

# Pupil premium report for Lower Kersal Primary School

## Pupil premium spending review (18/19)

SUMMARY INFORMATION			
Date of most recent pupil premium review:	24.07.2019	Date of next pupil premium review:	July 2020
Total number of pupils:	248	Total pupil premium budget 2018-2019:	£179,957
Number of pupils eligible for pupil premium:	126		

### STRATEGY STATEMENT

- To provide intervention programmes for underachieving pupils.
- To provide early intervention for children in danger of falling behind.
- To employ additional support staff to help provide a targeted level of support to some of our most vulnerable children so they can make the progress expected of them, particularly in Reading, Writing and Maths.
- Staffing to facilitate initiatives to improve the rates of attendance and reduce persistent absenteeism.
- To provide one-to-one tuition and/or speech and language therapy for some pupils.
- Ensuring that the qualifying children - as all others - have their needs clearly identified and their progress closely monitored through the school
- To subsidise educational visits and provide them with a wider range of opportunity and experiences. For some children this has a huge impact on their self-esteem and confidence.
- To ensure that all children are able to start the school year with a new school jumper and reading book bag.
- To provide bespoke support for some pupils in times of crisis or need (eg payment for 1:1 counseling)
- Employment of second Educational Psychologist to work specifically for the children in receipt of the PPG.
- CPD for support staff to improve the quality of support given to pupils – to improve the quality of teaching in all three key stages.

## Assessment information - Review of expenditure from previous academic year

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
	School Average		National Average (all pupils)
Good level of development (GLD)	80%	55%	72%
Reading	80%	55%	77%
Writing	80%	55%	74%
Number	80%	55%	80%
Shape	80%	55%	81%

YEAR 1 PHONICS SCREENING CHECK			
Pupils eligible for PP	Pupils not eligible for PP		
School Average	School Average		National Average (all Pupils)
77%	71%		82%

## END OF KS1

	Pupils eligible for PP	Pupils not eligible for PP		
	School Average		National average All Pupils:	
% achieving expected standard or above in reading, writing and maths	80%	64%	65%	
% making expected progress in reading	80%	71%	75%	
% making expected progress in writing	80%	64%	69%	
% making expected progress in maths	87%	86%	76%	

## END OF KS2

	Pupils eligible for PP		Pupils not eligible for PP		
	EXP	EXC	School average		National average
% achieving expected standard or above in reading, writing and maths	79%	7%	87%	0%	65%
% making expected progress in reading	90%	30%	93%	7%	73%
% making expected progress in writing	97%	35%	100%	13%	78%
% making expected progress in maths	83%	5%	93%	7%	79%

## WHOLE SCHOOL ATTENDANCE

Pupils eligible for PP (2018-2019)		Pupils not eligible for PP (2018-2019)		National average	
WS ATTENDANCE	PA	WS ATTENDANCE	PA	ATTENDANCE	PA
95.1%	10.6%	96%	9.09%	Unavailable	Unavailable

### Year 1

Year 1: 30 pupils		On Track or Higher	
Reading	No. (%)	Aut1 18-19 No. (%)	Sum2 18-19 No. (%)
Males	14 (46.7%)	100%	100%
Females	16 (53.3%)	100%	100%
Difference (change in difference):		0.0	0.0 (0.0)
FSM	12 (40.0%)	100%	100%
Not FSM	18 (60.0%)	100%	100%
Difference (change in difference):		0.0	0.0 (0.0)

Year 1: 30 pupils		On Track or Higher	
Writing	No. (%)	Aut1 18-19 No. (%)	Sum2 18-19 No. (%)
Males	14 (46.7%)	100%	100%
Females	16 (53.3%)	100%	100%
Difference (change in difference):		0.0	0.0 (0.0)
FSM	12 (40.0%)	100%	100%
Not FSM	18 (60.0%)	100%	100%
Difference (change in difference):		0.0	0.0 (0.0)

