**Blackwater Primary School Pupil premium strategy / self-evaluation 2018 19**

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| 1. **Summary information** | | | | | |
| **School** | Blackwater Primary School | | | | |
| **Academic Year** | 2018 / 19 | **Total PP budget** | £18,480 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 120 inc YN | **Number of pupils eligible for PP** | 19 | **Date for next internal review of this strategy** | LGB 13/03/19 |

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| 1. **Current attainment at END AUTUMN 2 2018** | | | | | | | | | | | | | |
|  | | | | | | | Pupils eligible for PP (your school) | | | | Pupils not eligible for PP (School / national average) | | |
| **% achieving expected standard or above in reading, writing & maths** | | | | | | |  | | | |  | | |
| **% making expected progress in reading (as measured in the school)** | | | | | | |  | | | |  | | |
| **% making expected progress in writing (as measured in the school)** | | | | | | |  | | | |  | | |
| **% making expected progress in mathematics (as measured in the school)** | | | | | | |  | | | |  | | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | | | | | | | | |
|  | | Poor memory and retention of previous learning. Apathy, lethargy and lack of resilience towards many areas of learning | | | | | | | | | | | |
|  | | Social and emotional barriers in a small group of, almost exclusively boys. Isolated pockets of poor B4L again among boys in class Y3/4 (school is 70% boys) | | | | | | | | | | | |
| **C.** | | Generations of poor literacy skills in families, and a lack of key building blocks for reading including enjoyment of reading in a significant number of pupils from, frequently the same families | | | | | | | | | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | | | | |
| **D.** | | Low attendance – EWO | | | | | | | | | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | | | | | | **Success criteria** | | | | |
|  | Pre-teaching by class teacher in Y1 and 2 for targeted PP pupils leads to no gaps for progress or attainment | | | | | | | | Children are able to retain and build on learning | | | | |
|  | Improve BfL and self esteem learners – children enjoy learning in class | | | | | | | | BfL and self-esteem as learners improves | | | | |
|  | Secure key building blocks for reading and a love of reading in all PP children (and others) | | | | | | | | Children enjoy daily reading in school with adult | | | | |
|  | Improve attendance – lowest PP attendance currently 57%. Significant support from EWO Tonia Durie | | | | | | | | Attendance of PP children is above 96% | | | | |
| 1. **Review of expenditure Academic Year 2017 / 18 Allocation - £23,760** | | | | | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | | | | |
| **Action** | | | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? | | | | **Lessons learned**  (and whether you will continue with this approach) | | | | | **Cost** |
| Maths Mastery Focus | | | No gap between PP and Non PP | Yes – See Narrowing the Gap information at end of Document | | | | Maths mastery and specific Blackwater approach to Maths learning / curriculum inspired and motivated pupils | | | | | £3700 |
| Writing Project | | | No gap between PP and Non PP | No - See Narrowing the Gap information at end of Document | | | | Writing project did not motivate hard to reach PP pupils | | | | | £1750 |
| 1. **Targeted support** | | | | | | | | | | | | | |
| **Action** | | | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? | | | | **Lessons learned** | | | | | **Cost** |
| Dedicated 1.0FTE PP teaching assistant | | | No gap and good progress for PP | Yes at KS1 in phonics (Y1), reading, writing and maths (Y2) and attainment at KS2 | | | | Limited impact on progress in KS2 writing with 1 hard to reach child who did not make expected progress | | | | | £8600 |
| Funded breakfast club, clubs, trips/residential | | | Attendance and BfL improves | Yes – much improved BfL and no attendance concerns of PP pupils | | | | Continue | | | | | £3000 |
| 1. **Other approaches** | | | | | | | | | | | | | |
| **Action** | | | **Intended outcome** | **Estimated 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** |
| Extra curricular provision | | | No exclusion, improved BFL | Yes – however 1 child is now having significant challenges at secondary school | | | | Dreadnoughts positive, HUGS positive in that child remains in school, but limited impact on learning (HUGS) | | | | | £3500 |
| Play therapy / Thrive | | | Improve BfL | Yes, although barriers remain and neither PT or Thrive are a quick fix | | | | We now only work with 1 play therapist, rather than 2  All staff are Thrive trained and it is embedded in school life  Continue with both | | | | | £2000 |
