

Pupil Premium

Phillimore Community Primary School is given additional monies for every child who receives free school meals and for those children who have received free school meals within the last 6 years (Ever 6). This funding is known as the 'Pupil Premium'. Historically it is the case that children who are eligible for free school meals (FSM) do not achieve as well as children who do not receive FSM. With this in mind the government has made extra monies available to help schools 'narrow the gap'.

The attainment, achievement and wellbeing of all our children is a high priority and we do not believe that children should be disadvantaged in any way. With this in mind it is our duty to ensure these additional monies are protected to support these children and their progress.

2018/19

In 2018/19 we received £248,160 based upon 188 (45.74%) of our primary aged pupils being eligible for pupil premium.

How did we spend this money?

Review of expenditure 2018/19				
1. Quality of teaching for all				
Action	Intended outcome	Impact Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To diminish the differences for children eligible to PPG in Mathematics	Higher % of disadvantaged children meet ARE in maths (69.7% 2018)	58% PPG children ARE 68% Non PPG ARE Did not gain higher % due to mobility of children in that year group.	Continue with the intervention we have across school and monitor mobility. Maths leaders to report more frequently on data for all children.	£16,599.25
To diminish the differences for children eligible	70% of children meet phonics screening in Y1	69% met the screening (67% non PPG)	During the year we added additional phonic support and we will add this to next year's plan of action as this worked well for all children. We	£17,029.40

to PPG in the learning of phonics and reading	Higher proportion of Y2 will meet phonics screening this year Higher proportion of disadvantaged children will meet ARE in reading	If our N2E children were taken out of the data 73% of children passed.	will review the N2E provision to support the growing number of children arriving in Y1 with little / no English.	
To ensure differences are diminished in the learning of writing for children eligible to PP	Higher % of disadvantaged children meet expected in writing	52% PPG 64% Non PPG Did not gain higher % due to mobility of children in that year group	Writing initiatives will be continued and improved. We will continue to monitor mobility. Writing leaders to report more frequently on data for all children	£12,868.28
To diminish the differences for children eligible to PPG in the learning of Spelling, Punctuation and Grammar (SPAG)	Higher % of disadvantaged children will be closer to National	56% PPG met the expected standard which was slight drop from the previous year (61%)	Ensure that PPG children struggling with the SPAG concepts receive extra support through the boosting process.	£2,189.70
To support Y6 children to achieve the best they can and ensure a good foundation to build on as they move onto the	More children achieve ARE at the end of Y6	R 45% W 58% M 52% Com 36% New cohort from beginning of year impacted on data	Additional teacher to make 3 small classes to be appointed for next year.	£18,590.68

next phase of learning.				
To support Y2 children to achieve the best they can and ensure a good foundation to build on as they move onto the next phase of learning.	More children achieve ARE at the end of Y2	PPG Children Reading 86% EXS 19% GDS Writing 71% EXS 5% GDS Maths 81% EXS 14% GDS	Continue to provide the additional support in Y2 as it has achieved the results for the children as we hoped.	£2,609.06
Children to recognise learning behaviours to support their attainment.	Children achieving ARE at the end of Y6 will be more in line with National Standards	Assertive mentoring has been a success this year and children recognise their own effort and behaviours are effective in reaching their goals.	Continue to provide for assertive mentoring to take place. Work on parents understanding of the process during the next academic year.	£10,504.80
2. Targeted Support				
To improve attendance of and decrease the amount of persistently absent disadvantaged children	Attendance will improve in line with National Figures PA figures will decrease in line with National Figures	End of term 5 = 94.64% A slight decrease from last year due to Chicken Pox, sickness bug KS1 PA 17% for PPG (18% last year) Work on punctuality has been successful and halved the amount of children recorded late previously.	Our strategies to improve attendance and punctuality are robust and make impact generally. Circumstances out of our control we can do nothing about. We will continue with the work we do in this area. PPG children slightly improved	£38,157.50

2019 Pupil Achievement

	% at expected standard or above KS2 2019 unvalidated results					
	School -All Pupils	School -Pupils eligible for Pupil Premium	School -Pupils not eligible for Pupil Premium	National -All Pupils	National -Pupils eligible for Pupil Premium	National -Pupils not eligible for Pupil Premium
Reading	53%	45%	60%	73%	58%	78%
Maths	64%	58%	68%	79%	66%	84%
Writing	59%	52%	64%	78%	66%	84%
Combined RWM	43%	36%	48%	65%	49%	72%

