



Evaluation of Pupil Premium Spending during 2017/18

| PUPIL PREMIUM SPEND 2017 – 2018: £138,600 | | | |
|--|----------|--|--|
| INITIATIVE | COSTINGS | DETAILS | EXPECTED OUTCOMES |
| Every Child A Reader | £18,346 | Specialist Teacher to deliver an individual Reading Programme (for up to 20 weeks) for a minimum of 12 children in Year 1, providing intensive support for pupils with reading <u>and</u> developing the children’s confidence and ability to write to the expected standard by the end of Year 1. | <ul style="list-style-type: none"> • At least 10 reading recovery levels progress in reading for each child over 20 weeks • All children to be able to: <ul style="list-style-type: none"> - Recognise all Phase 2, all Phase 3 and some Phase 5 graphemes and phonemes; - Form all 26 letters correctly; - Spell at least 70 of the 75 HFWs independently; - Write and punctuate simple sentences correctly independently. <p>To diminish the difference between the number of disadvantaged children working at the expected standard in Reading and Writing (at the end of Year 1); when compared with the number of non-disadvantaged pupils working at the expected standard in both of these subjects.</p> |
| <p>Evaluation:</p> <p>Ten children (eight from Year 1 and two from Year 2) completed the ECAR programme during the year; with a further six children (all Year 1) pupils starting the programme during the summer term. All of these pupils were Pupil Premium pupils with the pupils making, on average, 13.0 reading recovery levels of progress.</p> <p>Of these pupils,</p> <ul style="list-style-type: none"> - all of the children (100%) were able to recognise all Phase 2, all Phase 3 and some Phase 5 graphemes and phonemes; - all of the children increased the number of letters they were accurately able to form with two children (20%) being able to form all 26 letters correctly by the end of the programme. <i>The children, on average, increased the number of letters that they could correctly form from 13.3 out of 26 at the start of the programme to 23.9 out of 26 by the end.</i> - all of the children significantly increased the number of HFW they were able to spell correctly independently with two children (20%) able to spell at least 70 of the 75 key words by the end of the programme. <i>The children, on average, increased the number of HFW they could spell from 20.4 at the start of the programme to 60.3 by the end.</i> - all of the children significantly increased the number of Medium Frequency Words they were able to read independently by the end of the programme from, on average, 38.0 at the start to 248.4 by the end. - even though none of the children were able to write and punctuate simple sentences correctly and independently at the start of the programme, six children were able to do this by the end; with the remaining four children still requiring ‘some support’ to write and punctuate simple sentences correctly. | | | |

Of these ten pupils, two pupils left the school after completing the ECAR programme and two pupils were new to the school (both in Year 2). *Furthermore, out of the nine PP pupils in Year 1, at the end of the school year, seven completed the programme (78%) with the remaining two pupils not requiring this intervention.* This allowed for six of our weakest pupils to benefit from additional support during the summer term – with three pupils accessing the programme for 15 weeks and a further three pupils accessing 7 weeks of support. *Three of these pupils were new to the school, joining us partway through Year 1.*

Reading:

Of the 9 Pupil Premium pupils in Year 1 at the end of the school year, 3 pupils (33%) achieved the ELG for Reading at the end of EYFS – compared with 14/25 (56%) of the cohort.

Gap = -23%

By the end of Year 1, the same three pupils achieved the age-related expectation for Reading (33%). However, the ‘gap’ between our PP pupils’ attainment (determined by Reading Recovery level and Book Bands) and those at ARE in Reading has narrowed significantly.

Number of pupils in Year 1 (July 2018): 25

Number of pupils who achieved ELG (Reading) at the end of EYFS: 14 (56%) PP = 3/9 (33%) NonPP = 11/16 (69%) Gap = 36%

Number of pupils who achieved ARE (Reading) at the end of Year 1: 9 (36%) PP = 3/9 (33%) NonPP = 6/16 (38%) Gap = 5%

Writing:

Of the 9 Pupil Premium pupils in Year 1 at the end of the school year, 3 pupils (33%) achieved the ELG for Writing at the end of EYFS – compared with 13/25 (52%) of the cohort.

Gap = -19%

By the end of Year 1, one PP pupil achieved the age-related expectation for Writing (11%).