Year 1: 30 pupils		On Track or Higher	
Mathematics	No. (%)	Aut1 18-19 No. (%)	Sum2 18-19 No. (%)
Males	14 (46.7%)	100%	100%
Females	16 (53.3%)	100%	100%
Difference (change in difference):		0.0	0.0 (0.0)
FSM	12 (40.0%)	100%	100%
Not FSM	18 (60.0%)	100%	100%
Difference (change in difference):		0.0	0.0 (0.0)

### Year 2

Year 2: 30 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	10 (33.3%)	1 (10.0%)	100%	100%
Females	20 (66.7%)	1 (5.0%)	78.9%	94.7%
Difference (change in difference):			21.1	5.3 (-15.8)
FSM	15 (50.0%)	2 (13.3%)	100%	100%
Not FSM	15 (50.0%)	0 (0%)	73.3%	93.3%
Difference (change in difference):			26.7	6.7 (-20.0)

Year 2: 30 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	10 (33.3%)	1 (10.0%)	88.9%	88.9%
Females	20 (66.7%)	1 (5.0%)	84.2%	94.7%
Difference (change in difference):			4.7	5.8 (1.1)
FSM	15 (50.0%)	2 (13.3%)	92.3%	92.3%
Not FSM	15 (50.0%)	0 (0%)	80.0%	93.3%
Difference (change in difference):			12.3	1.0 (-11.3)

Year 2: 30 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	10 (33.3%)	1 (10.0%)	100%	100%
Females	20 (66.7%)	1 (5.0%)	89.5%	94.7%
Difference (change in difference):			10.5	5.3 (-5.2)
FSM	15 (50.0%)	2 (13.3%)	100%	100%
Not FSM	15 (50.0%)	0 (0%)	86.7%	93.3%
Difference (change in difference):			13.3	6.7 (-6.6)

### Year 3

Year 3: 29 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	12 (41.4%)	1 (8.3%)	81.8%	72.7%
Females	17 (58.6%)	0 (0%)	100%	100%
Difference (change in difference):			18.2	27.3 (9.1)
FSM	14 (48.3%)	1 (7.1%)	92.3%	84.6%
Not FSM	15 (51.7%)	0 (0%)	93.3%	93.3%
Difference (change in difference):			1.0	8.7 (7.7)

Year 3: 29 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	12 (41.4%)	1 (8.3%)	81.8%	81.8%
Females	17 (58.6%)	0 (0%)	100%	100%
Difference (change in difference):			18.2	18.2 (0.0)
FSM	14 (48.3%)	1 (7.1%)	92.3%	92.3%
Not FSM	15 (51.7%)	0 (0%)	93.3%	93.3%
Difference (change in difference):			1.0	1.0 (0.0)

Year 3: 29 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	12 (41.4%)	1 (8.3%)	81.8%	90.9%
Females	17 (58.6%)	0 (0%)	100%	100%
Difference (change in difference):			18.2	9.1 (-9.1)
FSM	14 (48.3%)	1 (7.1%)	92.3%	100%
Not FSM	15 (51.7%)	0 (0%)	93.3%	93.3%
Difference (change in difference):			1.0	6.7 (5.7)

### Year 4

Year 4: 29 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	11 (37.9%)	2 (18.2%)	66.7%	77.8%
Females	18 (62.1%)	2 (11.1%)	93.8%	100%
Difference (change in difference):			27.1	22.2 (-4.9)
FSM	17 (58.6%)	2 (11.8%)	73.3%	86.7%
Not FSM	12 (41.4%)	2 (16.7%)	100%	100%
Difference (change in difference):			26.7	13.3 (-13.4)

Year 4: 29 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	11 (37.9%)	2 (18.2%)	33.3%	77.8%
Females	18 (62.1%)	2 (11.1%)	87.5%	93.8%
Difference (change in difference):			54.2	16.0 (-38.2)
FSM	17 (58.6%)	2 (11.8%)	53.3%	80.0%
Not FSM	12 (41.4%)	2 (16.7%)	90.0%	100%
Difference (change in difference):			36.7	20.0 (-16.7)

