

Pupil premium Evaluation

Summary information					
School	Princeville Primary School				
Academic Year	18/19	Total PP budget	£201,960	Date of most recent PP Review	27/09/19
Total number of pupils	508	Number of pupils eligible for PP	153	Date for next internal review of this strategy	-

Current achievement		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	50	71
Average progress in reading	2.61	0.32
Average progress in writing	5.78	0.27
Average progress in writing	2.36	0.37

Barriers to future attainment (for pupils eligible for PP)

Academic barriers (issues to be addressed in school, such as poor oral language skills)

A.	Low levels of Communication, Language and Literacy on entry to school – particularly in the Specific Areas
B.	High levels of Social and financial deprivation, leading to limited life experience and low aspiration
C.	Language Deficit leads to delayed progress; particularly for late arrivals

Additional barriers (including issues which also require action outside school, such as low attendance rates)

D.	High Levels of Mobility, coupled with high rates of persistent absence and Leave of Absence
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Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Increase phonic and early reading ability amongst EYFS and KS1 Learners	Improved standards
B.	Increase attainment in core subjects in KS2	Improved standards
C.	Reduce barriers to learning through targeted pastoral intervention	Accelerated progress
D.	Improved attendance amongst disadvantaged learners	Reduced PA

Planned expenditure**Academic year** 18/19**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?
Accelerated Reader	Increase reading progress	EEF Research shows acceleration in progress	Clear Leadership and adequate time	LH	July 2019
Leadership and Management	Ensure quality and impact	There are significant initiatives ongoing, requiring leadership to ensure impact	Weekly accountability	AM	January 2019
Staff CPD programme	Increase reading and Maths progress	EEF Research shows acceleration in progress – Comprehension and mastery	Engagement with third-parties for moderation and consultant support	NM	January 2019
Total budgeted cost					£27,800

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?
HLTA/UQT Intervention	Accelerated Progress	Mobility and acquisition of language are detrimental to progress	Staff Supervision with AHT through weekly meetings and CPD	AM	Half-termly
SALT intervention	Removal of barriers	High levels of SLCN amongst pupils in EYFS and KS1	Continuation of successful programme	AM	April 2019
EP Intervention	Removal of barriers	High levels of SEND need amongst disadvantaged pupils	Continuation of successful programme	AM	April 2019
Behaviour support and nurture	Removal of barriers	EEF Research shows moderate impact; clear need	Appointment of new Behaviour Manager	AA	April 2019
Trips/visits subsidy	Increased life experience	Previous success, and clear need to broaden horizons	Link with curriculum, led by curriculum team	NM	April 2019
Total budgeted cost					£65,814

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?
HLTA/UQT Tutoring groups	Accelerated progress	High mobility, and delayed language acquisition	Clear accountability, and link with Opportunity funded projects	AM	January 2019
Booster groups	Accelerated progress	Small group catch-up programmes support learning	Implemented and monitored by AHTs in own phases	SC	April 2019
Ruth Miskin RWI	Increase attainment	Clear evidence of impact – supported by Opportunity Area	Consultant Led	SD/KW	Fortnightly
Total budgeted cost					£87,600
Additional detail					
<p>Expenditure for 17-18, although having impact, was overly focused on additional provision and intervention, and did not provide adequate day-to-day provision led by class teachers. The 2018-19 proposal, is based on the principle that daily focus on disadvantage by class teachers, will affect improvement on standards more effectively; there remains a need for wrap-around provision, but this will be supplementary in objective.</p> <p>The implementation of Opportunity Funded programmes, and Essential Life Skills provision, has added to the challenge of ensuring that all objectives are met, and all pupils benefit; this has led to some redeployment of Pupil Premium funds to other areas, or increases in funding to facilitate effective implementation.</p>					

Review of expenditure

Academic year

18/19

Quality of teaching for all

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
Accelerated Reader	Accelerated Progress	Progress was accelerated for all learners participating within intervention groups – progress for disadvantaged learners improved dramatically at KS2	The programme was overly ambitious as planned, and will need a further year to become fully resourced and embedded.	£18k
Leadership and Management	Improve T&L	Teachers benefitted from the professional network, self-assessment and coaching; outcomes improved for PP learners throughout school.	This work will be further strengthened, and extended to support staff through further CPD, and	£4k
Staff CPD programme	Increase reading and Maths progress	Progress was accelerated for all learners participating within intervention groups – progress in all subjects increased	Approaches will continue, without cost of additional support	£5,800