Number of pupils in Year 1 (July 2018): 25

Number of pupils who achieved ELG (Writing) at the end of EYFS: 14 (56%) PP = 3/9 (33%) NonPP = 11/16 (69%) Gap = 36%

Number of pupils who achieved ARE (Writing) at the end of Year 1: 6 (24%) PP = 1/9 (11%) NonPP = 5/16 (31%) Gap = 20%

Total Cost = £18,472.72

| | | | |
|----------------------------|---------|--|---|
| Additional TA in Reception | £21,291 | An additional adult in the Reception class supports the children in developing the skills required to accelerate progress towards achieving the Early Learning Goals. Having 3 adults working in reception every day allows the children to work with their key worker every day; and for each key worker to be responsible for a maximum of 10 pupils. Children are supported in social, emotional, physical development - as well as academic skills (within continuous provision and intervention groups) - which take place daily. Equally, key lessons (such as phonics, reading and writing) can be taught in much smaller, targeted groups. | <ul style="list-style-type: none"> A greater proportion of the children who achieve a baseline assessment score of <92 for CLL go on to achieve the expected standard in Reading (ELG 9) and Writing (ELG 10) by the end of EYFS – especially amongst the disadvantaged and vulnerable pupils. <p>The percentage of children achieving GLD at the end of EYFS more closely matches the Halton (and national) average year on year.</p> |
|----------------------------|---------|--|---|

Evaluation:

In September 2016 the number of pupils in Reception who achieved a NFER Baseline Score of <92 for CLL was 15/28 (54%). In September 2017 this was 17/26 (65%).
Of these pupils 9/15 (60%) were pupil premium eligible pupils in 2016; compared with 11/17 (65%) in 2017.

In 2016/17, 5/15 (33%) of these pupils went on to achieve GLD – this included four pupil premium pupils. Therefore 80% of those who converted from <92 (CLL) to GLD were PP pupils.
 In 2017/18, 1/17 (6%)* of these pupils went on to achieve GLD – this child was a pupil premium child. Therefore 100% of those who converted from <92 (CLL) to GLD were PP pupils.

**Even though the percentage of pupils achieving GLD in 2018 was 40% (compare with 61% the previous year), a thorough evaluation of why this was – by the school and the local authority – has shown that this was cohort specific (and NOT due to the quality of education in EYFS).*

Cost of the additional adult in Reception for 2017/18 was £14,056.45.

| | | | |
|--|----------------|--|--|
| <p>Staffing Structure (including the role of Phase Leaders to ‘drive’ standards amongst the different groups of children – particularly disadvantaged pupils – in the respective year groups).</p> | <p>£99,849</p> | <p>An additional teacher to be employed in (i) KS1, (ii) LKS2 and (iii) UKS2 – to ensure all interventions and provision mapping is delivered (or at least planned and monitored) by fully qualified teachers. This ‘structure’ also enables staff to team teach – in core subjects and key priority areas – and for all PPA (and Leadership & Management Time) to be covered by a fully qualified teacher, who knows the children, the standard of behaviour expected and the curriculum that the children are covering in depth.</p> | <ul style="list-style-type: none"> • Children at risk of not achieving age related expectations in one area (reading, writing or maths), achieve age related expectations by the end of the year. • The number of disadvantaged pupils achieving age related expectations in each cohort, for each core subject area, increases year on year – so the gap between their attainment and the attainment of all other pupils diminishes. <p>The number of disadvantaged pupils on track to achieve age-related expectations in Reading, Writing and Mathematics (and are able to demonstrate this in age-standardised tests at the end of the academic year) increases year on year.</p> |
|--|----------------|--|--|

Evaluation:

Phase Leaders attended all pupil progress meetings throughout the school year and were tasked with championing the potential and progress of the disadvantaged pupils within all cohorts. Additional support and interventions – lead by a qualified teacher – were targeted at the disadvantaged pupils and, by the end of the year, the relative attainment of all pupils (based on the children’s NFER Summer Assessments and End of Key Stage Assessment Tests) showed those children achieving age-related expectations were:

| ...in Reading | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|-----------|---------|----------|----------|----------|----------|----------|
| All pupils | 11 (38%) | 9 (36%) | 17 (59%) | 11 (38%) | 12 (40%) | 15 (50%) | 21 (70%) |
| PP | 4 (24%) | 3 (25%) | 7 (58%) | 5 (25%) | 3 (19%) | 6 (33%) | 10 (63%) |
| Non PP | 7 (58%) | 6 (43%) | 10 (59%) | 6 (60%) | 9 (64%) | 9 (75%) | 11 (79%) |
| Gap | -14% | -11% | -1% | -13% | -21% | -17% | -17% |

