

Arbrook Primary

Pupil Premium Impact Report 2018-19

Funding Overview

Total amount of PPG received: £161,640

Number of pupils on role: 260

Percentage of pupils eligible for PPG: 46% (120 pupils)

Amount of PPG received per pupil: £1320

Children looked after: £3800

Service children: £600

Priorities:

- 1) To significantly raise attendance levels for disadvantaged pupils, with a target of 96%, and reduce the number of persistently absent pupils.
- 2) Diminishing the difference between disadvantaged and non-disadvantaged pupils in relation to outcomes in reading, writing and maths across the school.
- 3) Ensuring that all disadvantaged pupils are provided with an appropriate intervention in order to reduce their most significant barrier to learning and for this to be reflected in the academic progress that the pupils make.

Priority	Implementation	Impact																																																	
<p>To significantly raise attendance levels for disadvantaged pupils, with a target of 96%, and reduce the number of persistently absent pupils.</p>	<ul style="list-style-type: none"> School minibus transporting targeted disadvantaged children with attendance/punctuality issues to school every day (2 runs every day) Free breakfast club places for targeted disadvantaged children with attendance/punctuality issues. Deployment of x2 attendance support workers and attendance officer, to; a) monitor attendance of all children, with particular focus on children with poor attendance and/or punctuality and disadvantaged children b) support children and families in improving their attendance, in particular disadvantaged children with poor attendance and/or punctuality. Attendance prizes and incentives for rewarding excellent attendance and punctuality. 	<table border="1" data-bbox="1037 151 1960 406"> <thead> <tr> <th></th> <th colspan="2">Now</th> <th colspan="2">2017-18</th> <th colspan="2">National</th> </tr> <tr> <th></th> <th>PP</th> <th>Non</th> <th>PP</th> <th>Non</th> <th>PP</th> <th>Non</th> </tr> </thead> <tbody> <tr> <td>PP & Non PP Attendance</td> <td>94.09%</td> <td>96.5%</td> <td>94.1 %</td> <td>95.7%</td> <td>94.3%</td> <td>96.3%</td> </tr> <tr> <td>PP & Non PP Punctuality</td> <td>L: 1.26% U: 0.12%</td> <td>L: 0.48% U: 0.01%</td> <td>L:1.24% U:0.5%</td> <td>L: 0.5% 0.14%</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1037 430 1960 558"> <thead> <tr> <th></th> <th colspan="2">Total</th> <th colspan="2">2017-18</th> <th colspan="2">National</th> </tr> <tr> <th>% PA</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td></td> <td>12.02%</td> <td>16.9%</td> <td>15.6%</td> <td>20.3%</td> <td>8.7%</td> <td>16.5%</td> </tr> </tbody> </table>		Now		2017-18		National			PP	Non	PP	Non	PP	Non	PP & Non PP Attendance	94.09%	96.5%	94.1 %	95.7%	94.3%	96.3%	PP & Non PP Punctuality	L: 1.26% U: 0.12%	L: 0.48% U: 0.01%	L:1.24% U:0.5%	L: 0.5% 0.14%				Total		2017-18		National		% PA	All	PP	All	PP	All	PP		12.02%	16.9%	15.6%	20.3%	8.7%	16.5%
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<p>Despite overall disadvantaged pupils' attendance remaining too low and the gap between disadvantaged and non-disadvantaged pupils' attendance persisting, the strategies taken in regards to disadvantaged pupils' attendance have proved successful.</p> <ul style="list-style-type: none"> Children using the daily minibus service and breakfast club had an average of +8.93% increase on their attendance. Average pupil attendance of pupils, on average, rose from 84.87% attendance prior to using the services, to 93.8% at the end of 2018-19. Deployment of attendance support workers to focus on disadvantaged pupils with poor attendance has helped reduce the number and proportion of disadvantaged pupils who are persistently absent, from 34 children in 2017/18 (20.3%) to 22 children in 2018/19 (16.9%). Deployment of attendance support workers ensured all disadvantaged pupils with poor attendance were offered further support from school or referred to appropriate service. Rising number of disadvantaged pupils have received prizes and rewards for good attendance throughout the year. <p>This positive trend is expected to continue. 10 out of the 22 disadvantaged pupils who were persistently absent have now left the school and 3 were due to serious illness. Alongside continued monitoring, support and intervention, disadvantaged pupils' attendance is expected to improve significantly in 2019/20/.</p>																																																			

