



**Blackburn The Redeemer Church of England Primary School
Review of Spend of Pupil Premium
2018-19**

The pupil premium provides funding for children:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1320 per child)
- who have been previously looked after, subject of a special guardianship order and/ or adopted from care (£1899 per child)
- pupil premium plus children currently being looked after or in care (£1899 per child per school year -held by the LA Virtual School Head accessed via PEP return)
- whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged children covered by the Pupil Premium.

Blackburn The Redeemer Church of England Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes.

This document details the spend of the Pupil Premium 2018-19.

A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged children that is currently in place.

Actual Funds released in September 2018 were £ 81, 000

Anticipated figures for each group are as follows:

	Actual September 2018
: DEPRIVATION	38, 280
: SERVICE CHILDREN	300
: PREVIOUSLY LOOKED AFTER CHILDREN PP+	42, 420

The three key objectives:

- 1. Attainment in literacy and mathematics: to improve the outcomes for FSM children in literacy and mathematics with particular focus on progress and attainment in GPS throughout school.**
- 2. Language: to provide early language intervention and support for FSM children in Foundation Stage and Key Stage 1**
- 3. Engagement: to improve curriculum engagement and academic achievement for FSM and CIOC children**

OBJECTIVE 1

ATTAINMENT: To narrow the gap and improve the outcomes for PP/PP+ -FSM children in phonics, literacy (developing vocabulary, teaching writing, grammar, spelling and punctuation) and mathematics through delivery of interventions programmes.

The programmes will benefit **all children** as most are delivered in small groups. Children not eligible for PP/CIOC funding but who are in need of such programmes will be able to access these throughout the year.

Action:

To re -deploy additional teachers and teaching assistants to provide small group and 1 to 1 intervention for children in receipt of PP-FSM who are currently working below national year group expectations, or at risk of falling below 100 in scaled scores, in literacy and mathematics **with particular focus on progress and attainment in GPS throughout school.**

Rationale:

Sutton document ‘One-to-one tutoring +5 months moderate impact’

‘For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve a Level 4 at KS2 and make two levels of progress than those who did not receive tuition. (Secondary ready with a scaled score of at least 100 and making at least expected progress)

Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP

Success Criteria:

A reduction of the attainment gap of FSM and non FSM children in all years from September 2018 to July 2019 in reading, writing and mathematics

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2018	James McLeod TLR Holder to liaise with: Classteachers Gill Ross SENCO Mark Power Assessment and tracking	<ul style="list-style-type: none"> • Tracking and monitor data of FSM children • Entry and exit data analysed for all intervention programmes • Increased targeted support from Teaching Assistants for phonics, reading and mathematics • Focused ‘Narrowing the Gap’ support – including Phonics, Reading recovery Read Write Inc, Better Reading, Numbers Count 1st Class @ Number, Pre-teaching Vocabulary, talk for number, inference, maths and literacy booster • Additional support in reading recovery , literacy and mathematics booster for children currently working below age related (at risk of falling below 100 on the scaled scores) 	£22,560

Outcome

Targeted support both within and outside the classroom for identified PP children have taken place. Progress and attainment have improved in line with expectations or targets and are continuing to make progress towards their targets/expectations.

Pre-teaching sessions for PP and targeted children particularly in Y5 & 6 show children have made progress.

Tailored phonic support programmes for identified PP Y1 & 2 children have enabled all PP/PP+ children to successfully complete Y1 phonic screening test.

Targeted intervention for identified children have been successful with all targeted children making at least expected progress in 1 term.

TLA deployed and used effectively in class to support vulnerable learners. (Lesson observation records and feedback from TA's).

	PP/PP+ RWM	Other pupils RWM	Gap	Gap previous year
EYFS (60 - 1 PP)	(1) – 100% achieved GLD	(44) – 75% achieved GLD	+27	-11
Year 1 (60 – 6PP)	(4) – 67% EXP+	(49) - 88% EXP+	-14%	-16
Year 2 (61 – 2PP)	(1) – 50% EXP+	(49) – 82% EXP+	-30%	-28
Year 3 (60 – 10PP)	(7) - 70% EXP+	(47) – 89% EXP+	-8%	-12
Year 4 (60 – 7PP)	(5) – 71% EXP+	(50) – 91% EXP	-12%	-18
Year 5 (60 – 9PP)	(5) – 56% EXP+	(57) – 95% EXP+	-39%	-25
Year 6 (60 – 14PP)	(11) – 79% EXP+	(57) – 95% EXP+	-16%	-38%

Data shows that support is narrowing the gap and enabling children with identified needs to make better than expected progress.