Year 4: 29 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	11 (37.9%)	2 (18.2%)	55.6%	88.9%
Females	18 (62.1%)	2 (11.1%)	93.8%	100%
Difference (change in difference):			38.2	11.1 (-27.1)
FSM	17 (58.6%)	2 (11.8%)	66.7%	93.3%
Not FSM	12 (41.4%)	2 (16.7%)	100%	100%
Difference (change in difference):			33.3	6.7 (-26.6)

## Year 5

Year 5: 31 pupils		On Track or Higher	
Reading	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	18 (58.1%)	55.6%	72.2%
Females	13 (41.9%)	69.2%	76.9%
Difference (change in difference):		13.6	4.7 (-8.9)
FSM	16 (51.6%)	50.0%	68.8%
Not FSM	15 (48.4%)	73.3%	80.0%
Difference (change in difference):		23.3	11.2 (-12.1)

Year 5: 31 pupils		On Track or Higher	
Writing	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	18 (58.1%)	61.1%	72.2%
Females	13 (41.9%)	69.2%	76.9%
Difference (change in difference):		8.1	4.7 (-3.4)
FSM	16 (51.6%)	56.2%	68.8%
Not FSM	15 (48.4%)	73.3%	80.0%
Difference (change in difference):		17.1	11.2 (-5.9)

Year 5: 31 pupils		On Track or Higher	
Mathematics	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	18 (58.1%)	61.1%	72.2%
Females	13 (41.9%)	76.9%	76.9%
Difference (change in difference):		15.8	4.7 (-11.1)
FSM	16 (51.6%)	56.2%	68.8%
Not FSM	15 (48.4%)	80.0%	80.0%
Difference (change in difference):		23.8	11.2 (-12.6)

## Year 6

Year 6: 44 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	22 (50.0%)	0 (0%)	72.7%	95.5%
Females	22 (50.0%)	1 (4.5%)	61.9%	95.2%
Difference (change in difference):			10.8	0.3 (-10.5)
FSM	20 (45.5%)	0 (0%)	60.0%	90.0%
Not FSM	24 (54.5%)	1 (4.2%)	73.9%	100%
Difference (change in difference):			13.9	10.0 (-3.9)

Year 6: 44 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	22 (50.0%)	0 (0%)	72.7%	95.5%
Females	22 (50.0%)	1 (4.5%)	66.7%	100%
Difference (change in difference):			6.0	4.5 (-1.5)
FSM	20 (45.5%)	0 (0%)	50.0%	95.0%
Not FSM	24 (54.5%)	1 (4.2%)	87.0%	100%
Difference (change in difference):			37.0	5.0 (-32.0)

Year 6: 44 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)
Males	22 (50.0%)	0 (0%)	72.7%	95.5%
Females	22 (50.0%)	1 (4.5%)	76.2%	95.2%
Difference (change in difference):			3.5	0.3 (-3.2)
FSM	20 (45.5%)	0 (0%)	60.0%	90.0%
Not FSM	24 (54.5%)	1 (4.2%)	87.0%	100%
Difference (change in difference):			27.0	10.0 (-17.0)

**Difference Key:**

**Widening**

**Narrowing**

**Unchanged**

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Low levels of speaking and listening skills for a majority of children.
B	Low baseline of attainment on entry to EYFS
C	Lack of aspiration – few children have close experience of university and a wide range of careers

### ADDITIONAL BARRIERS

#### External barriers

D	Low attendance or persistent absenteeism and high levels of mobility
E	Lack of engagement by some parents along with their perceived low importance of educational outcomes.
F	Social and economic factors- including life experiences
G	Safeguarding and emotional barriers

## INTENDED OUTCOMES

Specific outcomes		Success criteria
1	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.	<p>Disadvantaged pupils make at least, and often exceed expected progress/standards</p> <p>Disadvantaged pupils attainment is at least in line with National figures</p>
2	Disadvantaged pupils have aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals.	All pupils experience a careers week during KS2
3	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported	<p>Pupil and parent surveys demonstrate that school has supported pupils and families</p> <p>School representative attends multi-agency meetings</p> <p>School maintains CAMHS link status</p>
4	Absence & persistent absentee rates are at least in line with national	<p>Attendance figures show a reduction in absence/persistent absence</p> <p>School breakfast club is well attended by identified pupils – this supports the improvement of their attendance</p>



