

Pupil Premium strategy EVALUATION statement: Perrymount School 2018-2019



INTRODUCTION:

The Pupil Premium Grant (PPG) was introduced in April 2011 to provide additional funding to schools to support children from families that are or were eligible for Free School Meals (FSM) at any time in the last six years. The funding is also given to looked after children, those that have been in care for more than six months, children adopted from care, those who left care under special guardianship, residents order or child arrangement order, and those whose parents are in the armed forces. The funding is made available to support schools to narrow the attainment gap between these children and others. National data shows that as a group, children who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM. It is up to schools to decide how the Pupil Premium is spent, but this funding should be used to support these children.

Summary Information					
School	Perrymount Primary School				
Academic year	2018/19	Total PP budget	£117,520	Date of most recent PP review	April 2019
Total number of pupils	214 + 16 Nursery Places	Number of pupils eligible for PP	49	Date of next internal review	Sept 2019

Performance of children eligible for Pupil Premium/FSM July 2018				
	Pupils eligible for PP/FSM KS1 SATs 2018 - School	Pupils eligible for PP/FSM KS1 SATs 2018 - National	Pupils eligible for PP/FSM KS2 SATs 2018 - School	Pupils eligible for PP/FSM KS2 SATs 2018 - National
% achieving standard level and above in READING	80%	70%	80%	70%
% achieving in standard level and above in WRITING	67%	65%	80%	70%
% achieving in standard level and above in NUMERACY	87%	70%	90%	70%

Our aims this year are to:

- Increase attainment so that more pupils are at or above age-related expectations by July 2019
- Focus on developing language skills in EYFS and Year 1 in order to raise attainment and narrow the gap between children in receipt of PPG and low language attainment.
- Accelerate progress of the most disadvantaged pupils so that the gap between pupils eligible for Pupil Premium and their peers is reduced in all areas.
- Improve the quality of provision across the board, in particular the quality of teaching in the classroom by ensuring our staff are well trained and have the time and resources to carry out their roles and ensuring there is good support in each class to rapidly address any underachievement.
- Carefully consider interventions and activities to target specific needs by additional teaching and support staff who can supply specific interventions for particular groups and buying into specific initiatives.

- Increase enjoyment of and participation in all aspects of key life by subsidising a range of activities such as trips, breakfast club and after school clubs.

Identified Barriers to Educational Achievement		Support identified and needed to address these barriers
A	Deprivation – the school serves an area that reflects social and economic challenges. Our current deprivation indicator is at 0.33: way above the national average of 0.21. New figures TBC	<ul style="list-style-type: none"> - Intervention grps - Nursery nurse in Reception - Booster grps
B	Social Care Needs – a high percentage of our families are supported historically or currently by Social Care and are in need of support from school to help address their needs and support their children's academic and emotional learning.	<ul style="list-style-type: none"> - Targeted parental support - Subsidising of enrichment trips, afterschool clubs, school uniform - Breakfast club
C	Behaviour, mental, social and wellbeing needs – a number of our families face daily challenges with parenting capacity, mental health issues and managing behaviour and emotions.	<ul style="list-style-type: none"> - Outreach resources - Learning mentor
D	Starting Points – attainment on entry to EYFS is substantially below developmental milestones for many of our children along with those who join us throughout the year of which a high percentage are below expected entry level.	<ul style="list-style-type: none"> - Nursery nurse in Reception - Speech and Language teacher support - RWI teacher and catch-up interventions
E	Attendance - last year's attendance figures showed us to be roughly in line with the national figures at 95.8%, with national at 95.84%	<ul style="list-style-type: none"> - Dedicated attendance monitoring and intervention - Targeted parental support

Our Pupil Premium Grant will be allocated on needs analysis, reflecting these aims and conditions and those which identify priority classes, groups or individuals. Termly pupil progress meetings will ensure that provisions will meet pupil needs as we continue to monitor resources for their effectiveness and value for money.

