b>Desired Outcome</b>	<b>Actions</b>	<b>Who/ When</b>	<b>Cost</b>	<b>Evaluation of Impact</b>
To ensure consistent high quality targeted teaching across Phase 2.	Phase leader to have time out of class to support teachers, look at books, work with identified children, monitor interventions and monitor the progress of pp children in their phase. To lead by example in improving teaching where needed.	Phase Leader	£3859	Teaching in this phase is now good or better. The phase lead has worked with the teachers to support them with their planning and marking. She has also supported them with challenging the more able children.  <b>Continue next year.</b>
To reduce the percentage of disadvantaged pupils who are persistent absentees (below 90% attendance).	Phase and attendance leaders to monitor this and work with families to remove barriers to attendance, offering breakfast club places where needed and signposting to parenting support.	Attendance team	-	3 of the 18 chn are pp persistent absentees in this phase.  <b>Positive impact. Continue next year.</b>

Year 2 (11/55)				
Desired Outcome	Actions	Who/ When	Cost	Evaluation of Impact
<p>Improve the progress of disadvantaged pupils so that it is inline or above that of non-disadvantaged pupils in reading, writing and maths.</p> <p>Increase the proportion of disadvantaged pupils working at expected in reading, writing and maths combined across the school so that it is inline or above that of non-disadvantaged pupils (current cohort gap -2.3%).</p> <p>Increase the proportion of disadvantaged pupils working at a higher standard in reading and writing and maintain maths (1718 y1 R 9%, W 9% and M 27%)</p>	1:1 reading and phonics with identified children. 30 min daily.	LSA	(costed for SEND)	<p>The gap in R and M has diminished: R: baseline -7% now +6% M: baseline +2% now +9%</p> <p>The gap in writing has slightly widened: W: baseline -5% now -19%</p> <p>The interventions have been in reading and maths. Next year we need to focus on all 3 subjects. Y3 will need writing support.</p>
	Daily letter formation and fine motor skill support for identified PP children.	LSA	(costed for SEND)	
	Additional teacher support from Deputy Head to work 3 mornings a week - targeted intervention using PiXL resources to accelerate progress. To provide feedback at point of delivery. <u>Will do Pixl therapies from T3 in the afternoons. AT/GB to cover classes for conferencing.</u>	DHT 1.5	£1356 3	<p>77% of all chn achieved EXP in RWM combined. 77% of PP chn achieved EXP in RWM combined. Gap</p> <p>Chn working at GD: W 8% R 15% M 23%</p> <p>R: 100% made expected progress form EYFS data, 25% made better than expected. W: 92% made expected progress from EYFS, 25% made better than expected progress. M: 100% made expected progress from EYFS, 33% made better than expected.</p> <p><b>All actions showed impact and should be continued next year. Make sure writing is focused on from earlier in the year.</b></p>
	Lego therapy for identified PP children.	LSA	(costed for SEND)	

Year 3 (17/56)				
Desired Outcome	Actions	Who/ When	Cost	Evaluation of Impact
Improve the progress of disadvantaged pupils so that it is inline or above that of non-disadvantaged pupils across the school in reading, writing and maths.	Experienced teacher to work with identified PP children with reading and writing focused support.	Teacher 1.5	£9757	The gap is reducing in W from -15 to -4% The gap has been diminished in R from -12 to +5% The gap has slightly increased in M due to new children but with homegrown chn the gap has diminished from -0.8 to +5%
Increase the proportion of disadvantaged pupils working at expected in reading, writing and maths combined across the school so that it is inline or above that of non-disadvantaged pupils (1718 y2 gap - 15.7%).	Cover for teacher conferencing time – pre tutoring in Maths.	Teacher 0.5	£4290	% of chn working at EXP in RWM combine dis 63%. The gap has been reduced from -27 to -8%  R: 88% made expected progress, 13% made better than expected progress W: 100% made expected progress, 19% made better than expected progress. M: 63% made expected progress, 0% made better than expected progress.  <b>Conferencing was most inconsistent in year 3 and year 3 had the most mobility. Those chn who were here from the beginning of the year did make expected progress (with the exception of 1 child who suffered a bereavement).</b> <b>Experienced teacher working with reading and writing had a positive impact – continue next year if possible.</b>
<b>Total cost</b>			£31,269	
<b>% of budget</b>			24%	