	Average Pupil Progress scores KS1 – KS2 2019					
	School -All Pupils	School -Pupils eligible for Pupil Premium	School -Pupils not eligible for Pupil Premium	National -All Pupils	National -Pupils eligible for Pupil Premium	National -Pupils not eligible for Pupil Premium
Reading	1.54			0		
Maths	2.85			0		
Writing	2.67			0		

Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Difficulties in accessing age related materials from the start of year
B.	High levels of SEN and lower attaining children in specific cohorts
C.	Communication and language barriers, particularly in relation to vocabulary – including new to English and developing English
D.	Insufficient reasoning and problem solving skills in mathematics
E.	Rates of reading fluency and limited higher order reading strategies restrict access to age appropriate texts
F.	Attitudes to learning and aspirations
G.	Difficulties in experiencing first hand experiences to support learning
Additional barriers	
A	Low attendance for specific groups of children
B	Readiness for school –e.g. hunger, tiredness, equipment, mindset
C	Home learning environment. School systems to provide additional support for learning at home and parental engagement with existing systems

School Proposals for 2019/20:

The school Pupil Premium budget for 2019/20 is £233,640 based upon 177 (44.92%) of our pupils being eligible for pupil premium. The school proposes to use this money to narrow the gap between PP and all other children much more through the following priorities:

Planned expenditure 2019/20
1. Quality of teaching for all and targeted support

Action	Intended outcome	Evidence and rationale for this choice	How will the school ensure it is implemented well?	Staff lead	Review date
<u>Reading</u> Daily Book Study Lessons Guided reading Interventions Additional Phonics support Roma Reading Project N2E phonics	Children have access to quality reading material Children who are at risk of falling behind are supported and make progress High % (70%) pass phonics screening in Y1 Roma children make progress in reading and narrow the gap in reading attainment Children new to English will have access to a 'catch up' programme	Children at Phillimore struggle to make ARE in reading at the end of each key stage Increased numbers in Roma children in school Closing the gap for N2E children	Pupil Progress meetings termly Literacy / phase leaders monitor progress Observations of GR interventions to ensure quality provision Monitor of additional phonics provision Running Records reviewed by teachers Monitor / observations	GB/AB JC/LT/JW/NB AB +phase leaders LT All teaching staff Literacy leads JC / LT	Termly July 2010
Total budgeted cost					£16,717.95

					+ Money for books for Roma reading project – awaiting quote
<u>Maths</u> Y4 Times Table Test Pre teach – mathematical vocabulary N2E Maths 1st Class @ Number Numicon Intervention	Children access the test without anxiety and achieve at their best Children are taught vocabulary they will need in their maths lessons Basic maths will be taught in the N2E group Y4 children access 1st Class at number Children identified access this intervention and	Maths vocabulary is hindering children in reaching ARE at the end of key stages	Pupil progress meetings Maths Leaders monitor with observations and book scrutiny Teachers liaise with pre teach staff Observations of interventions 	GB/AB TW/BK All staff AB	Termly July 2020 Intervention Meetings

Roma Maths	make progress in maths Roma children identifies make better than average progress and more reach ARE	Children of Roma backgrounds are struggling to make progress and reach ARE in maths	Pupil Progress Meetings	GB/AB/JW	PP Meetings
Total budgeted cost					£12,515.58
<u>Communication & Language</u>					
Additional Sp&L	All children in need of additional support access support from this service	SLCN is recognised as a primary area of SEND for Phillimore children.	Sp&L reports	Sp&L SENCO (JW)	Termly Pupil Progress meetings
DLD Intervention	3 children access this as their need	Recommended from SLNC	DLD Support	Jamie Grey RA SENCO (JW)	10 weekly intervention meetings
Sp&L interventions (LEAP, VIP, NIP)	Children needing these interventions access them and are then able to access class teaching	Recommended from SLNC	Observation of interventions	Inclusion Team	Weekly Inclusion meetings
N2E	Children entering the system from another country access this	Children enter school throughout the year with no English	Inclusion / Intervention meetings	AB observe interventions	