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Diminishing the difference between disadvantaged and non-disadvantaged pupils in relation to outcomes in reading, writing and maths across the school.	<ul style="list-style-type: none"> Assistant Head Teachers (x3) teach intervention groups of targeted disadvantaged pupils in in EYFS/Y2 /Y6 who are at risk of not reaching ARE or targeted for greater depth, twice a week. Additional teacher in each phase (KS1/LKS2/UKS2) responsible for teaching targeted group of disadvantaged pupils each day for Maths & English, alongside additional interventions for individuals and small groups. 1:1 phonics top up sessions (daily 15 minute session over 6-8 weeks) for identified Y1 disadvantaged pupils who need additional support to pass Y1 phonics screening check. 1:1 precision teaching sessions (daily 15 minute session over 6-8 weeks) for identified children in all year groups in maths and spelling. Funding used to pay for FS Teaching Assistant to take small group for PSED sessions Funding used to pay for Teaching Assistants (x2) to take small groups for Phonics & Reading Hour from Y2-6 ensuring children have appropriate level of challenge and reading book. Targeted group of Y6 pupils receive weekly 1:1 online maths tuition for one per week for the school year through Third Space learning. Parental engagement events for parents/carers of children in across school. Events are focussed on how parents/carers can support their children at home in Maths and English. 	<table border="1"> <thead> <tr> <th>Disadvantaged</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>School Dis.</td> <td>64%</td> <td>71%</td> <td>83%</td> </tr> <tr> <td>Nat. Non Dis</td> <td>73%</td> <td>73%</td> <td>73%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> GLD outcomes for disadvantaged (FSM) pupils have improved for the last three years This groups' performance is now in line with 2019 national average for non-disadvantaged pupils. 2 pupils (9%) achieved '3' in all areas with 1 of those pupils being disadvantaged, this was an improvement on the previous year. EYFS interventions – five minute box intervention (maths) – 80% of children that were identified 'at risk' of not achieving GLD achieved a 2 after the intervention. 	Disadvantaged	2017	2018	2019	School Dis.	64%	71%	83%	Nat. Non Dis	73%	73%	73%								
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Y2 Disadvantaged - M	2017	2018	2019
Dis. Expected+	58%	58%	62%
Nat. Non-Dis. Exp+	78%	79%	
Dis. Greater D.	16%	33%	14%
Nat. Non-Dis. GD.	23%		

The gap between disadvantaged pupils and national non-disadvantaged pupils has been reduced significantly in reading & writing for Expected+ due to focussed teaching and intervention for disadvantaged pupils. There has been a significant rise in the percentage of disadvantaged pupils achieving greater depth in writing, who outperform the cohort and are in line with national non-disadvantaged pupils. The data shows solid improvement but there will be an ongoing focus to improve further.

Y6 Disadvantaged - R	2017	2018	2019
Dis. Expected+	27%	77%	78%
Nat. Non-Dis. Exp+	72%	80%	
Dis. Greater D.	5%	13%	18%
Nat. Non-Dis. GD.	23%	33%	

Y6 Disadvantaged - W	2017	2018	2019
Dis. Expected+	53%	59%	73%
Nat. Non-Dis. Exp+	72%	83%	
Dis. Greater D.	0%	4%	22%
Nat. Non-Dis. GD.	23%	24%	

Y6 Disadvantaged - M	2017	2018	2019
Dis. Expected+	40%	86%	78%
Nat. Non-Dis. Exp+	80%	81%	
Dis. Greater D.	0%	5%	35%
Nat. Non-Dis. GD.	27%	28%	

Y6 Disadvantaged - EGPS	2017	2018	2019
Dis. Expected+	47%	68%	70%
Nat. Non-Dis. Exp+	82%	82%	
Dis. Greater D.	7%	22%	39%
Nat. Non-Dis. GD.	36%	39%	

Recent improvements in the % of disadvantaged pupils reaching Expected + have been maintained in both reading and maths, where disadvantaged pupils achieve in line with national non-disadvantaged pupils. Proportion of disadvantaged pupils reaching expected standard+ in writing has improved significantly.