**Phase 3**

<b>Desired Outcome</b>	<b>Actions</b>	<b>Who/ When</b>	<b>Cost</b>	<b>Evaluation of Impact</b>
To ensure consistent high quality targeted teaching across Phase 3.	Phase leader to have time out of class to support teachers, look at books, work with identified children, monitor interventions and monitor the progress of pp children in their phase. To lead by example in improving teaching where needed.	Phase Leader	£3859	Teaching in this phase is consistently good or better. The phase lead has supported with lesson structure, effective use of lesson time and feedback.  <b>Continue next year.</b>
To reduce the percentage of disadvantaged pupils who are persistent absentees (below 90% attendance).	Phase and attendance leaders to monitor this and work with families to remove barriers to attendance, offering breakfast club places where needed and signposting to parenting support.	Attendance Team	-	5 of the 18 persistent absentees are pp chn in this phase.  <b>Positive impact. Continue next year.</b>

**Year 4 (17/55)**

<b>Desired Outcome</b>	<b>Actions</b>	<b>Who/ When</b>	<b>Cost</b>	<b>Evaluation of Impact</b>
<p>Improve the progress of disadvantaged pupils so that it is inline or above that of non-disadvantaged pupils across the school in reading, writing and maths.</p> <p>Increase the proportion of disadvantaged pupils working at expected in reading, writing and maths combined across the school so that it is inline or above that of non-disadvantaged pupils (1718 y3 gap -8.6%).</p>	<p>School based trainee teacher, 4 days a week. This will allow the class teachers more conferencing time and enable greater support for PP children with increased staff capacity in class. Conferencing time to be used for pre tutoring in maths additional feedback and targeted support where there are misconceptions.</p> <p>SENDco, precision teaching with identified children in maths and to run numicon intervention with PP children working below EXC.</p>	<p>Trainee Teacher 4.0</p> <p>SENDCo 1.0</p>	<p>£4833  (1/2 of cost to us)</p> <p>£3430  (1/2 of cost)</p>	<p>The gap has slightly increased in W from +0.3 to -4, however there is no gap when you look at homegrown chn.</p> <p>There are a higher percentage of pp chn at ARE in reading than non pp.</p> <p>There is no gap between pp and non pp in M.</p> <p>53% of pp chn are working at ARE in RWM combined -10% gap (56% home grown -7% gap)</p>

				<p>R: 94% made expected progress from Y2, 18% made better than expected.  W: 94% made expected progress from y2, 29% made better than expected progress.  M: 82% made expected progress since y2, 18% made better than expected progress.</p> <p><b>This did not have the desired impact. There will not be a school based trainee next year. Cover will be found for the class teacher to do conferencing.</b></p> <p><b>The SENDco will no longer have time to run interventions but has trained LSAs to deliver them.</b></p>
--	--	--	--	--

**Year 5 (7/28)**

Desired Outcome	Actions	Who/ When	Cost	Evaluation of Impact
<p>Improve the progress of disadvantaged pupils so that it is inline or above that of non-disadvantaged pupils across the school in reading, writing and maths.</p> <p>Increase the proportion of disadvantaged pupils working at expected in reading, writing and maths combined across the school so that it is inline or above that of non-disadvantaged pupils (1718 y4 gap -38.1%).</p> <p>Increase the proportion of disadvantaged pupils working at a higher standard in reading, writing and maths (1718 y4 0% in R, W and M).</p>	<p>Additional teacher time – Additional spelling input for those PP children who need this, 1:1 reading with all PP children, in class support and additional conferencing time.</p> <p>Further stretch and challenge for those already working at EXC.</p>	<p>Teacher 1.0</p>	<p>£8580</p>	<p>The gap in W has increased from -17 to -29% however with homegrown chn the gap is -8%.  The gap in reading has reduced from -22 to -19% (-9% homegrown).  The gap in maths increased from -22 to -24% but reduced to -4% homegrown.</p> <p>There are 60% of pp chn working at expected in RWM. The gap is now -23%.  There are not any chn working at GD in RWM combined. 10% are now working at GD in R and 20% in M.</p> <p>R: 90% made expected progress since y2, 40% made better than expected progress.  W: 80% made expected progress, 0% made better than expected progress.</p>