Developing English	to get them class ready				
Talk Partners	Children leaving N2E are supported in class readiness	Many children have English as an additional language			
	Children recommended from Learning Support (Fusion) to access this				
Total budgeted cost					£31,786.84
<u>SEN / EHCP support</u>	We will maintain our highly inclusive practice.	High SEN and some EHCP needs throughout school. Through PPG we are able to provide the required level of support. (sometimes identified through Sheffield Support Grid)	Class observations include use of TAs	SLT	Inclusion Meetings – weekly
TA to support classes with SEN, Lower and higher attaining children to access learning	All children make progress – more children reach ARE		SEN reviews	SENCO (JW)	Intervention meetings every 10 weeks
<u>EHCP</u>	Increase in GD		EHCP Annual Reviews	SENCO (JW)	SEN reviews
PECS	Needs of EHCP will be met		Inclusion timetables	AB	Annual Reviews

Support for swimming Lego Therapy Daily review 1:1 Social Group (Gruffalo provision) for autistic needs Transition programme	Children with autism will have support and access a mainstream education Transition is made easier for children who need this support		Observation of interventions Transition needs identified in inclusion meeting Programme set up	AB / JW GB/AB/JW All staff	
Total budgeted cost					£128,316.41
<u>Attitude to learning and aspirations</u> Assertive mentoring	Children become active in their learning process Children will take part in conversations	Children have not appreciated what an education can do for them	Teachers evaluate each half term the improvements children make against their targets	All staff	Each half term

	about their learning on a 1:1 basis with their teacher so they understand what is going well and what they need to improve and will make joint targets for the children to work on.				
Total budgeted cost					£9,450
2.Targeted Support (not already included)					
Y6 – Additional teacher	more children reach ARE	Smaller class sizes	Pupil Progress Meetings	GB/AB/Y6 Team	July 2010
Post Teach (Assembly times)	Children who struggle to understand a concept have additional support and overcome this	To support children so the flow of class teaching is not interrupted	Through quality marking and questioning children's understanding is monitored	All Staff	
Booster groups	Children reach ARE with support		Teachers assess children correctly so the appropriate support and help can be given	All Staff	
	Y6 children keep their flow of learning				

Easter School	through the holidays before end of KS2 SATS			Y6 team	
Greater depth	An increase in children reaching greater depth	More children should be challenged to be greater depth		All staff	
Total budgeted cost					£55832.14
2. Other approaches					
<u>Improve attendance and PA for specific groups</u> Early Monitoring Attendance Ambassadors Attendance Meetings Home Visits Inclusion Meetings Text Message and admin Data analysis – focus groups – include Term Time Leave - Attendance Assemblies (100% and 96+% rewards)	Attendance will improve and PA decrease	Attendance lower than national PA higher than national	Weekly attendance at Inclusion meeting Analysis of meetings undertaken to see impact Snapshot completed ½ termly Data analysis	GB / AB / RS	½ termly – see snapshot

Admin – letters – referrals etc. Liaison with outside agencies – MAST, Primary Admissions, CME Attendance at breakfast club monitored					
<u>Wellbeing</u> Nurture provision Mighty Minds Intervention Healthy minds	Children with specific issues around mental health will be supported and therefore ready to learn	Mental Health of young people is important	Boxall Profiles Monitor / observation of children	GB/ AB Inclusion including SENCO	Ongoing review of children in intervention meetings
<u>Additional</u> <u>Readiness for school</u> (Including no child hungry) Free Breakfast for all	Children will start the day fed and ready to learn Children will have a healthy snack	Families in deprived areas are struggling to 'make ends meet' there is an increase in families accessing food banks	Data collected around attendance at breakfast club	Inclusion / RS	

Free fruit for all children					
'Need it take it' uniform stall	All children will be in school uniform				
<u>Support for home learning</u>					
Parenting support	Parents will be supported with their needs	Some parents struggle with specific issues – e.g. toileting, behaviour management, E safety – homework	Home school link worker timetable monitoring	AB	
Parenting Puzzle			Observations		
Quality first hand experiences	No child will miss out on first hand experiences including residential	Some families struggle to afford visits and residential	Children questionnaires	GB	
			Conferences with children	SLT	
Total budgeted cost					£32,948.62

This review took place 19.07.19

The last external review took place June 2015

The next external review is due to take place Autumn Term 2019 (Commissioned by Learn Sheffield)