Targeted support

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
HLTA/UQT Intervention	Accelerated Progress	Progress was accelerated for all learners participating within intervention groups – progress for disadvantaged learners improved dramatically at KS2; attainment in KS1 and phonics also increased.	This approach is disproportionately expensive, when compared to other interventions; we may need to review the scale of this programme in light of falling Pupil Premium revenue	£37k
SALT intervention	Removal of barriers	Impact was positive for all participants, including non-pp learners. Impact is narrow, but sixteen children benefitted positively across the year.	This is a necessary cost, as no alternative exists; impact is positive and measurable	£4k

EP Intervention	Removal of barriers	High levels of uptake, and engagement, even for residential visits	This will continue, with further enhancement due to Essential Life Skills funding	£4k
Behaviour support and nurture	Removal of barriers	Disadvantaged pupils received significant intervention in relation to safeguarding	This must be targeted to ensure a clear link with outcome	£20,814
Trips/visits subsidy	Increased life experience	Attendance was better amongst disadvantaged learners	High impact activity which has clear benefits for sustainable improvement in achievement	£10k
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
HLTA/UQT Tutoring groups	Accelerated progress	Impact was variable, with some groups making strong progress, and others less so. The overall picture of progress gains was positive	This approach is disproportionately expensive, when compared to other interventions; we may need to review the scale of this programme in light of falling Pupil Premium revenue	£52,600
Booster groups	Accelerated progress	Owing to the nature of booster sessions, it is difficult to disaggregate impact from class teaching; however, outcomes exceeded initial projections, suggesting a positive contribution. Pupils spoke positively of their impact.	We will continue to deliver booster sessions; however, we will endeavour to manage costs by utilising leadership capacity to supplement additional teaching.	£5k
Ruth Miskin RWI	Increase attainment	Impact and VfM were achieved, phonics attainment exceeded National Average, with a further increase projected for the coming year. Attainment in phonics for disadvantaged pupils was broadly in-line with NA.	Funding allocated was not adequate to ensure adequate Leadership and accountability	£30k

Additional detail

Overall Impact for the 18/19 academic year was strong, with those pupils earlier in their school career making gains, and steadily closing the gap with their peers nationally. In Keystage 2, where we have a significant attainment gap, with non-disadvantaged peers nationally, the provision still made significant impact, as progress rose dramatically, but with too little time to narrow the attainment gap satisfactorily.

The use of pupil premium funding had a sustained positive impact on outcomes for disadvantaged learners, and their peers more widely, and despite falling pupil premium numbers and funding, the school is in a position to sustain much of the provision in the 19/20 academic year.

Internal Comparison

Performance of disadvantaged pupils in Year 6

	Pupil Premium	Non-Pupil Premium
Achieving Expected Standard in Reading	58%	60%
Achieving Expected Standard in Writing	70%	71%
Achieving Expected Standard in maths	65%	74%
Reading Progress	2.61	2.49
Writing Progress	5.78	3.91
Maths Progress	2.36	3.54

Performance of disadvantaged pupils in Year 2

	Pupil Premium	Non-Pupil Premium
Achieving Expected Standard in Reading	72%	73%
Achieving Expected Standard in Writing	67%	60%
Achieving Expected Standard in maths	72%	75%

National Comparison

Keystage 1		
	Disadvantaged pupils in school	Non-Disadvantaged pupils Nationally
Year 1 Phonics	82%	84%
Year 2 Reading	72%	78%
Year 2 Writing	67%	73%
Year 2 Maths	72%	79%
Keystage 2		
	Disadvantaged pupils in school	Non-Disadvantaged pupils Nationally
Combined Reading, Writing and Maths	50%	71%
Achieving Expected Standard in Reading	58%	78%
Achieving Expected Standard in Writing	70%	83%
Achieving Expected Standard in maths	65%	84%
Reading Progress	2.61	0.32
Writing Progress	5.78	0.27
Maths Progress	2.36	0.37