

## Highcliffe Primary School Pupil Premium Impact 2018/2019

### School Overview 2018/2019

Total number of pupils on roll	360/399 (including Nursery)
Total number of pupils eligible for Pupil Premium	95
Amount of Pupil Premium per pupil	£1320 for those eligible for Free School Meals £2,300 for Looked after children £300 for Services children
Total Amount of PP received for Financial Year 2018/2019	£143, 900

### Data – Attainment at end of Academic Year 2018/2019

EYFS GLD	Number of children	% GLD achieved
Pupil Premium	8	50
All children	39	67

Year 1 Phonics	Number of children	% Expected standard achieved
Pupil Premium	12	83
All children	51	80

KS1 Teacher Assessments	Number of children	% Reading Expected Standard or Greater Depth	% Writing Expected Standard or Greater Depth	% Maths Expected Standard or Greater Depth
Pupil Premium	13	62	54	62
All children	60	67	67	72

KS2 Tests	Number of children	% Reading Expected Standard	% Writing Expected Standard (Teacher Assessment)	% Maths Expected Standard	% SPaG
Pupil Premium	24	42	54	58	38
All children	52	58	67	69	58

### Barriers to learning identified 2018/2019:

1.	Emotional wellbeing and social skills
2.	Reading attainment across school
3.	Writing attainment across school
4.	Parental engagement and support with education

1. Emotional wellbeing and social skills		
<u>Provision</u>	<u>Outcome</u>	<u>Comments</u>
1.1 2 full time Thrive practitioners to deliver interventions which support emotional development, positive	<u>Strengths</u> <ul style="list-style-type: none"> <li>11 children accessing THRIVE to support emotional wellbeing and development</li> <li>Some children who now integrated into class more successfully due to previous Thrive provision .</li> </ul>	<ul style="list-style-type: none"> <li><b>January 2019</b> 5 Y6 children who were no longer coping in the classroom setting were moved into a Nurture group. 2 Thrive practitioners led this</li> </ul>

behaviour and social skills.	<ul style="list-style-type: none"> <li>Thrive assessments show targeted children are progressing in their emotional development through the developmental stages of 'Being', 'Doing' and 'Thinking'</li> <li>Positive impact of Thrive approach seen through accelerated progress for PP eligible children accessing the Thrive Provision.</li> </ul> <p><b>Areas for development</b></p> <ul style="list-style-type: none"> <li>To ensure 1:1 Thrive work is reinforced and supported when children are in group and class situations.</li> </ul>	group each morning. Another Thrive practitioner took over group and individual work. Some Pupil Premium funding was used to support this staffing arrangement. ES led interventions during the morning and supported the Y6 Nurture group during the afternoon.
1.2 Weekly counselling service for targeted children.	<ul style="list-style-type: none"> <li>4 children accessing weekly counselling in school.</li> </ul>	
1.3 0.2 Emotional Literacy Support Assistant to focus on KS1 and LKS2	<ul style="list-style-type: none"> <li>13 children accessing weekly sessions with Emotional Literacy Support Assistant during Academic Year 2018/2019.</li> </ul>	

2. Reading attainment across school.		
<b>Provision</b>	<b>Outcome</b>	<b>Comments</b>
2.1 1 to 1 teaching assistant support for targeted children that require additional reading sessions.	<p><b>Strengths:</b></p> <p>Y1 Phonics screening: 83% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally.</p>	<ul style="list-style-type: none"> <li><b>January 2019</b> Some Pupil Premium funding used to fund ES delivering targeted Phonics work in Year 1 and Reading, Writing and Maths interventions in Year 2.</li> <li>Reading attainment remains a focus for the school - particularly in relation to Disadvantaged pupils. Funding from an English Hub is to be used to enhance Quality First Teaching of reading. Pupil Premium funding will further target disadvantaged pupils.</li> <li>'Book and Breakfast' attended regularly by similar families.</li> <li>Invitations to be sent to targeted families and/or re-launch of 'Book and Breakfast' to ensure that a range of families and</li> </ul>
2.2 Beanstalk trained Reading Volunteer support for targeted children.	<p>KS1: Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally.</p>	
2.3 Weekly 'Book and Breakfast' family sessions to target and support children reading with family members.	<p><b>Areas for Development:</b></p> <p>KS1: Although Reading attainment is similar to that of Disadvantaged Pupils Nationally, it is still below that of Other pupils nationally.</p> <p>KS2: Reading Attainment at the end of KS2 is below that of both Disadvantaged and Other pupils nationally.</p>	