				<p>M: 90% made expected progress since y2, 10% made better than expected progress.</p> <p><b>Teacher had positive impact while she was here. 4 chn were added to the pp register in May so did not receive pp intervention until then. Continue to do conferencing.</b></p>
<b>Year 6 (14/28)</b>				
<b>Desired Outcome</b>	<b>Actions</b>	<b>Who/ When</b>	<b>Cost</b>	<b>Evaluation of Impact</b>
Increase the proportion of disadvantaged pupils meeting the expected standard in Maths at the end of KS2 (1718 y6 64%; end of y5 71,4% at ARE).	Additional teacher support from Deputy Head to work 3 afternoons a week - targeted intervention using PiXL resources to accelerate progress. To provide feedback at point of delivery.	DHT 1.5	£1336 3	1819: 71% combined.
Increase the proportion of disadvantaged pupils working at a higher standard in reading, writing and maths 1718 y6 R=14%, W=14%, M= 0%; end of y5 R=35.7%, W=28.6%, M=28.6%).	Maths buddies/mentors to meet with identified children to go through known facts 3 x week.	School staff allocated at least 3 x week	no additional cost	GD: R 14% W 21% M 43%
Increase the proportion of disadvantaged pupils working at expected in R, W and M combined across the school so that it is inline or above that of non PP pupils (1718 y6 gap -33%, end of y5 gap 0%).	Class based HLTA 5 mornings a week. This will allow the class teachers more conferencing time and enable greater support for PP children with increased staff capacity in class. Conferencing time to be used for pre tutoring in maths additional feedback and targeted support where there are misconceptions.	HLTA BG10 SCP33 2.5	£1456 2	Combined 14% (all chn 18%/ non pp 29%)
Improve the progress of disadvantaged pupils so that it is inline or above that of non-disadvantaged pupils across the school in reading, writing and maths.	HT to work with key marginal PP children for small group teaching of reading.	HT from Feb – May 3 x week 1 hour	-	R: 93% made expected progress since y2, 36% made better than expected progress. W: 100% made expected progress since y2, 29% made better than expected progress. M: 93% made expected progress since y2, 29% made better than expected progress.
	Reading mentors to work with identified children 3 x week	School staff at least 3 x week	no additional cost	<b>Additional teacher support had positive impact – continue next year.</b> <b>Maths and reading buddies had positive impact – continue next year.</b>

<b>Total cost</b>	£48,827	
<b>% of budget</b>	37%	

<b>Whole school</b>				
<b>Desired Outcome</b>	<b>Actions</b>	<b>Who/When</b>	<b>Cost</b>	<b>Evaluation of Impact</b>
Reduce the percentage of disadvantaged pupils who are persistent absentees. 16/34 – 47% last year but was 17/33 52%	<p>Funded breakfast club places to be provided for disadvantaged pupils where attendance is a concern;</p> <p>Provide after School club where needed.</p>	<p>Helen, Karen and Charmaine to regularly monitor absence/punctuality and meet parents/carers to discuss individual family circumstance. At least monthly. Free places allocated where there is need and</p>	<p>TBC</p> <p>allocate number of places</p>	<p>There are 10 funded breakfast club places Approx. cost £1625 as not all chn attend every day.</p> <p>There are now 18 persistent absentees. 14/18 (78%) are pp chn. However only 6 chn are the same chn who have been persistent absentees before (28%).</p> <p><b>Continue to fund breakfast clubs and collect chn if needed. Think about a walking bus for next year.</b></p>

		impact evaluated.		
<p>All children to experience a variety of enrichment activities.</p> <p>All children to be able to read music and to learn a musical instrument.</p>	Music lessons across the school	Music lead	£2125  (25% of actual for music lessons)	Year 5 have had steel pan lessons, year 3 and 4 guitars and years 1 and 2 ukulele. There are 2 Rocksteady places paid for by PP (£360)  5 children from y4 had the camp subsidised (£125) 1 child from year 3 had their adventure day subsidised (£25) 5 children had the year 5 adventure day subsidised (£87.50)  <b>Continue next year.</b>
	Subsidising educational visits where needed	Education al visits lead  Should be funded by FSWP.		
	Subsidising School camps where needed			
<p>To extend pupils' vocabulary and access to reading and comprehension, as well as enhance their spoken and written language.</p>	Ensure all staff have had word aware training	S & L therapist to deliver training and linked teacher to oversee consistent implementation	(costed in CPD budget)	<b>All staff had word aware training – continue to work on next year and train new teachers.</b>
<p>Encourage the love of reading and discussion of books.</p>	All PP children to have a reading buddy/mentor.	English lead to oversee.	Ablaze £500	<b>All pp chn had a reading buddy – continue next year.</b>
<p>Ensure that disadvantaged pupils are able to access all learning opportunities</p>	Learning mentor targeted social and emotional work. To include drawing and talking therapy and nurture space to work away from class where needed. Support with attendance and punctuality of PP children – home visits, family support etc.		£14500  (1/2 of salary)	Learning mentor has supported our most vulnerable children and their families. It has ensured that chn have remained in school and accessed the curriculum.  <b>Continue next year. Also include ELSA.</b>
<b>Total cost</b>			£17,125	

<b>% of budget</b>	13%	
--------------------	-----	--

<b>Total Planned Expenditure</b>	£132,581
<b>Total Expenditure</b>	£152,154