Lessons learned

Continue successful strategies such as targeting Pupil Premium pupils in preteach phonics sessions, phonics intervention groups and close tracking of pupils.

OBJECTIVE 2**LANGUAGE/ORACY:**

To provide early language intervention and support for PP-FSM children in Foundation Stage and Key Stage 1

To provide oracy support in key stage 2 through specific intervention programmes and oracy projects
 The programmes will benefit **all children** as most are delivered in small groups. Children not eligible for PP funding but who are in need of such programmes will be able to access these throughout the year.

Action:
 Early intervention through access to a specialist Teaching Assistant in the Foundation Stage
 Employment of a speech development drama specialist -performance poetry and debating work

Rational:
 Primary National Curriculum: Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.

Success Criteria:
 Language acquisition of PP children in line with year group national standards

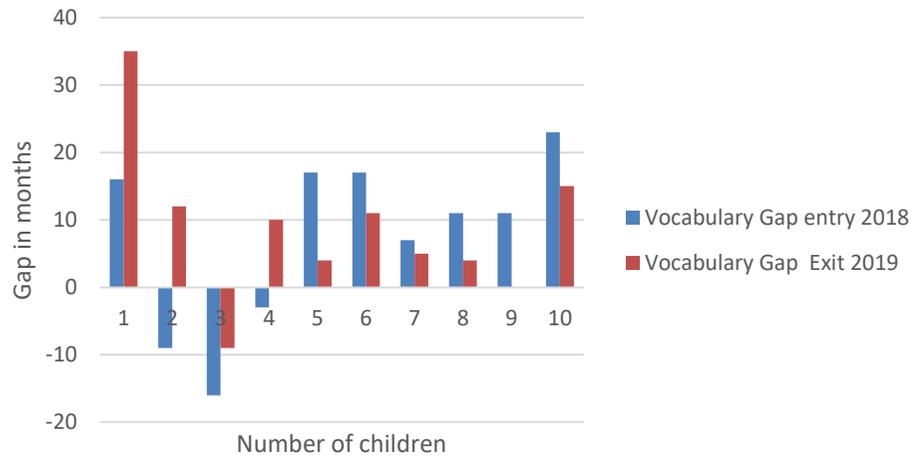
Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2018	James McLeod PP TLR holder to liaise with: Gill Ross SENCO Rosie Barnes	<ul style="list-style-type: none"> • Track and monitor data on early language via BPVS • Use of entry and exit data • Focused ‘Narrowing the Gap’ support – including Pre-teaching, talk for number, inference 	£6,000

Outcome
 BPVS on entry and exit data shows that children make language gains are language acquisition is improved following specialist teaching. This is better than the 2017-2018.

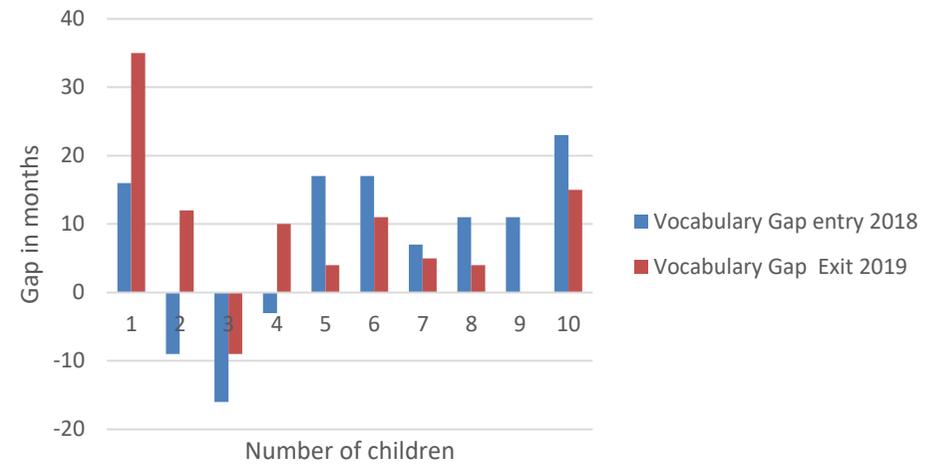
Lessons Learned
 Monitoring the progress of EYFS will remain a high priority in the next academic year. It is forms part of the School Improvement Plan 2019/20 to monitor progress of vulnerable learners such as PPG.

