**Evaluated Smithdown Primary School’s Pupil Premium Grant 2017 – 18**

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| Pupil Premium Grant: | £175,125 (Subject to October Census Data 2017) | |
| Number of pupils entitled to PPG funding | 131/330 pupils | |
| % of pupils entitled to PPG funding | 40% Sept 2017 53% July 2018 | |
| Entitlement by Year Group | | |
| Nursery | 10/44 Pupils (23%) |  |
| Reception | 13/57 Pupils (23%) |  |
| Year 1 | 25/57 Pupils (44%) |  |
| Year 2 | 13/52 Pupils (25%) |  |
| Year 3 | 19/30 Pupils (63%) |  |
| Year 4 | 13/30 Pupils (43%) |  |
| Year 5 | 19/30 Pupils (63%) |  |
| Year 6 | 19/30 Pupils (63%) |  |
| *Due to high levels of mobility within the school community, pupil premium entitlement may vary across the year.*  *(% of stability – school 62.4%, national 85.75% RAISE 2016)* | | |

**Research**:

The Sutton Trust and Education Endowment Foundation (July 2015) and the EEF Toolkit play a key role in our spending plans for PPG. Collaboration and coaching are key principals of our approach; supplemented by early intervention, phonic development, social & emotional learning, meta-cognition & self-regulation and digital technology – all of which score highly on the EEF Toolkit.

**Barriers to Learning:**

After analysing the Pupil Premium spend from last year, we have come up with our own tool kit for effective spending of Pupil Premium Grant. Each strategy links to the barriers of learning and development faced by the children.

* Low baseline of attainment on entry to school
* Limited social and cultural experiences of life outside of immediate environment
* Attendance, punctuality and mobility
* Language acquisition
* Self-belief, emotional need and confidence

