

# Withinfields Primary School - Pupil Premium Impact Report 2018-19

Expenditure and Impact				
Academic year		2018-19		
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
i. Quality of teaching for all (including evidence-based, focused group learning delivered by support staff)				
Desired outcome / intent	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact of spending
B. High quality teaching and learning support available in the vast majority of lessons, coupled with frequent opportunities to work independently.	TA work in classes to support QFT by additional targeted roving, questioning and feedback (£15,000)	EEF TA recommendations MITA recommendations (IoE research and scaffolding techniques)  <i>EEF Toolkit Predicted Impact: Teaching Assistants (+1 month)</i>	SENDCo and HT to monitor delivery.  Additional training for all teachers in how to deploy TAs in the classroom.	Learning walk conducted by PP reviewer Oct '18 documented that TAs 'effectively supported PP pupils in the majority of year groups'. 'All TAs aware of who their PP pupils are' and '...questioning them effectively'. Comments on feedback: 'Next steps marking is effective'. Formal observations showed that disadvantaged pupils are targeted for questioning over and above all other pupils. TAs across school now <i>effectively</i> support PP pupils within lessons and understand the value of feedback.
	TA work to deliver evidence-based targeted interventions to targeted small groups and	EEF TA recommendations MITA recommendations (IoE research and scaffolding techniques)  <i>EEF Toolkit Predicted Impact: Teaching Assistants (+1 month)</i>	PPL and HT to monitor delivery.	All staff trained in Clicker 7 to support DA pupils; TA support has been focused around the use of this technology. Learning walks showed that TAs are well trained in using Clicker 7 and therefore it is being

	<p>individuals (approx. £10,000)</p>			<p>used well to support DA pupils with their vocabulary, helping them produce lengthier pieces of writing and therefore removing the barrier.</p> <p>Data analysis of small, targeted interventions for specific 'DA and SEN' pupils: In KS2 SATs, a progress score of +2.54 (R) and +1.52 (M) for a pupil who received daily intervention in these areas. Y5 pupil made better than expected progress, achieving expected standard in maths (WTS @ KS1) and at least expected progress across R, W &amp; M. Y3 pupil made better than expected progress, achieving expected standard in maths (WTS @ KS1) and at least expected progress across R, W &amp; M.</p> <p>Targeted interventions for Y1 phonics allowed DA pupils to make better progress across the year than non DA pupils.</p>
	<p>Staff training in key areas to support and challenge PP pupils. (£3,000)</p>	<p>Quality first teaching is thought to have a disproportionately high effect on PP pupils, and effective CPD / training is a precursor to this.</p>	<p>HT to ensure that appropriate areas for training are identified and input delivered effectively.</p>	<p>Staff training on Reading VIPERS for year 2 staff; 'Vocabulary for all' staff meeting delivered by PPL and Reading leader; and implementation of DARTS Reading intervention</p>

				<p>impact for KS1 DA pupils: DA pupils performed better than their non DA peers in Reading. Targeted intervention during DARTS allowed several DA children to make better than expected progress from EYFS.</p> <p>Staff training in 'Sharing best practice in the early years': in 2019, 27% more DA children were able to achieve a GLD in EYFS compared with 2018. The % of DA children achieving GLD in 2019 is now in line with national average for 'all' children.</p> <p>Observations have shown that generally, PP children are challenged well in lessons and supported appropriately. Feedback for PP pupils is strong across the majority of lessons (oral and written).</p> <p>Where QFT is strongest, DA pupils have made the most progress and have the highest attainment. QFT will continue to be a priority in 2019-20. See 'Targeted Support – Desired Outcome D for data examples'.</p>
H. Increased ability to learn co-operatively and collaboratively.	Kagan structures implemented in all classrooms, allowing pupils	<i>EEF Toolkit Predicted Impact: Collaborative Learning (+5 months)</i>	Kagan staff training to increase academic achievement, improve ethnic relations and	Kagan structures are implemented regularly in all classrooms and DA pupils are well supported within these multi-ability groups.

