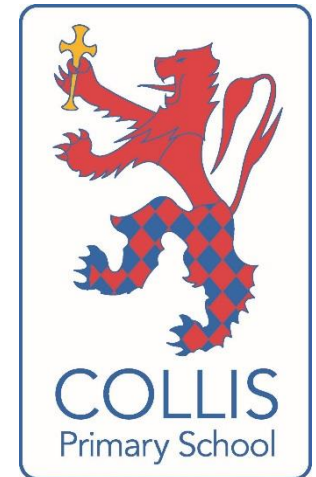


PUPIL PREMIUM IMPACT 2018 – 2019



Learning to make the world a better place



Care



Challenge



Collaboration



Courage



Creativity

PUPIL PREMIUM IMPACT 2018 – 2019

This document shows the impact of our spending plan for the Pupil Premium Grant (PPG) for the 2018 – 2019 academic year. The Pupil Premium is an allocation of funding, in addition to main school funding, which schools receive according to the number of children in specific groups (see Pupil Premium Strategy document for further information).

At Collis, the grant is allocated to initiatives to ensure pupils reach their full potential, both academically and socially. The school aims to raise the attainment and progress of pupils eligible for the PPG so that their performance is in line with pupils who are not entitled to the PPG (both nationally and within their own school).

Barriers to Learning for Pupils entitled to the Pupil Premium

We have identified the key barriers to learning for our PPG funded children as:

- Multiple barriers to learning e.g. SEND needs and EAL
- Social and emotional needs which affect pupils' learning and well-being;
- Gaps in learning with reading, and writing e.g. Spelling, vocabulary and prior knowledge
- Gaps in learning with maths
- Access to extra-curricular activities and other school costs and opportunities;
- Parental engagement with school, supporting children's learning at home;
- Low attendance and punctuality issues.

We aim to remove these barriers to learning through the development areas identified below. All priorities are vital in raising attainment for our pupils and are, therefore, not placed in order of importance.

Category	Priorities
A	To identify specific barriers to learning and social and emotional development for individual pupils and find ways of overcoming these barriers.
B	To support pupils' social and emotional well-being through access to appropriate interventions.
C	To improve attainment and progress in reading and writing for pupils entitled to the Pupil Premium.
D	To improve attainment and progress in maths for pupils entitled to the Pupil Premium.
E	To provide financial support for trips, extra-curricular activities and other school costs and opportunities.
F	To encourage parents to engage with their child's learning here at school and to provide opportunities at home for the children to consolidate and continue their learning
G	To work closely with families to improve attendance and punctuality.

PERFORMANCE DATA OF CHILDREN ENTITLED TO THE PUPIL PREMIUM 2019

1. Summary information					
School	Collis Primary School				
Academic Year	2018/19	Total PP budget	£82,960	Date of most recent PP review	Feb 2019 – Governor review March 2019 – LA Inspector 8.05.19 – Local Authority
Total number of pupils	790	Number of pupils eligible for PP	64	Date of next internal review for this strategy	Summer 2019

2a. Current attainment Key Stage 2 SATs 2019						
% achieving the expected standard by the end of KS2	Pupils eligible for Pupil Premium - Collis	Non-SEND, Pupil Premium Collis	Non-Pupil Premium Collis	All pupils Collis	Pupils eligible for Pupil Premium - National 2018	Non-Pupil Premium National 2018
% achieving the expected standard in reading	33%	67%	95%	89%	64.2%	80%
% achieving the expected standard in writing	44%	100%	91%	87%	67.4%	83%
% achieving the expected standard in mathematics	33%	67%	95%	88%	63.8%	81%
% achieving the expected standard in reading, writing and mathematics	22%	67%	90%	84%	50.6%	70%

- In 2018 - 2019, nine children were entitled to the pupil premium in Year Six. Of these, two achieved the expected standard in reading, writing and maths (22%), which compares to the national average of 70% for disadvantaged children.
- Two of the children in this group had an EHCP and a further four had identified SEND. The remaining three children (non-SEND) all achieved the expected standard in writing. 2/3 children in this non-SEND/PPG group achieved the expected standard in reading and maths.

2b. Current attainment Key Stage 1 SATs 2019						
% achieving the expected standard by the end of KS1	Pupils eligible for Pupil Premium - Collis	Non-SEND, Pupil Premium Collis	Non-Pupil Premium Collis	All pupils Collis	Pupils eligible for Pupil Premium- National 2018	Non-Pupil Premium National 2018
% achieving the expected standard in reading	50%	83%	87%	83%	63%	79%
% achieving the expected standard in writing	33%	67%	80%	76%	55%	74%
% achieving the expected standard in mathematics	33%	50%	86%	80%	63%	80%

- In 2019, twelve children were entitled to the pupil premium in Year Two. Of these, two children had an EHCP and a further four had identified SEND.
- 50% of the children attained the expected standard in reading, and 33% attained the expected standard in writing and maths.
- Performance of these children was below national and school results for all pupils and non- Pupil Premium pupils.
- The majority of the Non-SEND/Pupil Premium group (6 children) attained the expected standard in reading (5/6 children – 83%). In writing, 4/6 (67%) attained the standard and in maths 50% of the group attained the expected standard.