| ...in Writing | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|-----------|---------|----------|----------|----------|----------|----------|
| All pupils | 10 (34%) | 6 (24%) | 15 (52%) | 14 (48%) | 14 (47%) | 11 (37%) | 21 (70%) |
| PP | 4 (24%) | 1 (8%) | 8 (67%) | 7 (35%) | 3 (19%) | 5 (28%) | 9 (56%) |
| Non PP | 6 (50%) | 5 (35%) | 7 (41%) | 7 (70%) | 11 (79%) | 6 (50%) | 12 (86%) |
| Gap | -10% | -16% | +15% | -13% | -28% | -9% | -14% |

| ...in Mathematics | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|-----------|---------|----------|----------|----------|----------|----------|
| All pupils | 10 (34%) | 5 (20%) | 15 (52%) | 13 (45%) | 15 (50%) | 19 (63%) | 17 (57%) |
| PP | 4 (24%) | 3 (25%) | 6 (50%) | 6 (30%) | 6 (38%) | 10 (56%) | 7 (44%) |
| Non PP | 6 (50%) | 2 (14%) | 9 (53%) | 7 (70%) | 9 (64%) | 9 (75%) | 10 (71%) |
| Gap | -10% | +5% | -2% | -15% | -12% | -7% | -13% |

The cost of the TLR payments for the three Phase Leaders (£9609.60) plus the cost of an additional teacher in KS1, LKS2 and UKS2 (£101,244.14) cost £110,853.74.

| | | | |
|----------------|-------|---|--|
| Breakfast Club | £1600 | <p>To provide a Breakfast Club for up to 30 children – which is free to (i) families being supported by a Common Assessment Framework (CAF), (ii) families whose children are identified as being a Child In Need (CIN), placed on Child Protection (CP) or a Child In Care (CIC), (iii) the focus of targeted intervention by their teacher(s) for reading, writing, phonics and/or maths, and (iv) families who are experiencing ‘difficulties’ at any time.</p> <p>The aim of the breakfast club is primarily to alleviate pressures on these families, improve attendance and punctuality of children at risk of underachieving, and to cater for the social and emotional needs of the most vulnerable pupils at our school (as well as supporting vulnerable families in times of most need). <i>It provides a nutritious breakfast and settled start to the school day as well as providing additional opportunities for support with reading and homework, social interaction, peer mentoring, opportunities for play and language development.</i></p> | <ul style="list-style-type: none"> • Early intervention and support ensures that these children continue to behave well – and show a good attitude to their learning – in school. • Punctuality and attendance of targeted pupils improves. • Children attending breakfast club make good progress (by at least staying within the same attainment group (e.g. 3L) from one year to the next. <p>Behaviour for learning amongst our most vulnerable pupils remains high (or steadily improves during the course of the school year).</p> |
|----------------|-------|---|--|

Evaluation:

The school has continued to offer free Breakfast Club places to families whose children are part of CAFs, CIN assessments, on CP plans and/or are experiencing hardship. These free places have also been extended to all family members of children who are accessing the ‘Every Child A Reader’ programme (so this intervention can start at 8:30am with the children being ready to learn and having received a good quality breakfast – to aid their focus and concentration). Behaviour of pupils in Breakfast Club is widely considered to be positive and of a very good standard, with children taking care of the equipment, following rules and instructions, and helping to tidy away. The sessions end with the children ready to learn and able to access lessons (learning). Any pupils for whom punctuality becomes an issue, are invited to attend Breakfast Club – free of charge – to prevent this from escalating further; and developing into a barrier for learning.

Number of pupils accessing Breakfast Club on more than one occasion during the academic year 2017/18 was:

| | Autumn | Spring | Summer |
|---------------|--------|--------|--------|
| Free (PP) | 17 | 24 | 32 |
| Free (Non PP) | 2 | 2 | 1 |
| Paid | 53 | 61 | 56 |
| Total | 72 | 87 | 89 |

The attendance of pupils (PP compared to Non PP) over the last two years was as follows:

| | 2016/17 | 2017/18 | |
|---------------|---------|---------|---------|
| All Pupils | 96.1% | 94.9% | (-1.2%) |
| PP Pupils | 94.9% | 93.5%* | (-1.4%) |
| Non PP Pupils | 97.4% | 96.6% | (-0.8%) |
| Gap | -1.2% | -1.4% | |

* The attendance of PP pupils was adversely affected during the Autumn Term by a pupil who was absent from school for a prolonged period of time following surgery, during the Spring Term as a result of two school refusers, and during the Summer Term as a consequence of a child being deemed medically unfit to attend school.