## Planned expenditure for current academic year 2019 - 2020

ACADEMIC YEAR 2019-20				
Project/Initiative/Barrier to remove				
Action	What's the evidence and rationale for this choice?	Intended Outcome	Funding Amount	Review
<p><b>Continuation</b>  <b>A:</b> Provide Speech &amp; Language teacher 1 days per week to work in EYFS</p>	<p>Speaking &amp; Listening skills are low for the majority of children.</p>	<p>Number of referrals to SaLT reduces from Yr 1 onwards. Pupils in EYFS are able to speak more clearly, positively impacting on their reading and writing work. Results in Reading, Speaking and Writing are at least in line with national figures and pupils converse freely and confidently with their peers and other adults.</p>	<p>£5,220</p>	<p>July 2020</p>
<p><b>Continuation</b>  <b>B:</b> Four support staff employed to work in EYFS, KS1 and lower KS2 to help improve standards and enhance provision.</p>	<p>Starting points for pupils are low and small group interventions led by specially trained support staff demonstrate acceleration in progress.</p>	<p>Data shows that attainment across all key stages is consistent, ensuring that all pupils make expected progress in R, W and Ma in all year groups.</p> <p>These support staff will work with all pupils in their class and will lead interventions for identified pupils. These small group numbers will primarily be made up of pupils in receipt of the PPG and in danger of falling behind as identified in headline meetings.</p>	<p>£54,300</p>	<p>July 2020</p>

<p><b>Continuation</b>  <b>D:</b> Subscription to KS2 PiXL Programme</p> <p>Employment of TA to deliver PiXL therapies</p>	<p>Small group tuition provides some pupils with the opportunity to consolidate and secure their understanding due to gaps in understanding cause by absence.</p>	<p>Standards attained at the end of KS2 demonstrate that pupils in receipt of small group tuition have at least attained their personal targets.</p>	<p>£19,549</p>	<p>July 2020</p>
<p><b>Continuation</b>  <b>F/D/E:</b> School to support families financially to allow their children to attend a range of trips, visits and special events including a residential trip in KS2.</p>	<p>Some children have low aspirations due to a lack of experience and knowledge for the wider world. Attendance levels are often low due to a lack of aspiration from the parent. We need children to want to come to school in order for them to convince parents to bring them each day.</p>	<p>Children show self-motivation to learn and do well</p> <p>Families are not charged for any trips, visits or special events. EVERY child in school benefits from this approach. School does not rely on donations from parents to run these, hence they are not cancelled and are guaranteed to take place helping enhance the curriculum and broaden children's life experiences. Children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice.</p>	<p>£8,000</p>	<p>July 2020</p>

<p><b>Continuation</b>  <b>C:</b> Study Support, 1 to 1 tuition sessions and booster groups to take place in KS1 and KS2. Support staff and agency staff used to ensure a programme of after-school support takes place across the whole of the academic year.</p>	<p>Many pupils begin to fall behind due to low starting points or poor absence levels. We need them to catch up with, keep up with and push past their peers.</p>	<p>All resources are used effectively to ensure that identified children make at least expected progress in R, W and Maths, with a high percentage of them (over 50%) making better than expected progress as a result of the interventions put in place for them and the incentives offered to them as part of their work.</p>	<p>£22,000</p>	<p>July 2020</p>
<p><b>Continuation</b>  <b>E:</b> Purchase of home study and revision support pack for Year 6. Run parent workshops in school for parents to learn how to support home study effectively.</p>	<p>Some pupils are unable to work at home due to lack of resources. Parents, who want to support their children, often do not have the means to purchase the materials required.</p>	<p>Parents work with their children at home, helping them secure greater progress and understanding. Parents feel supported in their own ability to work with their children at home.</p>	<p>£2,000</p>	<p>July 2020</p>
<p><b>Continuation</b>  <b>C/F:</b> Arrangement of special incentive days to promote pupil thirst for progress and greater attainment, including circus workshops, archery lessons and the Activity passport.</p> <p><b>New initiative</b>  <b>B/C/F:</b> Boarder Development to provide pupils with the opportunity to develop REAL SKILLS.</p>	<p>Some children have low aspirations due to a lack of experience and knowledge for the wider world. Attendance levels are often low due to a lack of aspiration from the parent. We need children to want to attend to school in order for them to convince parents to bring them each day.</p>	<p>Children show self-motivation to learn and do well; this is rewarded by their attendance at a special event or activity. These activities have been chosen as things children would not normally have access to.</p> <p>Children will benefit from a broad curriculum which develops and discovers their interests and talents</p>	<p>£25,000</p>	<p>July 2020</p>