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| Expenditure: | Aim/Proposal: | Barriers to learning: | Success Criteria: | Impact: |
| **£15,859**  *Contribution of salary costs approx. 50%.* | **Family Link Worker**  Works with individuals and small groups of pupils to develop social and emotional skills and gain confidence. | **SMSC & Pupil Well being. Family Support** - Mobility of pupils often means they lack confidence and awareness in confidence.  Starting points and limited language acquisition are barriers due to lack of experience and understanding and the ability to express feelings. | Pupils feel safe and begin to trust adults in the school.  Emotional and Mental health issues are addressed.  Confidence in building relationships gained.  Readiness for learning improved.  Impact on progress evident. | A positive impact and engagement from parents results in positive and happy children in school. 96% attendance from targeted vulnerable families and priority groups. EAL Parents improving with language acquisition. Confidence and self-esteem building for parents. 100% EAL courses full. 100% successful feedback from Positive Parenting course. Parents reported easier transition into nursery and Year 7. Improved attendance for children of parents involved in school courses. |
| **£1600**  *Contribution of salary costs approx. 20%* | **Parental Courses and Opportunities**  Weekly courses and drop ins led by Family Link Worker | **SMSC & Pupil Well being. Family Support** - Mobility of parents, including asylum seeker and refugees, often means they lack confidence and understanding in the school system.  Starting points, EAL and some cultures are barriers due to lack of experience and understanding and the ability to express feelings | Promote positive links with parents and the local community, which will enable them to understand and promote their child’s learning and emotional well being.  Parents to apply for Reception class places from spending time in Parent and Toddler.  Parents certified for the completion of English and maths courses. Computing, parenting, supporting children with the curriculum  An improvement and understanding in spoken English to aid their child’s learning.  Courses to be well attended and even over-subscribed. | All parents who attended courses led by school applied successfully for places for Reception 2017/18 intake and Nursery throughout the year. Parents in attendance have become more confident, learned new skills and have now developed ‘a voice’. 91% of parents have signed up to follow on courses. (see Family Link Report) |
| **£75,500**  *Contribution of salary costs 70%* | **Learning Support Assistant**  Deployment of LSA’s to administer intervention programs facilitated by the Inclusion Manager with individuals and small groups to fill gaps and raise attainment and progress pupils CLL and Phonological awareness. | **Curriculum Learning -** Due to entry points of low attainers, EAL and individual learning needs – phonological awareness is a barrier to age appropriate work. | Improve standards of attainment and achievement in phonics so that the gap is narrowed between school and national in Screening check for all learners  Improvement in skills and depth of knowledge taught resulting in the raising on standards for learners | Successful intervention led by LSA’s has resulted in consistent RWI delivery to help targeted pupils close gap to national.  85% of PP children in Y1 achieved the expected standard in phonics, compared to school data of 78%.  Please see below for KS1 attainment charts which shows that PP where either in line or achieved better than non PP pupils |
| **£8,410**  *Contribution of salary costs, 50% of 0.6 full time equivalent* | **Interpreters** support parents, staff and pupils in understanding the importance of school attendance, curriculum and school practise.  Parents understand communication between school and home.  Parents are able to support their children’s learning at home. | **SMSC & Pupil Well being. Family Support** - Parents and children do not always understand expectations of school life and key aspects of the curriculum.  Parents find it challenging to help their children with the curriculum | Attendance figures continue to remain in line or above with national.  PA does not become an issue in the school.  Parents understand ethos and culture of school.  Children able to access school curriculum and make progress from starting point with language acquisition.  Parents able to support children in their work | When consistent, relationships built with PP families new to country. Parents and children clear of the expectations of the school for future success. Essential partner in safeguarding meetings when need arises. |
| **£24 ,650**  *Contribution to salary costs 75%* | **Additional Year 6 teacher**  Support Upper KS2 learners and fill gaps due to language barriers and low starting point | **Curriculum Learning** - Attainment and low self- belief from starting and entry points are barriers, particularly for pupils who are new to the UK or had mobile education within UK | Language acquired more quickly from entry.  Diminishing differences for all groups  PP groups continue to match national progression data.  Improvement in skills and depth of knowledge taught resulting in the raising on standards for learners | Please see below for KS2 attainment charts which shows that PP where either in line consistently in all subject areas or achieved better than non PP pupils in some such as GPS at expected + |
| **£4000**  *Contribution to accommodation costs*  *80%* | **Residential visits**  to PGL | **SMSC & Pupil Well being Curriculum Learning and enrichment beyond the curriculum -** Low income families who are not always entitled to benefits cannot afford to pay for the residential.  This can impact on the wellbeing of the pupil and feeling ‘left out’. | Higher levels of overall wellbeing and confidence and understanding of British Values  Increased levels of motivation and perseverance at specific, challenging tasks.  Skills to be translated to classroom experiences.  Children will develop physically and culturally as well as educationally. | All enrichment activities have resulted in confident, happy learners across the school with first -hand experience to draw up on when writing and developing other skills throughout the curriculum. PGL activities well subscribed with 93% of Year 6 pupils attending |
| **£6500**  *Contribution to visit/visitor costs approx. 77%* | **Educational visits and visitors to school** | **Curriculum support and enrichment beyond the curriculum** - Very limited social and cultural experiences due to low income families.  Limited first hand experience limits imagination and creativity and restricts language development | Learners gain experiences to enhance and develop their learning. These experiences provide language development opportunities and develop ideas to enhance learning, specifically writing due to ignited experiences  Improved standards at the end of both Key Stages.  All pupils to receive an enriched curriculum with hands-on learning experiences | **See charts below**. There is an upward trend in all subjects this year compared to 2017 data. There has also been an increase in the % of children achieving greater depth in reading, maths and writing at the end of KS1 and KS2. 10% PP children achieved greater depth this year in writing where- as no children achieved greater depth last year in KS2. GLD is also a success with 57% achieving the standard and 54% of those pupils being PP. |