We will continue with successful strategies such as targeting Pupil Premium Pupils during pre-teach interventions, having high support within EYFS and closely tracking the progress of PPG children termly.

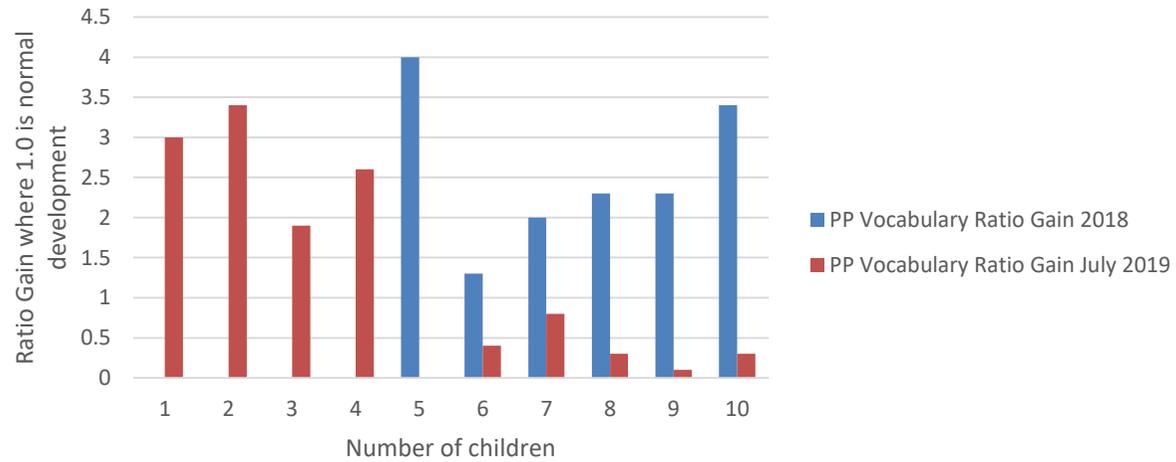
Rec/KS1 PP Vocabulary Gap Entry/Exit



Rec/KS1 PP Vocabulary Gap Entry/Exit



PP Rec/KS1 Vocabulary Ratio Gain



OBJECTIVE 3

ENGAGEMENT: To improve curriculum engagement and academic achievement for FSM and CIOC children

The programmes will benefit **all children** as the Family and Child Support worker will be able to work with **all children** for whom behavioural, emotional or social needs present a barrier to learning.

Action 1:

Implement an academic subsidy to enable FSM students to fully access the curriculum and reduce the attainment gap

To identify and provide appropriate support for children with barriers to cognition and learning related to delayed behavioural, emotional and social development

Rational:

Sutton document: 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment'

Success Criteria:

The attainment gap between FSM and non FSM reduces. FSM children make at least expected progress in line with expectations.

Dates	Person/s responsible	Monitoring and Evaluation	Costs
From September 2018	James McLeod PP TLR holder To liaise with Gill Ross SENCO Gill Boyes Family and child support worker	Children with delayed behavioural, emotional and social development identified and appropriate provision and support sourced through utilisation for Child and Family support worker. Progress of students provided with support to be monitored to ensure value for money <ul style="list-style-type: none"> • Data – literacy and mathematics • Attendance figures • Punctuality data 	£5,000

Outcome

Nurture provision in place. Improved attitude towards learning engagement and activity within lessons for PP children particularly in English across KS2. Pupils eligible for PP make progress across Key Stage 2 in maths, reading and writing evidenced in reduced PP gap to LA averages.

Teaching and learning milestones achieved. Lesson observation and pupil conferencing show increased confidence and independence in learning activities. Greater alignment in termly assessments between maths and English for PP children.

All children engaged and active in lessons – increased % of good and outstanding lesson observations, pupil questionnaires. Teaching and learning milestones achieved.

Attendance at lunchtime and after school homework clubs is high at 98%. Children regularly access the clubs on PP or vulnerable learners are asked to attend and supported to do so.

PP children receive breakfast provision – trained staff engage families and use the time effectively to support learning and home/school links.