2c. Current Progress from KS1 – KS2 (2019)					
Progress score from KS1 – KS2	Pupils eligible for Pupil Premium - Collis	Non-Pupil Premium Collis	All pupils Collis	Pupils eligible for Pupil Premium - National	Non-Pupil Premium National
Reading	-6.7		1.4	- 0.59	0.31
Writing	-3.5		-0.3	-0.44	0.24
Maths	-3.8 Data from LA	ASP data not yet available	1.7	-0.58	0.31

- In 2019, the KS1 (end of Yr 2) to KS2 (end of Yr 6) progress scores of children entitled to the Pupil Premium Grant were below the national average.

PROGRESS OF CHILDREN ENTITLED TO THE PUPIL PREMIUM (Years 1 – 5 2019)

The table below shows the progress of children from July 2018 to July 2019 (Years 2 – 5). Children in Years 1 – 5 were assessed using a system of ‘steps’ based on the Target Tracker assessment scheme. Expected progress from July 2018 to July 2019 is 5 steps. In Year One, progress was measured from Autumn (2) to Summer (2). Expected progress for this period is between 3 and 4 steps.

Progress of pupils entitled to the Pupil Premium from July 2018 – July 2019						
	Number of pupils entitled to PPG	READING	WRITING	MATHS	Average of subjects (Pupil Premium)	Average of subjects (All pupils)
Year One Nov 18 – July 19	7	3.5	5.5	5.0	4.6	4.1
Year Two	12	5.8	5.1	6.0	5.6	6.2
Year Three	11	6.0	5.8	6.0	5.9	5.9
Year Four	15	6.1	5.0	5.6	5.6	6.0
Year Five	4	5.0	4.3	5.8	5.0	6.0

- Pupils entitled to the Pupil Premium in Years 1 – 5 made positive progress in reading, writing and maths.
- The table shows that the vast majority of year groups met or exceeded expected progress in each subject area (Reading, Writing and Maths). The exception to this was writing in Year 5 (4.3).
- With this exception, progress of pupils entitled to the Pupil Premium was in line with progress for ‘all’ pupils demonstrating the positive impact of the Pupil Premium.

IMPACT OF PROVISIONS AND INTERVENTIONS FUNDED BY THE PUPIL PREMIUM

In 2018 – 2019, the Pupil Premium Grant (PPG) was used to fund a range of interventions and activities for children which effectively supported pupils' progress and their social and emotional development. In addition to this, the wide range of enrichment activities enhanced and developed children's learning, social skills and self-esteem.

Desired outcome	Strategy/Provision	Priority Focus	Impact
Children with multiple barriers to learning access timely, high-quality support in-school and from external agencies	1:1 teaching to support progress and attainment of learners who are working below the level of their peers - Teacher-led support to target key areas of learning such as spelling, phonics, or maths. - External agencies are used to target specific areas of need e.g. speech therapists, Occupational therapy and Physiotherapy input is bought in. - Training for staff who are supporting PPG learners with specific difficulties.e.g.	A, C, D	Reception – Year 5: Children entitled to the Pupil Premium made at least expected progress with many children exceeding progress expectations (see school data above). Progress data for Year 6 shows that children made less than expected progress. This was due to the nature of the cohort where there was a high number of children with significant SEND. In previous years progress of Year 6 (measured from Year 2 SATs) has been strong, hence 2019 data is not a trend. Support from the Educational Psychologist and Behaviour Specialist have helped us to identify specific needs and find ways of targeting these needs for individuals. Tailored approaches have impacted positively on attainment, progress and behaviour (see Pupil Premium tracking). The Speech Therapist has worked with a number of children and teachers. Teachers have adopted strategies modelled by the therapist and this has had a high impact. For example, communication skills have developed. The resulting improved sentence structure and vocabulary development have also supported progress in writing. Individuals have benefitted from OT and this will continue next year. Fine and gross motor skills have improved. The school places a high priority on staff training and has provided conferences for local schools on a range of subjects to support the needs of

	Educational Psychologist and speech therapist support. • Provision mapping software		children with SEND. For example in June 2019 the school held a mental health conference with key note speakers including Dr Nick Bayliss and Nick Ellis. In addition individual staff have attended a wide range of training sessions covering a range of topics including dyslexia and Numicon maths. Our high quality training has ensured that staff are more confident and effective when working with children with specific difficulties. Teaching Assistants have been trained by our SENCo in the delivery of various programs such as Nessy and Units of Sound. These programs are used to support individuals across the school and have accelerated progress (see below).
Social and emotional needs are met in school through high quality intervention and classroom practices	• Full time well-being teacher/play therapist has been employed. • Well-being space for class use for meditation and PHSE lessons • Nurture groups eg. Construction club and fun friends - including ELSA trained member of staff • Young carers to work with siblings of children with EHC plans	A	Many children in the school have benefitted from Play Therapy. The play therapy has provided a safe, secure environment where children can express themselves through play and has enabled children to explore their feelings and emotions. Vital social skills such as compromising, negotiating and conflict resolution have been addressed and developed. The well-being of all children is a priority at Collis and children have weekly lessons in our well-being space. Circle times enable children to explore and address issues which concern them. Through these sessions confidence, self-esteem and empathy are developed. Nurture groups have enabled vulnerable children to enjoy their lunch times and have opportunities to discuss their concerns and talk to someone in a safe and secure environment. For those children who find lunch time difficult a range of clubs have been provided to enable children to socialise together in supervised situations where they feel supported and learn to play together harmoniously.