| Pre-teaching by teacher each PM | | | Improves capacity to access Wave 1 | Yes – see narrowing the gap data | | | | Very successful with individual children at KS1 | | | | | £1000 |
| 1. **Planned expenditure Academic year 18 / 19 £18,480** | | | | | | | | | | | | | |
| The three headings enable you to demonstrate how you are using the PP to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | | | | |
| **Action** | | | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | | | **Staff lead** | | **When will you review implementation?** | |
| New Phonics Scheme  (Optima) | | | Improve reading and enjoyment of reading | | 3 to 4 boys in each year group who are not making good progress | PM, half termly data drops, lesson observations | | | | Lorna Burton | | LGB on 13/03/19 and review of SDP | |
| New PE Scheme and daily interventions | | | All children motivated key groups daily PE | | Apathy, lethargy and lack of resilience towards many areas of learning | Real PE Tracking tool – Jasmine and SoW | | | | Chris Wilson / Natasha R | | Weekly at SMT | |
| **Total budgeted cost** | | | | | | | | | | | | £3000 | |
| 1. **Targeted support** | | | | | | | | | | | | | |
| **Action** | | | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | | | **Staff lead** | | **When will you review implementation?** | |
| 1:1 and small group Teaching Assistant to work with specific learners – 11.00 – 3.15 x 4 in class 3 including forest school type learning | | | Improve BfL and view of pupils as positive learners | | Data drops show long term group of boys, approximately 3 to 4 in each year group, often disadvantaged and / or PP do not enjoy learning | Lesson observations, discussions with pupils, data drops, Pupil Progress meetings as part of Performance management cycle -  Weeks of: 05/11/18; 04/03/19; 10/06/19 | | | | Claire Pay | | PM cycle  Weeks of: 05/11/18; 04/03/19; 10/06/19 | |
| 1:1 teaching assistant, full time to work with PP children with focus on reading including ENJOYMENT | | | Improve pupils enjoyment of reading and ensure targeted pupils enjoy reading to an adult every day | | There are a number of families with very poor literacy skills which have existed for generations – we are trying to break this cycle | Lesson observations, discussions with pupils, data drops, Pupil Progress meetings as part of PM cycle - Weeks of: 05/11/18; 04/03/19; 10/06/19 | | | | Jane Wilkins | | PM cycle  Weeks of: 05/11/18; 04/03/19; 10/06/19 | |
| **Total budgeted cost** | | | | | | | | | | | | £16000 | |
| 1. **Other approaches** | | | | | | | | | | | | | |
| **Action** | | | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | | | **Staff lead** | | **When will you review implementation?** | |
| New Safeguarding system (CPOMS) | | | Improve response to external barriers | | There is a cohort of approx. 3 – 4 hard to reach boys in each year. | Weekly staff briefings and meetings share knowledge | | | | Chris Wilson | | Weekly staff briefing and weekly staff meeting | |
| **Total budgeted cost** | | | | | | | | | | | | £1000 | |
| 1. **Additional detail** | | | | | | | | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | PUPIL PREMIUM LIST AT 01/01/19 | | | | |  | Surname | Forename | Year | Reg | | 1 |  |  | Year 1 |  | | 2 |  |  | Year 1 |  | | 3 |  |  | Year 1 |  | | 4 |  |  | Year 2 |  | | 5 |  |  | Year 2 |  | | 6 |  |  | Year 2 |  | | 7 |  |  | Year 3 |  | | 8 |  |  | Year 3 |  | | 9 |  |  | Year 3 |  | | 10 |  |  | Year 3 |  | | 11 |  |  | Year 4 |  | | 12 |  |  | Year 4 |  | | 13 |  |  | Year 4 |  | | 14 |  |  | Year 5 |  | | 15 |  |  | Year 5 |  | | 16 |  |  | Year 5 |  | | 17 |  |  | Year 6 |  | | 18 |  |  | Year 6 |  | | 19 |  |  | Year 6 |  |   The school is very boy heavy, around 70% which will increase in 2019 / 20 as the only girl heavy cohort is Year 6 and 75% of children currently in Nursery are boys  Eligibility Criteria <https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant#eligibility>  **3. Eligibility**  **3.1 Ever 6 Free School Meals (FSM)**  The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who are known to have been eligible for FSM since May 2012, as well as those first known to be eligible at January 2018.  **3.2 Children adopted from care or who have left care**  The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.  **3.3 Ever 6 service child**  For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2018 school census who was eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2018 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2018 school census.  **2. Rates for eligible pupils**  The PPG per pupil for 2018 to 2019 is as follows:   | **Disadvantaged pupils** | **Pupil premium per pupil** | | --- | --- | | Pupils in year groups reception to year 6 recorded as Ever 6 free school meals | £1,320 | | Pupils in years 7 to 11 recorded as Ever 6 FSM | £935 | | Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | £2,300 | | Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | £2,300 |  | **Service children** | **Pupil premium per pupil** | | --- | --- | | Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence | £300 |   **Narrowing the Gap (Differences between PP and Non-PP children at Blackwater School in 2017 18**  Note if the boxes are orange PP have outperformed non PP and the % difference will be negative; if the boxes are grey there is no difference and if the box is aqua, Non-PP have outperformed PP and the difference will be positive)   |  |  |  | | --- | --- | --- | |  | **Narrowing the Gap Data** | **Commentary** | | **EYFS (Reception)** |  | No PP children in YR, only recorded in January census  EYFS PP eligibility is complex but we need to consider - AC  <https://schoolleaders.thekeysupport.com/administration-and-management/la-funds/grants-and-pupil-premium/early-years-pupil-premium/#section-2>   |  |  |  | | --- | --- | --- | | EYFS | All | PP | | 2016 | 65 (69) | NA | | 2017 | 65 (71) | NA | | 2018 | 69 (82 ) | NA | | | **Y1 Phonics** |  | * 100% of (2) PP pupils passed phonics sceening test   Blackwater Y1 phonics Data – National data in brackets   |  |  |  | | --- | --- | --- | | Phonics | All | PP | | 2016 | 73 (81) | 50 | | 2017 | 86 (81) | 100 | | 2018 | 75 (82 ) | 66 | |  |  |  | | | **KS1 Reading** |  | * PP Children outperformed non PP children in KS1 Reading   Blackwater KS1 Reading Data – National data in brackets   |  |  |  | | --- | --- | --- | | Read | All | PP | | 2016 | 71 (74) | 100 | | 2017 | 75 (76) | 50 | | 2018 | 75 (76) | 100 | | | **KS1 Writing** |  | * PP Children outperformed non PP children in KS1 Writing   Blackwater KS1 Writing Data – National data in brackets   |  |  |  | | --- | --- | --- | | Wri | All | PP | | 2016 | 71 (65) | 100 () | | 2017 | 69 (68) | 50 () | | 2018 | 69 (76) | 75 () | | | **KS1 Maths** |  | * PP Children outperformed non PP children in KS1 Maths   Blackwater KS1 Maths Data – National data in brackets   |  |  |  | | --- | --- | --- | | Maths | All | PP | | 2016 | 71 (73) | 100 () | | 2017 | 75 (75) | 50 () | | 2018 | 88 (70) | 100 () | | | **KS2 Reading**  **Attainment** |  | * PP Children outperformed non PP children in KS2 Reading   Blackwater KS2 Reading Data – National data in brackets   |  |  |  | | --- | --- | --- | | Read | All | PP | | 2016 | 75 (66) | 100 (53) | | 2017 | 79 (72) | 75 () | | 2018 | 94 (75) | 100 | | | **KS2 Writing**  **Attainment** |  | * PP Children outperformed non PP children in KS2 Writing   Blackwater KS2 Writing Data – National data in brackets   |  |  |  | | --- | --- | --- | | Wri | All | PP | | 2016 | 81 (74) | 75 (64) | | 2017 | 74 (76) | 75 () | | 2018 | 88 () | 100 | | | **KS2 Maths**  **Attainment** |  | * PP Children outperformed non PP children in KS2 Maths   Blackwater KS2 Maths Data – National data in brackets   |  |  |  | | --- | --- | --- | | Maths | All | PP | | 2016 | 75 (70) | 100 (58) | | 2017 | 57 (75) | 25 () | | 2018 | 81 () | 100 | | | **KS2 Reading Scaled Score** |  | * Scaled score of 100 = National Age Related Expecation (NARE). Both PP and non PP pupils were above 100 in reading. PP outperformed non PP in reading | | **KS2 Maths Scaled Score** |  | * Scaled score of 100 = National Expecation. Both PP and non PP pupils were above 100 in maths. PP outperformed non PP in maths | | **KS2 % Children working at NARE / EXS** |  | * Scaled score of 100 = National Expecation. Both PP and non PP pupils were above 100 for Reading, writing and maths combined. PP outperformed non PP in reading, writing and maths combined – ie 100% of PP achieved NARE. | |  |  | |  |  |  | | --- | --- | --- | | Read | All | PP | | 2016 | 2.7 | 6.9 | | 2017 | -1.0 | -0.7 | | 2018 | 0.3 | 1.3 | | Wri | All | PP | | 2016 | 2.7 | 0.3 | | 2017 | - 3.9 | - 1.7 | | 2018 | 0.7 | -1.2 | | Maths | All | PP | | 2016 | - 0.9 | - 1.0 | | 2017 | - 3.1 | - 4.53 | | 2018 | 0.9 | 0.0 |  * Although attainment for PP children in KS2 was good, individually and when compared to peers at Blackwater, progress is less good. It is strong in reading, reasonable in maths and poor in writing. * As with all data above, there were only 2 PP children in Y6, so the fact that one child with a level 3 for writing at KS1 achieved EXS rather than GDS has had a significant impact on headline data.   Progress over time – Blackwater children only |   END | | | | | | | | | | | | | |