| **£9,900**  *Contribution to specialist teacher*  *cost 75%* | **Music teacher**  Runs weekly lessons across the school to enhance and enrich learning experiences. | **Curriculum Learning** - Lack of school experience, outside opportunities means that starting points are lower and need to be practically enhanced. | Learners develop confidence in skill application.  Further opportunities to talk enhanced activities. Skill transference across the curriculum.  Greater impact on accelerated progression in core subjects. | Positive and successful curriculum enhancement achieved for all learners. Children developing in confidence and progression of the abilities within music curriculum. A successful start to bespoke ukulele lessons for five PP children |
| **£4,604**  *50% Contribution to targeted individual support.* | **EWO services** | **Family Support** **and** **SMSC & Pupil Well being** - Lack of understanding due to parental prior school experiences and cultural differences causes attendance issues leading to possible PA | Pupils at risk of becoming Persistent Absentees targeted and families made aware of importance of attendance.  School attendance and PA stays above local and in line with national for PP | See chart below  Attendance huge success. School out performed others in the sector for attendance. School remains above local and national data. |
| **£4,750**  75% of salary | **Beat Life (weekly drumming teacher)** | **Curriculum Learning** - Lack of school experience, outside opportunities means that starting points are lower and need to be practically enhanced. | Learners develop confidence in skill application.  Further opportunities to talk enhanced activities. Skill transference across the curriculum.  Greater impact on accelerated progression in core subjects.  Development of fine and gross motor skills | An improving enrichment curriculum with all pupils to experience hands on learning experiences.  Beat Life – 78% PP performed at Liverpool Africa Oye |
| **£2059**  Contribution to minibus annual costs  **£6000 (approx)**  Contribution to travel costs for visits | **Visits out of school.** | **Curriculum Learning** - Lack of first -hand experience delays language acquisition, imagination and creativity. Life experience limited due to deprivation and family circumstance | Learners gain experiences to enhance and develop their learning. These experiences provide language development opportunities and develop ideas to enhance learning, specifically writing.  Improved standards across curriculum for all learners  Creative writing approaches gained | An improving enriched curriculum with all pupils to benefit from these experiences. A broad and balanced curriculum for writing opportunities. 94% positive feedback by pupils on school visits |
| **£3000** | **UK Military School** | **SMSC & Pupil Well being –** some children insecure and lack confidence with changes in school career | Children will have an improved self -confidence, self-esteem and self -knowledge in transition to secondary school and increased awareness of new challenges and opportunities. | Built on respect levels for one another. Increased levels of confidence and motivation. 76% of parents attended pass out parade. |
| **£3000**  **50% contribution** | **Resource Upgrade** | **Curriculum Learning –** majority of children have limited resources in home environment to support them in their learning. Maths and science focus. | Children will have access to the relevant resources to help them progress from starting points in science and maths.  Children will become more confident when using the resources with their parents in Stay and Learn sessions | Increased participation in lessons due to improved resources. Better delivery of lesson content. Improving acquisition of basic skills. Interactive resources in maths essential in sustaining maths progress across school |
| **£2000**  **75% CPD training cost** | **Lego Therapy** | **SMSC & Pupil Well being** -Lack of first-hand experience delays language development and medical need causes challenges when trying to communicate with others | Specific targeted children with social communication difficulties will gain a sustainable and positive approach to interacting with others. Verbal and non-verbal. Improvements in focus, negotiation skills and collaborative problem-solving . | Increase in confidence and socialisation of selected children. Friendship groups starting to develop. An increase in non-verbal communication identified. |
| **£6000**  75% contribution | **Blogging Pupil Premium Project** | **Curriculum Learning** - Lack of first-hand experience delays language acquisition, imagination and creativity. Lack of media opportunity for all, learners | Specific targeting to improve writing skills by giving child a live audience to write. To encourage writing for pleasure and develop home school links.  Children more confident in using IT for pleasure. | Writing results maintained from previous year with PP pupils achieving better than non PP (see table results below) |
| **£9000** | **Additional contribution (75%) to IT resource costs and specialist ICT teacher** | **Curriculum Learning** - Lack of range of media, due to starting points and mobility causes gaps in knowledge and skills. | Pupils are confident in using IT as a resource independently. Learners develop confidence in skill application.  Further opportunities to talk enhanced activities. Skill transference across the curriculum. A broad and balanced computing curriculum is delivered for all learners.  Greater impact on accelerated progression in core subjects. | Weekly computing club 100% attendance by PP pupils to improve IT skills and confidence to add depth and breadth to their knowledge |
| **£1000**  **50% contribution** | **Uniform Costs** | **Family Support** **and** **SMSC & Pupil Well being** -Smithdown is situated in one of the most deprived parts of Liverpool. Some parents have limited funds to purchase uniform | To promote the importance of self-belief and self-esteem throughout school community and raise aspirations for all children. Children will feel valued and equal.  Parents feel supported that the school can help them with these matters | Positive feedback from parents to receive help with their child’s uniform costs, which can be costly for large families for example. Children’s self-esteem improved for those given a uniform |
| **£18,000**  **75% contribution** | **3 Play Therapists** | **Family Support** **and** **SMSC & Pupil Well being** – a lack of home support or life experiences such as trauma causes emotional needs some find hard to process. Deprivation and medical need have an effect on Self-esteem and confidence | Opportunities for vulnerable pupils to share their worries and concerns and taught strategies to cope with complex needs on a daily basis.  Improved family involvement to develop home/school relationships  Children discover for themselves sustainable ways to develop resilience and life skills | The targeted children have: Become more responsible for behaviours and develop more successful strategies. Develop new and creative solutions to problems. Develop respect and acceptance of self and others. Learn to experience and express emotion. Cultivate empathy and respect for thoughts and feelings of others. Learn new social skills and relational skills with family. Develop self-efficacy and thus a better assuredness about their abilities. |
| **£4000**  **75% wage cost** | **EAL teacher**  Support Upper KS2 learners and fill gaps due to language barriers and low starting point | **Curriculum Learning -** Starting/entry points are barriers especially to those with no pre school experience or who are new to the country | Specific targeting ensures gaps closed and learning accelerated. EAL groups continue to match national progression data.  The gap between EAL PP and EAL non PP is insignificant | Targeted EAL PP group made expected progress and attainment in Year 6. Child A achieved expected + in all areas |