Action 2:

Service children- entitlement is met

CIOC – entitlement is met

CIOC identified cohort – monitor attainment and offer specific academic and emotional support as appropriate

Rational:

- Service children and Previously looked after -Expenditure reports must be co designed with parents and must show how the Pupil Premium has been spent in supporting the individual children -(Gill Boyes and Margaret Duncan SBM)
- PEP reports for current looked after children or children in care must show how the Pupil Premium has been spent of supporting the individual children in public care -(Margaret Prescott CIOC Teacher Gill Boyes Child and Family support worker)

Success Criteria:

Service Children make academic and social progress in line with peers

CIOC make academic and social progress in line with peers

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2018	James McLeod PP TLR holder Gill Boyes Child and Family Support Worker CFW Margaret Duncan SBM Margaret Prescott CIOC Teacher	Progress of children to be monitored to ensure value for money. <ul style="list-style-type: none"> • TLR holder, CFW and SBM to identify spend in academic terms for any monies specifically requested for. • CIOC Evaluation of spend via half termly PEP report. 	Service Children £900 £42550 previously looked after etc see above £2300 per child for currently looked after dependant on numbers in school

Outcome

PEP's reflect the needs of individual children and promote educational excellence. Children achieve expected or better than expected progress in line with individual targets. Attendance at clubs/activities is high at 98%.

PP/CIOC children receive breakfast provision – trained staff engage families and use the time effectively to support learning and home/school links.

Action 3:
 To provide PP-FSM children with a free breakfast for children particularly those
 1. not meeting year group national standards or
 2. for whom attendance are a cause for concern or who are falling under 95 % (currently 12 children)
 The breakfast club and targeted intervention will benefit **all children** as the Family and Child Support worker will be able to work with **all children** for whom attendance is a barrier to learning.

Rationale:
 To provide PP children with free membership to breakfast club, giving them opportunities to develop social skills and self esteem
 To improve attendance and punctuality

Success Criteria:
 To provide PP children with a free breakfast for children

- not meeting year group national standards
- attendance is causing concern

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2018	James McLeod PP TLR holder to liaise with Craig Marshall Breakfast Club Leader and Joanne Murray Attendance Officer Gill Boyes Child and Family Support Worker CFW	Monitor data/attendance/punctuality to devise list for targeted breakfast club attendance Attendance at breakfast club monitored through registration <ul style="list-style-type: none"> • Attainment monitored through tracking systems • Targeted interventions before school after breakfast 	£5,000

Outcome
 PP children receive breakfast provision – trained staff engage families and use the time effectively to support learning and home/school links.
 35% of FSM entitled/PP pupils are regular attenders of Breakfast Club
 Targeted interventions during breakfast club (see data above). These include SATs preparation for reading, maths and inference.
 Attendance is above average for all children including FSM at 96.5%

Action 4:

To provide free access to out of school learning opportunities for FSM children
 To provide free membership to the Children’s University, **where weekly sessions will enable FSM time to complete homework to support academic development.**
 To provide subsidies for educational visits

Rationale:
 To provide PP children with opportunities to develop their confidence and self esteem

Success Criteria:
 FSM children achieve in line with non FSM children

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2018	James McLeod PP TLR holder to liaise with Sharon Mellor re Children's University And Office Management staff	Monitor attendance through out of school learning registers <ul style="list-style-type: none"> • Monitor attendance at Children’s University events • Monitor attendance of homework sessions in Children’s University and completion of weekly homework by FSM pupils • Monitor attendance at Out of school clubs • Monitor attendance at educational visits • Evaluate impact on confidence and self esteem through attendance/ punctuality and behaviour logs 	£5,000

Outcome
 36 PP/FSM children are enrolled on the Children’s University in KS2. 92% of the children achieved a bronze, silver or gold certificate this year. 6 children achieved gold certificates (participation in over 100 hours of extra-curricular activities). 8 children from KS1 enrolled on the Children’s University this year.
 Children’s questionnaires and responses indicate improved self-esteem and confidence.

 78% of FSM entitled/PP pupils in Years 3, 4, 5, and 6 attended regularly. (Last year 73%)
 Activities included: Cooking Kayaking Climbing wall Team building activities. Visiting artist Mad Science designing and making board games
 For attainment impact – see data from Objective 1
 Positive impact on behaviour logs recorded.