		children are benefiting from this provision.
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3. Writing attainment across school.		
<u>Provision</u>	<u>Outcome</u>	<u>Comments</u>
3.1 Additional 0.58 UKS2 Teacher to support the teaching of Reading and Writing.	<b><u>Strengths</u></b> KS1: Disadvantaged pupils' performance is similar or better than that of Disadvantaged pupils nationally.	<ul style="list-style-type: none"> <li>In school data for Year 6 shows that significant progress in Writing was made between September 2018 and May 2019</li> </ul>
3.2 Teaching assistant support across all classes.	<b><u>Areas for Development</u></b> KS1: Attainment of Disadvantaged pupils is behind that of Other pupils nationally.  KS2: Writing attainment is below that of both Disadvantaged and Other pupils nationally.	

4. Parental Engagement and support with education.		
<u>Provision</u>	<u>Outcome</u>	<u>Comments</u>
4.1 Weekly Thrive Parent Drop-In Sessions	<b><u>Strengths</u></b> Increased parental attendance at 'Bring your Parent to School' events and Parents' meetings.  <b><u>Areas for Development</u></b> Invitations to be sent to specific parents and families to events to encourage a love of reading. Target those children who are not reading at home regularly.	<ul style="list-style-type: none"> <li>Parental attendance at events continues to increase. Parents are given regular opportunities to share their views with the school.</li> </ul>
4.2 Weekly 'Book and Breakfast' family sessions to target and support children reading with family members.		

<u>Provision</u>	<u>Outcome</u>	<u>Comments</u>
<p>Beanstalk Reading support for targeted children.</p> <p>Better Reading Partners Intervention used to support targeted readers.</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> <li>• PP children made progress in line with that of all children in Reading from end of EYFS to end of KS1.</li> <li>• Year 2 children targeted for Beanstalk Reading – <b>Data needed</b></li> </ul> <p><u>Areas for Development:</u></p> <ul style="list-style-type: none"> <li>• -2.2% attainment gap</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment of all groups needs to improve to be in-line with national results.</li> <li>• Reading resources now bought (using Curriculum resources) to focus on developing fluency quickly through use of a fully phonically decodable book scheme.</li> <li>• Class Teachers to ensure these books are used by Beanstalk trained volunteers when reading with the children until the children are reading fluently.</li> </ul>
<p>Weekly 'Book and Breakfast' family sessions to target and support children reading with family members.</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> <li>• Weekly attendance of a range of families across a range of year groups – engaging with their children's learning.</li> </ul> <p><u>Areas for Development:</u></p> <ul style="list-style-type: none"> <li>• Widen impact of 'Book and Breakfast' Family reading sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Book and Breakfast' attended regularly by similar families.</li> <li>• Invitations to be sent to targeted families and/or re-launch of 'Book and Breakfast' to ensure that a range of families and children are benefiting from this provision.</li> </ul>
<u>Provision</u>	<u>Outcome</u>	<u>Comments</u>
<p>Embedding the Thrive approach across the school.</p> <p>Thrive Practitioner training for 1 member of staff</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> <li>• 4 members of staff now fully THRIVE trained.</li> <li>• <b>No of children accessing THRIVE to support emotional wellbeing and development ??</b></li> <li>• <b>No. of children who are now integrated into class more successfully due to previous Thrive provision .</b></li> </ul> <p><u>Areas for Development:</u></p> <ul style="list-style-type: none"> <li>• <b>Does CPOMS show reduction in behaviour incidents from children accessing THRIVE?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Termly Class Thrive assessments now to be completed by Class Teachers to show progress of children through stages of emotional development.</li> <li>•</li> </ul>
<p>Weekly counselling service for targeted children.</p>	<ul style="list-style-type: none"> <li>• Data needed on number of children accessing Counselling Service.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