Please not that any additional spending will come from alternative budget lines

Early Years GLD:

There has been a significant upward trend from 2013. GLD in 2017 was slightly higher than 2016.

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| 2015 GLD | 2016 GLD | 2017 GLD | 2018 GLD |
| School 37% | School 45.5% | School 47% | School 57% |
| PP 40% | PP 63% | PP 47% | PP 54% |

Phonics:

Within the Year 1 cohort there has been significant mobility with 11 children leaving and 8 arriving.

In Year 2, 14 children took the retake. 10 children passed. Out of the four that didn’t, 1 child had high mobility and had been on roll three times. Two children joined Oct 17 with no English and new to country. One child on SEN register.

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| Expected Standard Year 1 | Expected Standard Year 2 (6 children) |
| School 78% | School 71% (10/14) |
| PP 85% | PP 21% |

Year 2:

50 children in cohort.

12 Pupil Premium Pupils

12 Children (24%) joined in Year 1

8 Children (16%) joined in Year2

48 Children (96%) EAL

7 Children (14%) no previous EYFS data

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| Reading Expected Level + | Reading Expected + Level -disadvantaged pupils | Reading Greater Depth | Reading Greater depth – disadvantaged pupils |
| 66% (32 pupils) | 50% (8 pupils) | 26% (13 pupils) | 50% (6 pupils) |

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| --- | --- | --- | --- |
| Writing Expected Level + | Writing Expected Level + -disadvantaged pupils | Writing Greater Depth | Writing Greater Depth – disadvantaged pupils |
| 64% (32 pupils) | 67% (11pupils) | 18% (9 pupils) | 42% (3 pupils) |

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| Maths Expected Level + | Maths Expected Level + disadvantaged pupils | Maths Greater Depth | Maths Greater Depth – disadvantaged pupils |
| 72% (36 pupils) | 75% (9 pupils) | 32% (16 pupils) | 33% (4 pupils) |

Year 6:

30 children in Year 6. 1 dis-applied due to being new arrivals from outside of UK in Years 5 and 6 (cohort out of 29)

20 Pupil Premium Pupils (5 with no prior KS1 data)

10 Non Pupil Premium Pupils

In the Year 6 cohort, 8/30 arrived in KS2. 19/30 EAL

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| Reading Expected Level + | Reading Expected Level -disadvantaged pupils | Reading High Score | Reading High Score – disadvantaged pupils |
| 77% | 75% | 17% | 10% |

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| --- | --- | --- | --- |
| Writing Expected Level + | Writing Expected Level -disadvantaged pupils | Writing High Score | Writing High Score – disadvantaged pupils |
| 57% | 50% | 13% | 10% |

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| Maths Expected Level + | Maths Expected Level + disadvantaged pupils | Maths High Score | Maths High Score – disadvantaged pupils |
| 73% | 70% | 33% | 30% |

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| --- | --- | --- | --- |
| GPS Expected Level + | GPS Expected Level + disadvantaged pupils | GPS High Score | GPS Higher Level – disadvantaged pupils |
| 77% | 85% | 27% | 25% |

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| RWM combined expected + |  |
| Disadvantaged Pupils | 50% |
| Cohort | 55% |

Attendance:

The school’s whole school approach to attendance continues to show outstanding results. Despite the context of the school, with very high mobility and many parents who are overseas students, attendance continues to be above national. Persistent absenteeism is also a very positive picture.

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|  | School: | National: |
| Whole School Attendance July 2018 | 95.93% | 95.64% |
| Pupil Premium Attendance | 96.48% | 93.81% |

Attendance Breakdown:

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| Year Group | Pupil Premium | Non Pupil Premium |
| Year 1 | 93.63 % | 94.73 % |
| Year 2 | 96.88 % | 95.70 % |
| Year 3 | 97.17 % | 96.14 % |
| Year 4 | 97.06 % | 96.99 % |
| Year 5 | 96.46 % | 94.50 % |
| Year 6 | 97.73 % | 97.54 % |

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| Further Information (RAISE Nov 16) | School Percentage | National percentage |
| % pupils first language not/believed not to be English | 94% | 20.1% |
| % Stability \* | 62.4% | 85.7 |
| School deprivation Indicator | 0.47 | 0.21 |

\*Due to the high levels of mobility within the school context, exact percentages will fluctuate throughout the academic year. The proportion of pupils leaving or joining the school throughout the year is significantly above national average. There are also a significant number of pupils who join the school for a short period of stay or return to home countries on a regular basis.