

Rawmarsh Ashwood Primary School

Pupil Premium Expenditure 2018-2019

Allocated budget - £87,800



Strategy	Cost	Success Criteria	End of year progress/review
<p>Full time learning mentor delivering:1:1/small group sessions to tackle barriers to learning stemming from trauma and mental health needs and attendance monitoring and support,including early start club.</p>	<p>£26122.46</p>	<ul style="list-style-type: none"> No disadvantaged pupil is a persistent absentee Attendance for all disadvantaged pupils is above 96% Late marks are reduced to the lowest tier for disadvantaged pupils Pupils referred for mental health support show improvement Upper KS2 children with specific barriers to learning make good progress in SEAL 	<p>National average for PP is 94.3%, Ashwood is currently 95.5%. This is equal to last year. Persistent absence for pupil premium children nationally is 16.5%. This year, the school percentage is currently 8.1%, which is an improvement from last year (9.9%).</p> <p>All pupil entry and exit reviews show improvement.</p> <p>All pupils in Y6 with SEMH needs accessed SATs showing the support that they had received allowed them to work at a level to access end of KS tests.</p> <p>Meet and greet sessions added to improve lateness and anxiety. All children attending eligible for PP. Improved attendance and late marks for all pupils with the exception of 1 with significant SEMH needs.</p>
<p>Dedicated member of staff to support children with challenging behaviour, offer nurture sessions for vulnerable</p>	<p>£17349.89</p>	<ul style="list-style-type: none"> Children receiving ELSA support make good progress as shown by exit assessment 	<p>Entry and exit profiles from pupils, parents and staff show improvements for all pupils.</p>

<p>learners in EYFS and develop family and parental engagement</p>		<ul style="list-style-type: none"> • Upper KS2 children with specific barriers to learning make good progress in SEAL • SALT programs are delivered promptly and effectively to EYFS pupils • Nurture provision supports vulnerable pupils to access learning 	<p>All pupils in Y6 with SEMH needs accessed SATs showing the support that they had received allowed them to work at a level to access end of KS tests.</p> <p>All children assessed for SALT needs and programs set by EG delivered well. 50% discharges as working in normal limits for FS2.</p> <p>All F2 pupils who accessed nurture support were able to access group tasks and whole class learning in EYFS rather than withdrawn support by the summer term.</p>
<p>Breakfast club spaces for children to improve attendance and punctuality - 8 places for 39 weeks</p>	<p>£3120.00</p>	<ul style="list-style-type: none"> • PP children with attendance or late marks falling below school threshold improve due to breakfast club provision • Learning mentor to monitor lateness incidents and offer spaces as appropriate 	<p>!8 children had regular access to breakfast club following attendance analysis/SEMH needs. 1 PA child accessed breakfast club.</p> <p>7/18 pupils appear on attendance tracker for Summer 1. One pupil has improved by one wave. One was added following first appearance on this tracker, one had a two week holiday and two pupils are on part time timetables.</p>
<p>Targeted intervention groups in Y2 and Y6</p>	<p>£6239.29</p>	<ul style="list-style-type: none"> • All disadvantaged pupils make good or better progress • Pupils who have an end of year target of age related expectation achieve this • Intervention tracker shows good progress between assessment points 	<p><u>Y2</u> From Autumn 2- spring 2 - all pupils making positive progress between assessment points in reading and maths with the exception of 1 SEND pupil and one pupil who is now receiving further intervention due to PA. Writing shows individual improvements</p>

