



Seamer & Irton CP School

Pupil Premium Statement 2018/19

At Seamer and Irton CP School the Pupil Premium funding is used to provide and train staff to deliver proven intervention programmes in maths and English. These intervention programmes target pupils who have fallen behind in maths or reading, identify their barriers to learning and help to narrow the gap between themselves and their peers.

We also use the funding to subsidise visits and educational opportunities to make them affordable for all children and enrich their educational experience. This might include the provision of music lessons or I.T. equipment, for example. Every child eligible for Pupil Premium Funding will receive some form of intervention to support their learning outcomes regardless of their level of ability.

There are currently 44 pupils in receipt of pupil premium grant (11% of school roll).

There is a wide variety of barriers and the school is successful in identifying them. The school's Head Teacher (Mr. Wanless) and SENCO (Mr. Caffrey) have responsibility for coordinating the provision for disadvantaged pupils.

Headline figures from the 2018 data	% of pupils achieving the expected standard Pupils in receipt of pupil premium grant		% of pupils achieving the expected standard Pupils not in receipt of pupil premium grant		School Gap	National Gap
	School	National	School	National		
	EYFS (achieving GLD)	40		70.9		
Year 1 (phonics check)	66.7	71.8	81	84.9	14.3	13.1
KS1 Reading, writing and maths	0	50.4	69.6	69.1	69.6	18.7
KS2 Reading, writing and maths	60	50.7	62	70.2	2	19.5

Pupil premium strategy 2018/19

1. Summary information					
School	Seamer and Irton CP School				
Academic Year	2018-19	Total PP budget (April'18 – March'19)	£53592	Date of most recent PP Review	4.3.19
Total number of pupils	415	Number of pupils eligible for PP	44	Date for next internal review of this strategy	4.1.20

2. Current attainment (2018 KS2 assessment data)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	60	70
% making expected progress in reading (as measured in the school)	- 0.79	0.31
% making expected progress in writing (as measured in the school)	4.57	0.24
% making expected progress in mathematics (as measured in the school)	- 1.58	0.31
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Speech, language and communication in early years and into KS1. This slows progress in reading, writing and maths in KS1.	
B.	Parental engagement and support for home learning	
C.	Low levels of resilience to academic tasks	
D.	Increasing national concerns about youth mental health	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
E.	Low attendance rates of pupils eligible for free school meals.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Reading, Literacy and Speaking outcomes to match children not in receipt of PPG upon leaving Reception; Reading and Literacy outcomes to match children not in receipt of PPG upon leaving Key Stage 1. These will be tracked from baseline assessments at regular pupil progress meetings (Dec., March, June)	Outcomes to match non PPG pupils in EYFS and KS1. Progress from baselines at least as good as non PPG pupils.

B.	Children in receipt of PPG to attend Study/Homework Club and complete homework weekly by the agreed date.	<p>The vast majority of PPG pupils attend Study/Homework club.</p> <p>Pupils to hand in homework on time 80% of the time.</p>
C.	Greater levels of resilience and fewer children requiring mental health first aid support within school.	<p>PPG pupils identified for support – see provision maps.</p> <p>Boxall profiles show quantifiable improvement (Academic Resilience project).</p>
D.	Whole school approach to young peoples’ mental health and wellbeing is strengthened through staff training.	<p>All staff trained to L1 Compass Buzz. Selected staff trained to L3. Compass Buzz action plan in place.</p> <p>Pastoral support system in place.</p> <p>Increased number and range of clubs and activities available for pupils.</p>
E.	Vulnerable pupils (PPG, LAC) have good attendance and make progress at least in line with pupils not eligible for PP.	<p>Attendance of vulnerable pupils remains above 95% and where this is not achieved actions are taken to engage the pupil and their family so that attendance is improving.</p> <p>Provision maps are completed that include measureable targets for pupils and entry/exit data to show progress</p> <p>Attendance data shows FSM eligible group have rates in line with other pupils.</p> <p>Pupils eligible for PP make progress at least in line with pupils not eligible.</p>

5. Review of expenditure				
Previous Academic Year		2017-18		
i. 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 £32491.23
Improve outcomes for pupils in reading, writing and number by the end of EYFS	<p>Planning to provide opportunities for progression and extended challenge through teacher focus groups.</p> <p>Language Link programme to support early language development.</p>	<p>EYFS pupil outcomes were also much improved with 67% reaching a good level of development (GLD) compared to the national figure of 71.5%. Pupils did well in technology (46.7% exceeding the expected standard) and outcomes for writing were comparable with reading. There were only 5 disadvantaged pupils in this cohort, one of whom has an EHCP. The average points score for number was 2.02 which was better than national (1.96)</p> <p>Language development improved during 2017/18 through the Language Link programme. The success was largely due to the excellent management of interventions by the lead practitioner and commitment to the programme by school leadership.</p>	<p>In 2018/19 we will maintain a focus on EYFS outcomes and progress from baseline. This includes strengthening the quality of teaching, learning and assessment by matching activities, including phonics, closely to children's needs.</p> <p>The school now has access to a speech and language therapist for one day a week and this will improve outcomes for pupils even further.</p>	
Increase the numbers of pupils making good progress in reading by the end of KS2	Review whole school approach to reading development.	<p>Outcomes for pupils in reading were much improved in EYFS and KS1 with higher numbers of pupils achieving the expected standard and higher scores. This was due to a whole school focus and training on the approach taken to reading comprehension and vocabulary development. KS2 outcomes remained broadly average with an increase in scaled scores from 2017. However, progress rates from KS1 - KS2 were disappointing and we must keep a clearer focus on pupils' target outcomes throughout KS2.</p> <p>No disadvantaged pupils achieved greater depth in reading in the 2018 SATs. However, 43% achieved GDS in writing.</p>	In 2018/19 we will use EEF research materials to close the "word gap". This will inform staff performance targets in 2018/19.	

<p>Improve outcomes in maths</p>	<p>Promote fluency in reasoning and problem solving through whole school training, commitment to cross curricular maths, introducing Dynamo Maths and regular assessment using White Rose.</p>	<p>KS1 maths outcomes are much improved for all pupils over 2 years. KS2 maths progress has gone from -5.2 in 2017 to -1.58 last year.</p> <p>Dynamo maths is now established as our primary maths intervention and tracking data shows increases in percentile ranking. Staff training in fluency and problem solving has been completed and extensively resourced. White Rose testing is now established and used for summative and formative assessment.</p>	<p>The percentage of pupils achieving greater depth in KS1 is an area for development.</p> <p>Disadvantaged pupils made less progress in Y6 in 2018 than in reading and writing.</p> <p>High prior attainers made less progress than other groups</p> <p>We will continue to focus on these areas.</p>	
<p>Improve the effectiveness of teaching in the school.</p>	<p>Increase levels of challenge and pupil engagement by introducing Kagan strategies to daily teaching.</p>	<p>Increased levels of challenge and engagement were achieved this year through cooperative learning strategies and use of the Kagan approach. Ofsted noted, "The approach to collaborative learning ... has been effective in encouraging pupils to discuss, debate and explore their own thinking. Through this initiative, pupils are deepening their knowledge, skills and understanding in a range of subjects."</p>	<p>We will continue to develop collaborative learning further in partnership with the QFT, Word Gap and Academic Resilience projects planned for 2018/19.</p>	

ii. 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 £33112.76
<p>Improve communication and language outcomes for targeted pupils so that they can thrive in all areas.</p>	<p>Train staff in “Language Links” programme and screen all pupils in EYFS by October 2017. Allocate staffing and resources to allow this intervention to flourish.</p>	<p>The school is now part of the phase 1 Speech Link initiative to improve language development in children. This is fully funded by the Opportunity Area DFE initiative. Funding includes access to the online Speech Link programme and resources and access to a qualified speech and language therapist, Eliza Whitaker, for one day a week.</p> <p>The programme is led in school by Mrs Chamberlain and involves all pupils undertaking a screening test. From this, pupils are identified for intervention programmes that are led by school staff or, in more extreme cases, by the therapist herself. Pupils are re-assessed after a minimum of 6 months.</p> <p>Data collection reports show that these interventions have a measureable impact on pupils’ language development.</p>	<p>Y6 vocabulary intervention will be used to support pupils to access KS2 assessment tests.</p>	

<p>Improve KS2 outcomes in reading, writing and maths.</p>	<p>Y5 and Y6 booster groups. Additional TA staff to lead interventions in upper KS2.</p>	<ul style="list-style-type: none"> • Progress in reading continues to be a key priority. • Raising the average scaled score in reading is a target for improvement. • Disadvantaged pupils made very good progress in writing. • High prior attainers made the least progress in maths. • Girls achieved higher outcomes than boys in 2018. • Boys made less progress in reading. • Girls made good progress in writing. • Boys made better progress in maths than girls. • Disadvantaged pupils made less progress in maths than in reading /writing. • Girls' outcomes in EGPS are better than boys and this is consistent with reading outcomes. <p>3 year averages show rising trends across all areas in KS2.</p>	<p>An additional TA with subject strength in English has been allocated to Y6.</p> <p>More able mathematicians need to be challenged sufficiently.</p> <p>Closing the 'Word Gap' is a key priority for the whole school.</p> <p>Question level analysis indicates that pupils did less well in;</p> <ul style="list-style-type: none"> • Explaining the meaning of words in context • Making comparisons within the text • Algebra • Fractions, decimals and percentages <p>Ratio and proportion</p>	
<p>Raise pupils' aspirations and motivation through an enriching curriculum, including off-site visits.</p>	<p>All visits and activities to remain free to PPG pupils, including residential visits and music lessons.</p>	<p>The Growing up in NY survey (2018) showed 67% of pupils in Y6 had a high or maximum score on the Stirling Positive Outlook Scale.</p>	<p>The school has used PP funding for this purpose over several years and strongly believes in the value of a broad and balanced curriculum that provides wider life skills.</p>	