	who are eligible to work with a range of pupils, increasing their knowledge of wider life experiences. (£1,500)		enhance self-esteem.	PP reviewer documented 'Kagan collaborative learning structures are being used within lessons... PP children took on an active role in these activities / structures'. Use of Kagan structures to be refreshed for all staff in September 2019.
A. Increase wider experiences and vocabulary, especially in areas wider than everyday life.	'Withinfields' Treasure Chest' which outlines experiences available to all children will enhance life experiences of eligible children.	<b>EEF Toolkit Predicted Impact:</b> <i>Meta-Cognition (+8 months)</i>  <i>Practical problem-solving, explicit reflection and discussion of thinking and emotion (Meta-cognition and self-regulation) to be involved.</i>	Pupil interviews show that children are exposed to opportunities other than those which are academically based.	Discussions with DA children, in July 2019, showed that children could remember a significant number of memorable moments (including many items from the Withinfields Treasure Chest) from their previous years in school. Withinfields Treasure Chest amended to include various additions, which PP children felt were life-enhancing experiences (sewing; gaining a pen license; ability to swim, etc). These experiences will form the basis of an additional focussed intervention writing tasks next year – see Strategy document 2019-20.
<b>Quality of teaching for all: Total budgeted cost</b>				£30,500
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Impact of spending</b>
A. Limited experience and vocabulary,	All PP pupils to have an entitlement level of vocabulary	Pupils will be able to use words effectively to describe what they are learning.	Learning interviews based on 10 words per topic – analysis of vocabulary	Pupil premium reviewer documented evidence of DA children being pre-taught vocabulary related to topics

<p>especially in areas wider than everyday life</p>	<p>within each curriculum topic. (£500)</p>	<p><b>EEF Toolkit Predicted Impact:</b>  <i>Collaborative Learning (+5 months)</i>  <i>Oral Intervention Programmes (+5 months)</i></p>	<p>learned by PP pupils.</p>	<p>and texts covered in the classroom. Pupil interviews conducted in July 2019 showed that children value these sessions and across all year groups, DA children were able to use topic vocabulary appropriately – particularly in science.</p> <p>Staff meeting delivered by PP leader around the effective use of vocabulary led to lesson observations showing a much higher level of vocabulary being used than in previous observations. Vocabulary for DA pupils to continue as a focus going forward.</p>
	<p>'Talk Boost' to be implemented in Early Years to enhance vocabulary of eligible pupils (£1,050)</p>	<p><b>EEF Toolkit Predicted Impact:</b>  <i>Oral Language Interventions (+5 months)</i>          (See EEF Literacy strategies)</p>	<p>Analysis of standards in communication between lowest and highest attaining pupils.          Use of online tracker tool to measure progress of DA pupils.</p>	<p>EYTB delivered in EYFS – out of 10 Reception children involved in the Talk boost programme 2018-19, 7 children achieved at least 'Expected' (3 children achieved Exceeding) across all 3 areas targeted: 'Listening and Attention', 'Speaking' and 'Understanding'.          Of the 3 DA children who did not achieve Expected across all 3 bands, 1 SEN child did manage to achieve EXP in 'Understanding' and 'Speaking' and another child achieved EXP in 'Listening and Attention'. All children involved in this programme showed expected or better than</p>

				expected progress from their relative starting points.
	British Picture Vocabulary Scale (BPVS) used to screen eligible pupils. (£1,300)	BPVS will identify delays in pupil's vocabulary development. High numbers of DA pupils with SEND will benefit from this 'non-reader friendly' test.	PPL and SENDCo to baseline and progress check assessments by benchmarking.	BPVS assessments have allowed specific DA pupils to be identified as a focus for 2019-20.
G. Substantially increased attendance for targeted children.	Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils.	Attendance has been proven to be correlated with attainment. (see Ofsted, 2013 p18)	HT AND PPL ensures that attendance data analysed termly for targeted families.	Get Set Go club has continued to have a positive impact on the attendance of DA pupils. % of attendance for DA pupils who attend Get Set Go club is higher (94.48%) than all DA pupils (93.9%) and has had considerable impact on % of persistent absentees (see row below). Families with less than 94% attendance have been identified and are a continuing focus for 2019-20.
	School social worker to work closely with targeted families to ensure attendance increases (£10,000)	In-school data strongly suggests that working with parents and children to increase attendance is beneficial in attainment terms. In addition, behaviour interventions have enabled pupils to be more ready for learning. (see also Ofsted 2013 p 18)	Staff record lateness on CPOMS daily, highlighting PP pupils.  Actions recorded by JL on CPOMS regarding attendance of eligible pupils.	School-based social worker has dedicated time to working with families of persistent absentees who are also DA. % of persistent absence for DA pupils has decreased by 7% compared with 2017-18. % of persistent absenteeism for DA group (12.8%) is considerably lower than nationally in 2018 (23.6%). Overall attendance for DA pupils is 93.9% compared with 92.4% nationally in