Planned expenditure			
Academic year	2018 - 2019	Total PP Budget	£117,520

Quality Teaching for all					
Intervention/additional provision	Cost	Objective	Outcome	Impact	
Reception nursery nurse	£30,790	To provide high quality teaching to targeted children in order to raise their attainment and progress through early intervention.	Higher percentage of children meeting and exceeding expectations in reading and writing.	EYFS	
RWI Phonics Coordinator	£23,641	To coordinate and assess the RWI Phonics programme across KS1 and provide high quality 1 to 1 interventions for targeted pupils.	Increased attainment in phonics for disadvantaged pupils.	Phonics Data	

KS1 Intervention's	£6,000	To provide high quality teaching to targeted children in order to raise their attainment and progress. Money towards resources and staff to implement interventions.	Improved attainment and progress in reading and writing and maths (increase in percentage working at expected and/or greater depth)	<p>KS1 Data</p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>80%</td> <td>60% (90% - 3 EHCP)</td> </tr> <tr> <td>W</td> <td>67% (73% - 1 EHCP)</td> <td>60% (90% - 3 EHCP)</td> </tr> <tr> <td>N</td> <td>87%</td> <td>70% (100% - 3 EHCP)</td> </tr> </tbody> </table>		2018	2019	R	80%	60% (90% - 3 EHCP)	W	67% (73% - 1 EHCP)	60% (90% - 3 EHCP)	N	87%	70% (100% - 3 EHCP)
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Destination Reader	£2,500	To raise attainment in reading at KS2 through the implementation of a structured reading approach.	Improved attainment and progress in reading	Soft Introduction in 3 year groups – Impact to show in July 2020												
Total	£62,931			Running Total: £62,931												

Targeted Support				
Intervention/additional provision	Cost	Objective	Outcome	Impact
1 Day Speech and Language teacher	£12,540	Speech and language screening for all Year 1 children to identify early language acquisition and to deliver 1 to 1 and small group SALT sessions.	Early identification of barriers to learning and a programme of work to close the gap.	72% of children screened demonstrated speech, language and communication needs. Of that group 75% achieved their targets with 25% continuing the programme and receiving further interventions/
Professional support	£5,000	To employ professional services such as ASD and New Woodlands outreach services plus Educational Psychologist support to help target individuals and groups of children at risk of underachieving through a variety of causes.	Identification of barriers to learning. Programmes of work to close the gap.	Children, class teachers and parents supported and advised in ways to sustain and progress attainment and learning needs. Reports and interventions have supported children in making and obtaining targeted placements and support plans etc.
Total	£17,540			Running Total: £80,471

Other approaches				
Intervention/additional provision	Cost	Objective	Outcome	Impact
Subsidise/free places at after school clubs and school trips – including Pear Tree afterschool wraparound care facility	£12,000	To provide enrichment opportunities for all pupils, widening their experiences and building aspirations and attainment. To improve behaviour of all pupils in particular those with emotional, social and behavioural needs.	For all pupils to experience extra-curricular opportunities and learning enrichment. To improve the attainment of pupils with barriers to learning to achieve at least national averages.	All children attended school trips throughout the year; no child was ever excluded because of money concerns. Pupils learning was enriched by these educational visits and a variety of additional learning experience were implemented across the school.
1 x Learning Mentor	£36,225	To improve attendance and punctuality for all pupils and improve parental engagement. To work with children and parents providing pastoral support and guidance so to maintain positive social and wellbeing needs.	To improve attendance so that we are aligned with both local and national averages. Parents and children are well supported and signposted to the relevant help and support provided by the local and national area.	Attendance for disadvantaged children in rose from 94% in 2018 to 95% in 2019. Individual case studies saw persistence absence rise from 79.49% to 91.53% and interventions were put in place to support parents physical and emotional wellbeing whilst maintaining good attendance for the whole family.
Total	£48,225			Running Total: £128,696
NB: The projected expenditure on Pupil Premium services and support is higher than that of which the school is estimated to receive from The London Borough of Lewisham, therefore the short fall will need to be recovered from the schools budget.				£128,696 £117,520 - -£ 11,176