<p>Improve outcomes in KS1 reading and phonics for disadvantaged pupils.</p>	<p>KS1 reading / phonics intervention group.</p>	<p>100% of pupils passed the phonics check by the end of KS1 in 2018.</p> <p>67% of pupils achieved the expected standard in reading, writing and maths. This is better than the national figure of 65%.</p> <p>Only 2 pupils were in receipt of PPG in Y2 during 2017/18. Neither achieved the expected standard in reading but both passed the phonics check.</p>	<p>The school gap in Y1 phonics is higher than national and this remains a target.</p>	
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iii. 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 £4469.89
<p>Vulnerable pupils (PPG, LAC) make progress at least in line with non-vulnerable group.</p>	<p>Early intervention by class teachers.</p> <p>Effective use of monitoring to identify additional needs.</p>	<p>The attendance of pupils in receipt of Pupil Premium funding remains 2% below non PP groups. However, tracking and response systems are well developed. Outcomes for pupils in receipt of PPG at the end of KS2 were good (see NY school profile).</p>	<p>Ofsted pointed out that we should ensure that the impact of PP funding on disadvantaged pupils' outcomes and attendance is measured carefully to aid leaders' evaluation and improvement planning. We will achieve this by reviewing the PP strategy statement and establishing morning Study Clubs for PP pupils in 2018/19.</p>	

6. Planned expenditure**Academic year****2018-19**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. 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?
Building academic resilience.	Children to develop strategies to build resilience outside academic subjects.	The Education Endowment Foundation have released a report identifying the positive gains that children make with improved resilience. This resilience also has a positive effect upon youth mental health according to the charity Young Minds, amongst others.	The school will join cohort 2 of the building academic resilience project in Scarborough. We will continue to monitor children's mental health in school through the use of the Boxall Profile and the training of staff to be youth mental first aiders. See Compass Buzz action plan	SR NK	September 19
Improve library resources and access to books.	Children to read more books at home. Pupils' outcomes in literacy improve. Support provided for pupils to access literature. Pupils make sustainable links with other libraries.	Poor reading performances have been shown to be a barrier to children's future attainment. By providing the children with a wide variety of books to choose from, we aim to foster a greater love of reading amongst the children.	We will provide children with opportunities to visit the library and exchange their books at least once a fortnight. This will be monitored via the book checking in and out process.	ND	July 19
Total budgeted cost					£6000

ii. 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?
Language Link programme and access to speech and language therapy.	Identify children with poorly developed language skills upon entry to school and target effective interventions.	Evidence available nationally indicates that children are entering school with poorly developed language skills and that these difficulties are a future barrier to successful adulthood.	Regular screening will allow early identification of under developed language skills and appropriate interventions will be applied.	RC	September 2019
SALT drop-in sessions for parents	Provide support and advice to parents	Effective parental engagement is known to be beneficial.	Managed publicity and appointment system.	JW/SALT	April 2019
Targeted individual support	To support individual children to achieve at the expected rate and to stop any gap developing.	The EEF Improving Literacy guidance describes the evidence strength for structured interventions as “extensive”	Frequent monitoring of children’s progress will allow us to identify any developing gaps at the earliest opportunity.		September 19
<ul style="list-style-type: none"> • Dynamo maths • Y6 booster classes • Pastoral support programme • Phonics/reader support 	<p>All PPG pupils receive intervention</p> <p>Pupils achieve end of KS targets</p> <p>Pupils receive pastoral support as required</p> <p>Pupils achieve end of KS targets</p>			<p>SM/LA</p> <p>KH/AD</p> <p>LD/LW</p> <p>LW/VW/KK</p>	
Total budgeted cost					£40000

iii. 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?
Study Club	To provide children with opportunities to access the internet to complete internet based activities.	Disadvantaged children do not always have the opportunity at home to access the internet for homework activities.	Staff will monitor children's attendance at study club to provide opportunities to read or to complete activities set on the platforms of TT Rock stars, Active Learn, Spellodrome or Mathletics.		
Homework club	To allow children to complete their homework outside class.	Disadvantaged children sometimes do not have the opportunities to complete their homework at home.	Children will complete their homework a minimum of 50% of the time by the time it is due to be handed in.	ND	July 19
All visits and activities to remain free to PPG pupils, including residential visits and music lessons.	Raise pupils' aspirations and motivation through an enriching curriculum, including off-site visits.	The school has used PP funding for this purpose over several years and strongly believes in the value of a broad and balanced curriculum that provides wider life skills.	SBM to ensure the pupils eligible for PP grant receive separate billing information and are aware of this offer.	LM	July 2019
Provide free music lessons for PPG pupils	PPG who wish to learn an instrument are able to do so.	The ability to develop wider skills is known to increase aspiration and life chances.	SBM to ensure the pupils eligible for PP grant are aware of this offer.	LM	July 2019
Total budgeted cost					£9000
7. Additional detail					