				<p>2018.</p> <p>Our existing negative gap of 2% between DA and non-DA pupils' attendance will be a focus for 2019-20.</p>
<p><b>D.</b> Increased in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either independently or with support from a family member.</p>	<p>Accelerated Reader subscription renewal (£2,000)</p>	<p><b>EEF Toolkit Predicted Impact:</b>  <i>Reading Comprehension Strategies (+5 months)</i>          (See EEF Literacy strategies)</p> <p>2015-2016 data showed that only 9% of DA pupils at KS2 achieved the expected standards; this is well below the performance of 'other' children nationally (71%) and is also well below that of DA nationally (53%).</p>	<p>UKS2 Lead to monitor % of eligible pupils accessing 'quizzing' and compare to non-PP pupils to target underachieving PP pupils.</p>	<p>On accelerated reader, DA pupils quiz regularly, in line with non DA pupils. This has had a positive impact on July 2019 Reading data:</p> <p>Year 1: 67% DA achieving at least EXP in Reading compared with only 55% DA in EYFS; DA children have made better progress than all other groups.</p> <p>Year 2: 73% DA achieving at least EXP in Reading – in line with non DA pupils (72%).</p> <p>Year 3: Progress of DA pupils in Reading is better than all other groups. 10% more DA pupils are achieving EXP than in their KS1 assessments.</p> <p>Year 4: Progress of DA pupils is in-line with non DA pupils. 9% more DA pupils are now achieving EXP in Reading than in their KS1 assessments.</p> <p>Year 5: Progress of DA pupils is expected from KS1 – PP strategy 2019-20 to focus on accelerating progress for DA pupils in UKS2 and</p>

				<p>for those achieving GDS.</p> <p>End of year data for Year R and Year 6 available on PP Strategy 2019-20.</p>
	<p>Dedicated member of staff listening to readers at Morning Club.</p> <p>Funding dedicated to improving quality of reading areas around school.</p> <p>(£5,600)</p>	<p><b>EEF Toolkit Predicted Impact:</b>  <i>Reading Comprehension Strategies (+5 months)</i>          (See EEF Literacy strategies)          Subscription to CLPE website and purchasing of texts which show progression through each key stage.</p>	<p>Phase leaders reading focussed monitoring sessions.</p> <p>Literacy work scrutiny each term conducted by Reading leader.</p>	<p>Reading leader ensured that books target lower performing groups of DA pupils by utilising pupil views – subscription to CLPE.</p> <p>DA pupils enjoy ‘story time’ at Get Set Go club and questioning has targeted inference, deduction, comparison and summarisation.</p> <p>Data examples in row above.</p>
<p><b>F.</b> Eligible pupils who are underachieving are identified quickly by staff. High quality interventions readily available for all pupils.</p>	<p>Peer mentoring 3x per week overseen by Behaviour HLTA</p> <p>(£2,000)</p>	<p><b>EEF Toolkit Predicted Impact:</b>  <i>Peer Tutoring (+5 months)</i>  <i>“Peer tutoring is most effective when pupils are provided with support to ensure peer interaction is high.”</i></p>	<p>PPL to ensure that work provided by class teachers is accurately matched to pupil’s needs and provides challenge.</p>	<p>Pupils respond positively to peer mentoring and indicate (via pupil questionnaire) that they wish this to continue in 2019-20. Observations of this intervention are extremely positive, particularly documenting increased confidence and self-esteem of DA pupils.</p> <p>PP reviewer commented that PP children within this group felt that their work was appropriately challenging. “Children were interacting well with each other and explanations provided</p>