			<p>but not statistically evident at this point.</p> <p><u>Y6</u> Maths shows positive progress between assessment points with the exception of 1 child with EHCP and one with significant SEMH. Pupils making good progress. All of those with a point difference of 0 already working within expected standard. Reading - further intervention required. Booster, split inputs and employment of additional teacher for 1 day per week</p> <p><u>Summer 2</u> <u>Y2</u> All PP pupils made positive progress in all areas: Maths: 7.25 points improvement Reading: 8:23 points improvement Writing: 2.66 points improvement 1 SEND pupil did not make progress in reading and writing</p> <p><u>Y2 PP pupils at ARE</u> Maths: 44% Reading: 56% Writing: 33%</p> <p><u>Y6</u> Maths: 6.16 points improvement (2 pupils not making positive progress. One moved to special provision, one new to school in Y6) Reading: 3.34 points improvement (3 pupils not making positive progress.</p>
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			<p>One moved to special provision, one new to school in Y6, one with significant SEMH needs and PA) Writing: 4.33 points improvement</p> <p><u>Y6 PP pupils at ARE</u> Maths: 50% Reading: 56% Writing: 56%</p>
<p>Small group support in all classes for individuals based on identified targets to narrow the gap and help children to access learning delivered by class teacher (3x TAs for 50% of their timetable)</p>	<p>£7305.85 £6975.50 £8561.00</p>	<ul style="list-style-type: none"> • In every year group, 80% of pp children will reach age related expectations • Disadvantaged pupils make good or better progress every term • Disadvantaged pupils who begin the year below age related expectations, who do not have a particular SEND need, will make accelerated progress in order to meet the expectation by the end of their current year group • During monitoring, children are making progress within sessions 	<p><u>Term - Term Progress</u> Y1 - 100% of PP pupils made positive progress in reading, writing and maths</p> <p>Y3 - 100% of PP pupils made positive progress in maths and writing. 60% made positive progress in writing.</p> <p>Y4 - 100% of PP pupils made positive progress in reading and writing. 82% made positive progress in maths. Y5 - 100% of PP pupils made positive progress in reading. 83% made positive progress in maths and 50% made positive progress in writing.</p> <p><u>PP pupils meeting ARE</u></p> <p><u>Y1</u> Maths: 71% Reading: 71% Writing: 71%</p> <p><u>Y3</u> Maths: 60% Reading: 80% Writing: 60%</p>

			<p><u>Y4</u> Maths: 73% Reading: 73% Writing: 33%</p> <p><u>Y5</u> Maths: 75% Reading: 67% Writing: 50%</p> <p><u>PP pupils meeting end of year target</u></p> <p><u>Y1</u> Met Exceeded Maths: 86% Reading: 100% 28% Writing: 86% 28%</p> <p><u>Y3</u> Maths: 80% 20% Reading: 100% 60% Writing: 80%</p> <p><u>Y4</u> Maths: 100% Reading: 100% 9% Writing: 100% 9%</p> <p><u>Y5</u> Maths: 92% 15% Reading: 92% 7% Writing: 92%</p>
1:1 support for pupils with additional needs in order for them to access	£3448.94 £2079.26	<ul style="list-style-type: none"> Pupils access learning alongside their peers 	All pupils accessed learning and play times with peers.

learning within the classroom and additional bespoke support		<ul style="list-style-type: none"> • Pupils meet their end of year targets • Pupils access playtime with their peers 	EHCP reviews show progress made towards end of key stage targets set and those identified by LSS.
Using speech and language therapy, support disadvantaged pupils with communication and language barriers to ensure children meet age related expectations.	£4,978	<ul style="list-style-type: none"> • Children identified by SALT receive intervention program and make good progress • Children meet ARE in language and communication at the end of EYFS • Pupils receiving support are signed off by SALT by the end of EYFS 	<p>SALT access is rapid and effective; 21 pupils have received support with 10 children now discharged as they are assessed as working within normal limits.</p> <p>50% of EYFS pupils accessing service signed off by June 2019.</p>
Provide educational resources to support progress and attainment in all year groups	£750	<ul style="list-style-type: none"> • Study books used by Y6 pupils allows pupils to meet their end of year targets • Pupils continue to access learning in the home environment • Testbase focuses booster sessions which accelerates progress of under performing groups • Work scrutiny shows improved spelling and vocabulary choices through use of dictionaries and thesaurus 	<p>Resources supported teachers' planning and observed booster sessions were well pitched and appropriately resourced (specifically Y6/Y2)</p> <p>New literacy learning journey evident in english books for all year groups with increased focus on vocabulary development using resources</p> <p><u>PP pupils meeting end of year target in Y6</u> Maths: 83% Reading: 72% Writing: 83%</p>
Offer wider experiences to develop cultural literacy for disadvantaged pupils using educational visits, WPT facilities and based around specific requirements of cohorts (e.g theatre trips, access to Ulley reservoir etc)	£1375 £360	<ul style="list-style-type: none"> • Disadvantaged pupils to receive funded educational visits linked to the curriculum which allows them to access learning • Residential visits for disadvantaged pupils to be funded by school 	All pupils in school have had the opportunity to access at least one school visit to enhance first hand experience and deepen learning.

			Pupil feedback positive for all experiences.
Uniform costs for specific vulnerable families	£1,000	<ul style="list-style-type: none"> All disadvantaged pupils have appropriate school uniform and PE kit 	Accessed by 4 families.

Total Spend based on above

£89665.19