The cumulative attendance data for 2017/18 was:

| | Autumn Term | Autumn & Spring Term | Autumn, Spring & Summer Term |
|---------------|-------------|----------------------|------------------------------|
| All Pupils | 96.1% | 95.3% | 94.9% |
| PP Pupils | 95.6%* | 94.2%* | 93.5%* |
| Non PP Pupils | 96.7% | 96.4% | 96.6% |
| Gap | -0.5% | -1.1% | -1.4% |

The behaviour record – including the number of occasions each pupil was placed on Outstanding – was recorded on the End Of Year Written Report to Parents (& Carers).

The cost of running Breakfast Club was £1008.70.

This included staffing (£4990.30), purchase and preparation of food (£696.15) and purchase of equipment and resources (£0 – as all equipment was sourced through donations to the school). Income – from those parents who pay for this service – totalled £4677.75 – resulting in the net cost to the school being £1008.70

| | | | |
|---|--------|---|--|
| Whole School Training – Primary Writing Project | £6,250 | Whole school training in the most effective ways to teach Writing (and other aspects of the English curriculum) over 5 terms. | <ul style="list-style-type: none"> Consistent whole school approach to the teaching of Writing (from Year R to Year 6). Non-negotiables for Writing are evident in all year groups throughout the course of the year. <p>The number of children at the expected standard (EXS+) and greater depth in the standard (GDS) in Writing increases year on year; amongst all pupils and disadvantaged pupils.</p> |
|---|--------|---|--|

Evaluation:

The cost of taking part in the second year of The Primary Writing Project was £6250. This included: Big Day 2 (15th September) for all teachers; Project Team Day 3 (16th November), Project Team Day 4 (1st March), Headteacher Day (13th March), Bid Day 3 (23rd April) for all teachers, Project Team Day 5 (5th June) and Project Team Day 6 (18th September)

The project has ensured that there is much greater consistency in the teaching of writing, throughout the school, and the feedback from our whole school evaluation of the project revealed that the children's: (i) pace of writing had increased, (ii) writing stamina had improved, (iii) structure of writing had also improved - both in terms of punctuation and language structures, (iv) vocabulary had improved - with children now using their vocabulary appropriately in context much more, (v) perception of writing had changed – as they now view writing experiences more positively ('exciting' and 'stimulating') - notable in KS1 with hooks, and (vi) the most notable beneficiaries were the lower ability pupils whose attitude and ability to write had increased the most. Furthermore, monitoring (including lesson observations, learning walks and book scrutiny) has shown that the non-negotiables associated with The Primary Writing Project have become increasingly prevalent – and consistent – in all year groups, throughout the year.

Our End of KS2 Writing outcomes showed that: 70% of our pupils achieved the expected standard (EXS) in Writing – 63% of our PP pupils and 79% of our Non PP pupils. Furthermore 13% achieved greater depth in the standard (GDS) for Writing (which was a 6% increase on the previous year). This included 1 PP child – resulting in 7% of our PP children achieving GDS, compared with 20% of our Non PP children.

Our End of KS1 Writing outcomes showed that: 50% of our pupils achieved the expected standard (EXS) in Writing – 60% of our PP pupils and 40% of our Non PP pupils. Furthermore 3% achieved greater depth in the standard (GDS) for Writing. This child was a PP child – resulting in 7% of our PP children achieving GDS, compared with 0% of our Non PP children.

Please note:

The End Of Year Data (2018) – available on the school website on the 'About Us' page – shows the three year trend for the pupils attainment in GLD (EYFS); KS1 Writing and KS2 Writing.

| | | | |
|------------------|-------|---|--|
| Behaviour Awards | £1500 | 'Treasure Box' rewards, certificates to reward excellent behaviour and great work, resources to provide a menu of activities to celebrate the children's behaviour records every half term, and half termly rewards for the winning house – to encourage the children to behave well, focus on their work, develop a more aspirational and determined attitude to their learning, and avoid negative distractions - to demonstrate to the children that hard work pays. | <ul style="list-style-type: none"> • Increase in number of stamps earned by the children in each year group throughout the year. • Decrease in the number of children placed on 'reluctant' or given a lunchtime detention (as a result of their behaviour in school). • A reduction in the number of exclusions due to persistent or severer breaches of the school's behaviour policy. <p>Behaviour for Learning is at least good – in all year groups (and the children routinely complete their class work, respond positively to the feedback given to them by teachers, and make good progress).</p> |
|------------------|-------|---|--|