				by mentors ensured good progress was made within the session. Modelling from the member of staff overseeing the intervention was strong."
1:1 Maths tutoring (Third Space Learning) (£3,000)	<b>EEF Toolkit Predicted Impact:</b> <i>One to one tuition (+5 months)</i> "Using experienced and specifically trained teachers / tutors have nearly twice the impact on average."	SB (DHT) to monitor outcomes through pupil progress meetings	KS2 maths assessments showed that while % of children achieving EXP had risen for non DA pupils from 2017-18 (56%) to 2018-19 (74%) the % of DA pupils achieving EXP in maths did not increase.  Questionnaires given to pupils showed that they did not always feel this intervention was helpful and therefore will not continue going forwards. PP Strategy for 2019-20 documents alternative provision to focus on DA maths.	
Feedback given to eligible pupils daily. TAs to give verbal feedback prior to new teaching.	<b>EEF Toolkit Predicted Impact:</b> <i>Feedback (+8 months)</i> Staff will have a solid understanding of PP pupil's next steps through daily feedback opportunities.	PPL to monitor TAs awareness of DA pupils and conduct pupil interviews around feedback and next steps.	Support staff can clearly identify all DA pupils within their year group and 1:1 meetings between PPL and class teacher ensures DA pupils receive appropriate next steps / interventions.  Book scrutiny throughout the year showed that RAR (read and respond) time is ensuring that DA pupils respond to feedback on a daily basis.  Pupil feedback to be a further focus in 2019-20 for DA pupils.	

	PPL Leadership Time (£4,000)	A member of the SLT to be released to monitor the impact of PP spending and track progress of eligible pupils.	PPL accountable to HT	Release time has documented impact through school RAIL plan. Pupil premium leader worked closely with headteacher from a local school to identify key areas for moving forward after PP review in October 2018. Continued meetings took place year-round to ensure steps forward were made and all PP children adequately supported.						
	Booster sessions (£2,100)	HT and DHT to deliver Y6 morning booster sessions – all PP children invited to attend. Booster sessions ensure that key skills are embedded and overlearned in preparation for SATs.	Analysis of arithmetic, grammar, punctuation and spelling by HT.	<p>Maths and English boosters sessions were well attended by DA pupils.</p> <p>FSM eligible pupils school trend for ALL 3 measure showed:</p> <table border="1" data-bbox="1641 715 2056 871"> <tr> <td>2018</td> <td>2019</td> </tr> <tr> <td>27.3%</td> <td>30.0%</td> </tr> <tr> <td>-6.1% pts</td> <td>+2.7% pts</td> </tr> </table> <p>71% PP children achieved EXP in GPS. % of PP children achieving expected standard in R/W/M remained the same as in 2018 despite 36% of PP children also SEND in 2019.</p>	2018	2019	27.3%	30.0%	-6.1% pts	+2.7% pts
2018	2019									
27.3%	30.0%									
-6.1% pts	+2.7% pts									

**Targeted support: Total budgeted cost** £36,550

iii. Other approaches				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact of spending

<p><b>C.</b> Family- and home-related issues are addressed by expert professionals, releasing teaching and learning staff to focus on pedagogy. (<i>data measures e.g. CPOMs</i>)</p>	<p>Pastoral Support Team supporting parents and liaising over safeguarding, attendance, behavior, etc. Behaviour HLTA delivering specific interventions and activities e.g. ‘Calm Club’, mentoring and de-escalating situations. (£31,000)</p>	<p>By working with families and other agencies, the impact of these can be reduced to enable children to engage better and focus more in school.</p> <p><i>EEF Toolkit Predicted Impact: Parental Involvement (+3 months) Social and Emotional Learning Interventions (+4 months)</i></p>	<p>Data to be collected by HT from CPOMs and other sources.</p> <p>Measures of pupil attitude and self-esteem (e.g. disciplinary sanctions) to be monitored and evaluated.</p>	<p>School social worker and Behaviour HLTA work closely with DA pupils and their wider families across school.</p> <p>Calm Club is now better attended by DA pupils on a regular basis than in 2017-18 due to focus from pastoral support team. This in turn has led to a decrease in the number of ‘colours’ on the school behaviour system from DA pupils than in 2017-18.</p> <p>Nurture group established and expected to continue in 2019-20 – includes a small number of DA pupils who require further support to access mainstream provision.</p>
<p><b>E.</b> Eligible pupils are ready for learning during the whole day.</p>	<p>Get Set Go club breakfast and morning milk for eligible pupils (£1,200)</p>	<p>See EEF report on Breakfast Clubs November 2016.</p>	<p>Pupil Premium lead to monitor the use of healthy nutrition to ensure that all children are ready for learning.</p>	<p>51% of KS2 pupil premium children attended the ‘Get Set Go’ club over the academic year and received a nutritional breakfast before commencing learning.</p>
	<p>PP pupils have access to morning clubs, including ‘Get Set Go’ (physical activity based) and a range of academic intervention</p>	<p>This has been observed as having a positive impact at our school in 2016-17 and will therefore continue. Governor’s identified need for more academic clubs for DA pupils.</p> <p><i>“Overall impact of sports</i></p>	<p>PPL to monitor attendance of eligible pupils half termly. Staff to target PP clubs on whole-school targets – reading comprehension, fundamental maths skills.</p>	<p>Questionnaires given to parents of GSG attenders: 100% said their child enjoyed attending the club; 100% agreed the club offered a varied breakfast menu; communication was described as ‘strong or very strong’ by 100% of parents.</p> <p>Parent comments:</p>

	clubs. (£7,900)	<i>participation on academic achievement tends to be positive.” (EEF)</i>		<p>“This group has allowed ***** to attend school on a daily basis with no stress or anxiety and start school in a calm manner.”</p> <p>“The girls love it!”</p> <p>“***** always wants to come to school because of this club.”</p> <p>GSG club has enabled DA children to practise times tables – provisional results of the 2019 pilot multiplication tables check are positive for DA pupils, in particular for those attending GSG club.</p>
I. Targeted children begin to widen their experience of having time socialising and learning away from home and the classroom.	Contribution towards the cost of residential and non-residential educational visits for targeted eligible pupils. (£950)	See Ofsted 2013 p18 and case studies, including those describing broadening of experience for PP children.  <i>EEF Toolkit Predicted Impact: Collaborative Learning (+5 months)</i>	HT to maintain a record of contributions to educational visits, and use questionnaires etc to elicit responses from eligible pupils.	All pupil premium children attended residential educational visits and gained invaluable life experiences away from home and the classroom. 100% of PP children said they enjoyed this experience and that it would help them with their future learning.
	Robin Wood residential activities available for all pupils.	<i>“Adventure learning interventions make approximately +4 additional months’ progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.” (EEF)</i>	HT and residential lead to ensure that all eligible pupils attend residential activities at Robin Wood at a subsidised cost.	All disadvantaged pupils able to attend residential activities.
	Contribution to the cost of at	<i>“Overall impact of sports participation on academic</i>	New clubs register being implemented, where parents	DA pupils across all year groups have represented the school in inter-school

	least one after school club for any eligible pupils (£400)	<i>achievement tends to be positive.” (EEF)</i>	request spaces via email. A minimum of 25% of spaces for each club are allocated to DA pupils to ensure more PP children attend.	<b>competitions.</b> Number of children attending clubs who are also DA to be an on-going focus in 2019-20.
J. Increased parental confidence and capacity to support eligible pupils with their learning and interact more regularly with school.	Entitlement vocabulary sent home on paper as well as electronically to all parents with eligible pupils.	Parents will have a clear idea of the vocabulary required for pupils to achieve well within each topic, leading to more focussed support at home. <i>EEF Toolkit Predicted Impact: Parental Involvement (+3 months)</i>	Discussions with pupils / parents around vocabulary.	<b>Pupil interviews showed that DA children have better knowledge of how to use new vocabulary in context – they were able to retrieve vocabulary from short term memory. Focus on long term memory for DA pupils in 2019-20.</b>  <b>KS2 SATs assessments showed that vocabulary was an area of strength for pupils in the Reading paper, where it had previously been an area for improvement.</b>
	School PE kits available for all PP children.	<i>“Overall impact of sports participation on academic achievement tends to be positive.” (EEF)</i>	Analysis of % of PP children now regularly taking part in PE lessons.	<b>Staff indicated that PP attendance in PE lessons across all classes has improved due to implementation of new PP PE kits.</b>
<b>Other approaches: Total budgeted cost</b>				<b>£41,750</b>