The gap between disadvantaged pupils and school all has been eradicated in all areas (with exception of high score/greater depth in reading).

The proportion of disadvantaged pupils achieving high score/ greater depth has risen across all core areas, particularly in maths, writing and EGPS.

Third space maths data shows excellent progress scores for disadvantaged children who received the intervention weekly.

3rd Space intervention (7 children)

(6 children)

SAT's result	Progress Score	SAT's result	Progress score
September data		July data	
Av = 88	Av -11.1	Av = 98	Av -1.85

No third space intervention (13 children)

(14children)

SAT's result	Progress Score	SAT's result	Progress score
September data		July data	
Av = 93	Av -10.2	Av = 103	Av 0.76

Parental engagement has improved throughout the year, with good attendance (+100 parents/carers) at whole school reading and maths events.

<p>All disadvantaged pupils are provided with an appropriate intervention in order to reduce their most significant barrier to learning and this is reflected in the academic progress pupils make.</p>	<ul style="list-style-type: none"> • Weekly 1 hour drop in counselling service & 1:1 counselling service (12 week scheme per pupil x4 pupils) from Think Children. • Employ x1 learning mentor to work with identified PP children both in class, 1:1 mentoring sessions and group activities. Learning mentor also to develop home school liaison with disadvantaged pupil parents in order to improve relationships and engagement with school. • Specific Assistant Head teacher identified as Pupil Premium Lead role. Tracks all pupils individual barriers for learning, identifies trends and ensures support is provided for all staff providing relevant interventions. Ensures that all interventions are having an impact both on individuals' barriers to learning and academic progress. 	<p>All disadvantaged children had interventions specific to their barriers to learning throughout the year. The focus of these is recorded in the provision maps. Targets are met for all pupils and new ones set on a termly basis.</p> <p>Learning walks to observe interventions showed good focus and progress being made in all cases.</p> <p>Emotional interventions led by our Learning mentor show an increase from 27.8 to 33.7 in pre and post assessment score, an average increase of +6.2.</p> <p>Pupil selected for Think Children counselling all showed improvement in their 'wellbeing score' and made progress against their targets set at the beginning of their counselling sessions.</p>
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Priorities for 2018-19

Our funding priorities for 2019-20 closely align with the main barriers to educational achievement for our disadvantaged pupils identified in our Pupil Premium Strategy Report 2019-20.

Priority 1: Significantly raise attendance levels for disadvantaged pupils, with a target of 97% for all pupils, the gap between disadvantaged and non-disadvantaged pupils' attendance eliminated and reduction in the number of persistently absent pupils (below national average).

Priority 2: Improving the quality of teaching and learning in writing to address the needs of disadvantaged pupils & improve their achievement in writing. The standard of our disadvantaged pupils writing has improved across the school, however we are keen to accelerate these improvements and eradicate the gap between disadvantaged and non-disadvantaged pupils achieving both the 'Expected standard & Greater Depth, within school and in comparison to national figures. Monitoring & evaluation shows that our disadvantaged pupils require English teaching which addresses the main barriers to their learning; poverty of language (poor spoken English & limited vocabulary knowledge) & poverty of experience and aspiration (lack of awareness of the purpose and audience of their writing, and an inability to draw on, and include in their own writing, what they have read).

Priority 3: Diminishing the difference between disadvantaged and non-disadvantaged pupils in relation to outcomes in reading, writing and maths across the school, through a program of cost-effective interventions which ensure that disadvantaged pupils catch up quickly & ensure most able disadvantaged pupils achieve well.

Priority 4: Improve the emotional health and well-being of disadvantaged pupils across the school, through a program of interventions and approaches used swiftly and appropriately.