<p><b>Continuation</b>  <b>B:</b> Release time for teachers to meet with SLT and stakeholders to discuss pupil progress for FSM6 pupils; three times per year. Half-termly meeting costs to be met by school.  Staff to work with other staff within EIP Cluster and also take part in peer teaching and modeling within school.</p>	<p>We need to ensure that our PPG allocation is being spent correctly so release time is covered to continue to develop and challenge our teachers in our drive for educational excellence.</p>	<p>SLT, stakeholders and teachers meet to focus on attainment and progress of FSM6 pupils. Pupils are discussed individually and actions agreed to maximise impact. As a result of this work the attainment and progress of pupils in receipt of the PPG increases and accelerates. As a result, the work on improving outcomes for those in receipt of the PPG, there is also a noticeable impact on other pupil groups too.</p>	<p>£10,000</p>	<p>July 2020</p>
<p><b>Continuation</b>  <b>G:</b> Purchase of time from specialist providers such as, Educational Psychologists, counseling services.</p> <p><b>New incentive</b>  <b>G:</b> Pupil Inclusion Team Intervention for identified pupils</p>	<p>Some pupils have emotional/educational barriers to their academic performance or mental health. Therefore, services are required to identify and help remove these barriers.</p>	<p>Children often attend school with barriers that may affect their learning or emotional well-being and therefore having a detrimental impact on their attainment and mental health. As a result of the work with specialist services, barriers can be identified quickly and actions taken to remove these barriers.</p>	<p>£20,000</p> <p>£750</p>	<p>July 2020</p> <p>July 2020</p>
<p><b>Continuation</b>  <b>F:</b> Individualised support for eligible children identified as 'falling behind' – tailored to eligible pupils' needs, as required: e.g. clothing and equipment for school.</p>	<p>Children can be at a disadvantage and lack the necessary resources for school due to financial restraints therefore this barrier needs to be removed so every child has equal opportunities.</p>	<p>Children have the required uniform and equipment to ensure they are not disadvantaged due to financial restraints.</p>	<p>£2,000</p>	<p>July 2020</p>

<p><b>New initiative</b>  <b>D:</b> 'Early bird' breakfast club targeted at particular children: PP and persistent absentees.</p> <p>Attendance priority group led by the Deputy Head Teacher.</p>	<p>Attendance levels are low and there is a significant percentage of persistent absence or lateness. We require an incentive for the children/parents to be in school early and ready for the start of the school day.</p>	<p>Children will be in school early and ready for the school day having had a breakfast.</p> <p>Attendance levels will increase and persistent absence percentages will decrease.</p> <p>Punctuality levels will increase and children will not miss any schooling.</p>	<p>£10,000</p>	<p>July 2020</p>
<p><b>New initiative</b>  <b>G:</b> Introduction of LEARNING POWERS</p>	<p>Pupils often lack resilience, confidence and independence and do not have a growth mindset.</p>	<p>Children become more resilient and confident and their mind set becomes more positive. They are able to identify how to stay mentally healthy.</p>	<p>£1,140</p>	
<p>Total budgeted cost:</p>				<p>£179,959</p>

## ADDITIONAL INFORMATION

Information has been gathered from a range of sources to support the incentives written in this report, these are:

- Analyse School Performance and other internal assessment and reporting software
- Evidence from the education endowment foundation (EEF)
- Results of parent and pupil surveys
- Analysis of attendance records
- Recent school Ofsted report
- Case studies
- Ofsted's report 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement'