



Pupil Premium Report to Governors 2018-2019

Number of pupils and PP funding received	
Total number of pupils on roll	395
Total number of pupils eligible for PP funding	117
Number of pupils eligible for Free School Meals (FSM)	114
Number of pupils who are currently Looked After (CLA)	3
Number of pupils who are Post-Looked After (PCLA)	3
Number of pupils who are Service Children	0
Total amount of PP funding received	£161,000

Performance of disadvantaged pupils	
	Current year 2018
% of pupils meeting the expected standard in:	
Reading	56
Writing	63
Maths	75

Overview

Pupil Premium Funding

The Pupil Premium (PP) funding is money that the school receives in addition to the main school funding to help raise the attainment of the most disadvantaged pupils. It was introduced in April 2011 as the believes that providing additional funding is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers. It is calculated using the data submitted by the school as part of the annual census for those pupils registered as eligible for FSM from Reception to Year 11, as well as for pupils who are looked after (CLA), post-looked after (PCLA) or are children of parents who are serving in the armed forces (Service Children). The moneys enables us to continue our work in support these children and their families in order that them make the best possible progress in school. It is our role to ensure that the funding is used to tackle the disadvantages of the most vulnerable pupils and that it targets the pupils who need it most. It is for schools to decide how the PP funding is spent as the government believes that schools are best placed to assess what additional provision should be made for the individual pupils. This funding can be used in a variety of ways, for example: supporting projects, initiatives, resources, practical necessities and wide opportunities for pupils. However, we are held accountable by the government (through Ofsted) for how the funding is spent to support pupils.

Our ethos at Goodyers End is one where we aim to educate the “whole child”. That means are children are safe, happy, and ready to learn when they are in school. However, there are times when some children and families need additional support and access to wider services for this to happen.

All staff members, supported by the leadership team, forge positive relationships with families. This enables us to identify the needs of each individual child so tha the appropriate support can be put into place as and when it is required or requested. Last year the pupil premium funding contributed towards the employment of teaching assistants – keeping the adult to pupil ration high and providing additional opportunities to meet the social and emotional needs of the pupils within school. The impact of this is that children have the individual and small group support which allows them to access the curriculum, ready to learn, and make better than expected progress.

Summary of PP funding spending

Objectives in spending PP funding:

Set realistic objectives that focus on specific groups of pupils or subjects.

2018-2019 targets:

To continue to raise attainment in English and Maths with a specific focus on reading and maths reasoning.

To continue to improve the quality of teaching and learning, including learning behaviours, to enable children to apply skills and knowledge across the curriculum. This includes assessment, marking and feedback.

To increase the overall school attendance to be at least in-line with national and to decrease the amount of persistent absence through parental engagement supported by ACE (Attendance Compliance Enforcement)

To continue to develop high quality leadership and management at all levels to enable the school to build on its success.

Summary of spending and actions taken:

Money was spent on staffing and a number of new initiatives designed at raising attainment, attendance and pupils' readiness to learn. This focussed on small group and 1:1 support, quality first teaching with a higher staff to pupil ratio, provision of lunchtime club and emotional therapy sessions. There was a focus on reading and providing children with opportunities to access books online and an online maths intervention. There was also a focus on children's speech and language needs and support for the families through the Early Help process. Coaching was provided to staff through the AFA (Achievement for All) programme. Parents were supported with the purchase of school uniform and educational trips providing a range of learning and wider curriculum experiences were provided.

Outcomes to date:

Pupils continue to make good progress within school with the attainment gap closing in a number of year groups/classes and is exceeding that of non-pupil premium pupils in some classes.

Impact of AFA programme

- AFA coach has provided advice, support and CPD for AFA Champion
- The AFA Champion has ensured that the priorities in the AFA Action Plan are being completed.
- Structured conversations training- has had a positive impact on children and parents.
- Children who were focus children made expected and accelerated progress.

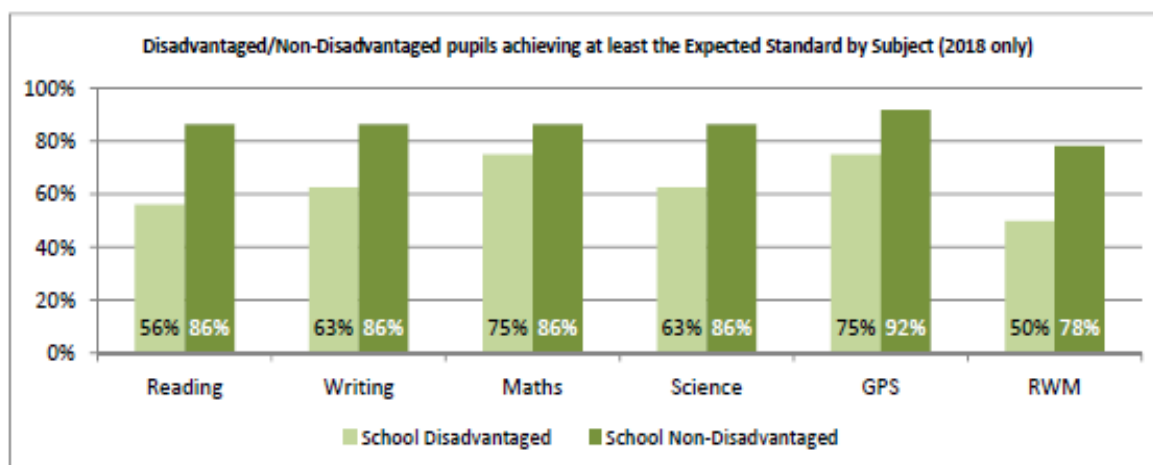
The number of targeted learners whose progress since their baseline has been:	Less than expected	Expected	More than expected
Reading/English	1/27 = 4%	20/27 = 74%	6/27 = 22%
Writing (Primary only)	3/27 = 11%	24/27 = 89%	0/27 = 0%
Maths	0/27 = 0%	20/27 = 74%	7/27 = 26%

- Parents reported that they found the programme positive and it focussed them on their children's next steps.
- The programme has been implemented again for this academic year with a positive expectation for children's progress and parental engagement.
- Coaching training- has been implemented and has had a positive impact on staff CPD. Triads of staff have met half termly, observed teaching and offered feedback around teaching and learning environment.
- Developing the role of the TA training- AFA coach lead training with the Senco to develop the TA role within learning and teaching. The impact from this training is clear from recent TA observations that were extremely positive.
- Questioning training has had a positive impact on teaching and learning. Strategies have been visible in observations of teachers.
- Emotion coaching has had a clear impact on how staff deal with behavioural incidents. There is more of a focus on nurture and moving forward positively. This is still an area of development for our next academic year.

Summary of attainment and progress

Attainment of PP pupils

Key Stage 2 SATs results 2018



School Name:	Goodyers End Primary School		
DfE Number:	2634		

Consortium Number:	2	Ofsted Grade ¹ :	Good	Ofsted Date ¹ :	22/11/2017
--------------------	---	-----------------------------	------	----------------------------	------------

Key Stage 2: Percentage of pupils achieving (2018 only)

	School			Warwickshire			National (2017)		
	Disadvantaged	Non-disadvantaged	Gap ²	Disadvantaged	Non-disadvantaged	Gap ²	Disadvantaged	Non-disadvantaged	Gap ²
Total Eligible Pupils	16	37	-	1311	4778	-	189277	405052	-

Less than the Expected Standard	Reading	44%	14%	26%	38%	18%	20%	-	-	-
	Writing	38%	14%	22%	35%	16%	19%	-	-	-
	Maths	25%	14%	7%	39%	18%	21%	-	-	-
	Science	38%	14%	27%	30%	11%	19%	-	-	-
	GPS	25%	8%	9%	37%	16%	20%	-	-	-
	RWM	19%	5%	11%	23%	8%	15%	-	-	-

Expected Standard and above	Reading	56%	86%	-26%	60%	82%	-22%	60%	78%	-18%
	Writing	63%	86%	-21%	65%	84%	-19%	66%	82%	-16%
	Maths	75%	86%	-6%	59%	81%	-22%	63%	81%	-17%
	Science	63%	86%	-27%	70%	89%	-20%	-	-	-
	GPS	75%	92%	-9%	62%	84%	-21%	67%	83%	-16%
	RWM	50%	78%	-22%	47%	72%	-26%	48%	68%	-21%

Working at Greater Depth / High Standard	Reading	13%	41%	-23%	17%	35%	-18%	14%	29%	-15%
	Writing	13%	35%	-12%	11%	25%	-14%	10%	21%	-11%
	Maths	25%	30%	-2%	12%	27%	-15%	13%	27%	-14%
	GPS	38%	43%	-2%	21%	40%	-19%	21%	36%	-15%
	RWM	6%	19%	-6%	4%	13%	-8%	3%	10%	-7%

Current attainment across school

Spring 2019	Maths		Reading		Writing	
Year group	% of PP pupils at ARE+	% of PP pupils making expected or better progress	% of PP pupils at ARE+	% of PP pupils making expected or better progress	% of PP pupils at ARE+	% of PP pupils making expected or better progress
Year 1	63	93	49	100	37	87
Year 2	58	68	76	89	46	95
Year 3	54	95	54	95	50	95
Year 4	76	96	76	96	58	100
Year 5	76	50	92	75	81	94
Year 6	73	96	69	77	62	100

Attainment Gap analysis

	Maths						Reading						Writing											
	Autumn 17	Spring 18	Spring 18	Summer 18	Summer 18	Autumn 18	Autumn 18	Spring 19	Autumn 17	Spring 18	Spring 18	Summer 18	Summer 18	Autumn 18	Autumn 18	Spring 19	Autumn 17	Spring 18	Spring 18	Summer 18	Summer 18	Autumn 18	Autumn 18	Spring 19
Year 1			15	-8	-9				14	28	-4					27	0	-16						
Year 2	-13	-19	3	12	-2	7	-25	0	3	-8	-3	-6												
Year 3	-12	4	3	-1	-24	21	5	-3	-24	9	23	-9												
Year 4	8	4	4	0	20	4	8	0	20	3	12	-11												
Year 5	-8	5	-2	-2	14	-3	-24	2	-13	2	6	-15												
Year 6	-6	11	1	-1	-25	37	-16	-3	21	-2	21	-5												
Whole School	-5	3	0	0	-3	13	-4	-1	1	5	10	-10												

Boxes highlighted in green show where the attainment gap between PP and non PP pupils is closing, boxes highlighted in yellow show no change in the attainment gap.

Maths in Year 2 is a focus area as the attainment gap has increased. Reading in Year 5 shows a negative impact on the attainment gap however, PP pupils are outperforming non PP pupils. The attainment gap in writing has narrowed across the school.

Whilst attainment of Pupil Premium pupils continues to be an area for development, the progress of our Pupil Premium pupils has accelerated in almost all areas leading to the gap between Pupil Premium pupils and non-Pupil Premium pupils decreasing.

Record of PP funding spending by item/project			
Item/project	Cost	Objective	Outcome
Use of Bug Club reading scheme	£9,227	To continue to raise attainment in English with a specific focus on Reading.	Attainment gap is closing in Reading
Barriers to learning identified and targeted interventions put in place.	£7,047	To continue to raise attainment in English and Maths with a specific focus on Reading and Maths reasoning.	Barriers to learning identified and appropriate interventions/support put in place leading to the attainment gap in English and Maths closing.
Structured conversations to engage parents	£6,700	To continue to raise attainment in English and Maths with a specific focus on Reading and Maths reasoning.	As above
Outside Agency Support to identified strategies to support individual pupils, coaching for staff	£13,994 £5000 £9,480 £6,700	To continue to raise attainment in English and Maths with a specific focus on Reading and Maths reasoning. To continue to improve the quality of teaching and learning, including learning behaviours, to enable children to apply skills and knowledge across the curriculum. This includes assessment, marking and feedback.	Access to specialist support for learning and behavioural needs has been provided which has reduced behavioural incidents and increased attainment/progress. Teaching within school is at least good in 93% of classes
Engagement in after school/extra-curricular activities	£6,700 £4496 £11,000 £20,765	To continue to improve the quality of teaching and learning, including learning behaviours, to enable children to apply skills and knowledge across the curriculum. This includes assessment, marking and feedback.	All PP children have experienced extra curricular experiences such as trips and visitors to school. The attainment gap is closing within school.
SEMH provision	£5000 £3000 £32,946 £3500	To continue to improve the quality of teaching and learning, including learning behaviours, to enable children to apply skills and knowledge across the curriculum. This includes assessment, marking and feedback.	Behavioural incidents have decreased and staff are more able to meet the SEMH needs of the learners within the class meaning that the PP children are ready to learn and focused on the tasks in class. This has led to the attainment gap closing.
Attendance support	£3585	To increase the overall school attendance to be at least in-line with national and to decrease the amount of persistent absence, through parental engagement supported by ACE.	Overall whole school attendance is now currently 96.2% (2017-2018 it was 95.35%)

Staffing	£40,980	To continue to develop high quality leadership and management at all levels to enable the school to build on its success.	Staff at all levels have been supported and coached to ensure that they provide opportunities for pupils to succeed.
----------	---------	---	--