Gaps in learning with reading, and writing are filled through targeted interventions in spelling, vocabulary and prior knowledge and no longer limiting progress	• RW Inc phonics intervention to develop phonic knowledge, reading skills and writing skills for 4 to 7 year olds who are learning to read and for 7 to 8 year olds needing to catch up. • Tracks literacy – specialist literacy programme years 1, 2 and 3 • Nessy phonics programme years 2 and 3 • Units of Sound years 4, 5 and 6	C	The Read, Write Inc programme has had a positive impact on the acquisition of phonic skills. 5/7 of the children entitled to the Pupil Premium met the expected standard in the Year 1 phonic screening. Tracks literacy, Nessy phonics and Units of Sound have been successful in improving writing skills, phonic knowledge and developing reading skills. Children with SEND have benefited from these structured programmes which are designed to support learning of children who have a range of needs including dyslexia. Careful assessment of children's progress shows positive results with all programmes with many of the children making accelerated progress.
Gaps in learning with maths are filled through targeted interventions and no longer limiting progress	• Numicon maths interventions • Pupils benefit from small group maths lessons with highly qualified teacher	D	In KS2, children who are working below age related expectations are taught in a small group where teachers are able to adapt teaching styles to meet the needs of the individuals. Positive progress of the individuals and a marked improvement in confidence has resulted. Progress of pupils taking part in Numicon maths interventions has been tracked. This multi-sensory approach has resulted in strong progress and greater understanding of place value and the relationships between numbers.
Access to wider experiences	• Financial support for the Year 6 school journey, trips and visits and holiday camps.	E	Children were invited to attend our excellent holiday clubs which provided strong support for families with specific needs. In addition, children were able to participate in a range of opportunities which helped them to socialise and develop a positive sense of self.

	• Provision of free places for a range of extra-curricular clubs including: Sports clubs, Art clubs, Language clubs, Theatre lessons, Horse riding – in school provision, Music lessons, 1:1 or small group swimming tuition, forest schools. • Research from the Education Endowment Foundation shows that provision of a nutritious breakfast has positive effects on children's health, attainment and behaviour. Breakfast is offered to all pupils entitled to the PPG.		Children thoroughly enjoyed the Year 6 school journey and benefited through gaining a range of skills. Self-esteem, confidence and positive relationships were developed and enhanced. All PPG pupils are offered free places at our after school clubs. The high take up of this offer demonstrates that places are valued by parents and children. Life skills, such as swimming, are developed. Creative activities including craft club enable children to develop a range of skills as well as enabling them to express themselves creatively. Breakfast club has enabled children to be at school on time, ready to start learning at 8.50. It has also allowed them to focus and concentrate better during morning sessions.
Parents are encouraged to engage in their child's learning and provide opportunities at home and at school for the children to consolidate and	Family learning opportunities are developed at every opportunity to encourage parents to take an active role in their child's education. Circle of security parent group to develop parenting skills	F	Positive relationships are developed between parents and our well-being teacher and this has resulted in tailored support and guidance for families in a wide range of areas. There was a high take-up for the Circle of Security parent group. This is to be repeated. Feedback from parents has been extremely positive and include comments about increased confidence. The programme has provided parents with suggestions of effective strategies for improving relationships and behaviour at home.

continue their learning	Dyslexia conference for parents to give parents strategies and ideas to help support with spelling, reading and homework. Occupational therapy and sensory awareness workshop to give parents strategies and ideas for children who need sensory input		The dyslexia session for parents was well-attended and very well received. Feedback from parents cited a greater understanding of dyslexia and ways of supporting their children effectively. This session will be repeated again this year. The OT workshop provided parents with a range of practical activities and strategies to support their children. Feedback was extremely positive.
To work closely with families to improve attendance and punctuality.	We will work closely with families through meetings with staff members, senior leaders, school nurse and the Education Welfare Officer to identify ways of supporting them.	G	We have worked closely with a number of families where attendance is an issue. In all cases, attendance has improved following our intervention. Attendance data for 2018 -2019: All Collis Pupils - 96.4% National average (all pupils) – 96% All Collis Pupil Premium (FSM) – 94% All Collis persistent absentees – 85.5% All Collis Pupil Premium/FSM persistent absentees – 90.3%