Evaluation:

The total number of pupils who did not achieve sufficient stamps to earn a golden activity reward, in each year group during the 2017/18 academic year, was:

| | Autumn 1 (200 (77)) | Autumn 2 (203 (82)) | Spring 1 (203 (84)) | Spring 2 (204 (95)) | Summer 1 (204 (95)) | Summer 2 (199 (86)) | Whole School Year |
|-----------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|
| Reception | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 1 | 6 (5) | 1 (1) | 0 | 1 (1) | 1 (1) | 0 | 9 (8) |
| Year 2 | 7 (3) | 3 (1) | 8 (5) | 6 (3) | 4 (3) | 0 | 28 (15) |
| Year 3 | 3 (3) | 0 | 3 (3) | 0 | 4 (3) | 0 | 10 (9) |
| Year 4 | 3 (3) | 0 | 2 (2) | 0 | 2 (2) | 0 | 7 (7) |
| Year 5 | 4 (4) | 0 | 2 (2) | 8 (6) | 4 (4) | 0 | 18 (16) |
| Year 6 | 0 | 2 (2) | 0 | 1 (1) | 0 | 0 | 3 (3) |
| Total | 23 (18) | 6 (4) | 15 (12) | 16 (11) | 15 (13) | 0 | 65 (58) |

The number in brackets shows the number of PP pupils within each figure given.

The number of pupils placed on reluctant (which resulted in a lunchtime detention) was detailed on each child's End Of Year Written Report to Parents (and Carers).

The fixed term exclusions issued, as a result of severe breaches of the school's behaviour policy, during the 2017/18 academic year, was:

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Whole School Year |
|-----------|----------|----------|----------|----------|----------|----------|-------------------|
| Reception | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 1 | 0 | 1 (0.5) | 0 | 0 | 1 (2) | 1 (2.5) | 3 (5) |
| Year 2 | 0 | 1 (1.5) | 0 | 1 (0.5) | 0 | 0 | 2 (2) |
| Year 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 5 | 1 (1) | 0 | 0 | 2 (3) | 0 | 1 (1) | 4 (5) |
| Year 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 1 (1) | 2 (2) | 0 | 3 (3.5) | 1 (2) | 2 (3.5) | 9 (12) |

Number in brackets indicates the total number of days.
Lunchtime exclusions have been recorded as 0.5 day exclusions, just as they are during the school census.

The cost of our rewards programme for 2017/18 was £957.92

This included: purchase of resources for Golden Activities every half term (£350.73), transport for the Summer 2 activities in Widnes (£180) equipment for the Treasure Box (£53.41) and the Attendance Awards at the end of the school year (£373.78).

The Golden Activities consisted of:

Autumn 1: Nail Art; iPad/Computers; Football; Halloween Art; Lego Challenge/Marble Run; Biscuit Decorating; Baking Cakes; Cinema Experience and Handball

Autumn 2: Christmas Cards; Christmas Crafts; Science Investigations; Sports Tournament; Christmas Film; Christmas Tree Decorations; Scavenger Hunt; Garage Band (Music) Session; Christmas Disco; Sewing Christmas Stockings and Gingerbread Making.

Spring 1: Valentines Cards & Craft; Dance Workshop; Scavenger Hunt; Lego; Football; Cinema Experience; Art Project; Junk Modelling; Computer/iPads; Baking Cupcakes; Sewing Cushions and Den Building & Smores.

Spring 2: Easter Cards & Craft; Playpod; Toytime; Computer/iPads; Dance; Football; Nail Art; Easter Egg Hunt; Baking Crispy Cakes and Den Building & Smores.

Summer 1: Netball; Toytime; Lego Challenge; Art Project; Den Building & Smores; Karaoke and Nail Art; Gardening; Computers & iPads; Scavenger Hunt; Dodgeball; PJ Party and Making

Dreamcatchers.

Summer 2: Sports Session; Computers/iPads; Water Fight; Picnic In The Park; Bowling and Frankie's & Benny's (Pizza Making).

Evaluation:

| | | | |
|--|--------------------|--|--|
| Total Spend | £151,599.53 | | |
| Total Income from Pupil Premium | £138,600 | | |
| Value Added Spend by School | £12,999.53 | | |