

Pupil premium report for Horwich Parish CE Primary School

**Pupil premium spending 2018-2019**

| summary information | | | |
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| Date of most recent pupil premium review: | April 2019 | Date of next pupil premium review: | March 2020 |
| Total number of pupils: | 371 | Total pupil premium budget: | £65,000 |
| Number of pupils eligible for pupil premium: | 50 | Amount of pupil premium received per child: | £1,300 |

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| **Strategy plan 2018-19**  **What has worked well**   * PP are specifically tracked each term and underperforming pupil`s are tracked, given intervention and monitored every 6 weeks * Class analysis in pupil progress meeting and strategy meetings highlight PP children * Governors informed in School Improvement committee % of PP children at ARE so they are fully aware of attainment and progress * Tracked PP children with behaviour * Tracked PP children & exclusions * PP provision map updated each term and highlights any PP needs not being met * PP children each term given a voice through questionnaires by PP governor * Regular PP meetings with PP Governor * One case study completed * Nurture provision & lunchtime games club to support behaviour * Updated PP audit each term   **What hasn’t worked well**   * Link targets to individual children to ensure gap closed * linking class / individual targets to teachers appraisals has not been rigorous enough * Tracking weekly PP children with attendance – are the PP children our PA children? * Specific PP children targeted for intervention to close the gap |

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| **The core approaches that are currently implemented and how these will contribute to closing gaps are:**   * Tracking PP children each term and provide intervention and booster sessions to close the gap * Track PP children – punctuality, attendance, welfare and behavior * Give PP children a voice   **The overall aims of our pupil premium strategy:**   * To reduce attainment gap between the school’s disadvantaged pupils and others nationally by 10 percentage points * To raise the in-school attainment of disadvantaged pupils to close the gap with their peers * Track PP progress in foundation subjects * Track punctuality and attendance for PP |

**Assessment information 18-19**

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|  | Pupils eligible for pupil premium (PP) | Pupils not eligible for PP | |
| 8 children |  | School Average | National average |
| Good level of development (GLD) | 50% (4) | 76% | - |

| year 1 phonics screening check |  |  |
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| Pupils eligible for PP | Pupils not eligible for PP | National average |
| 6 ( 4 passed the screening test) | 52 | - |

| end of Ks1 | | | | |
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|  | Pupils eligible for PP  **7 pupils**  **(1 child EHC )** | Progress made by Pupils eligible for PP | Pupils not eligible for PP  **53 pupils**  **(1 child EHC )** | Progress made by Pupils eligible for PP |
| % making expected progress in reading | 65% | 3.6 | 75% | 3.6 |
| % achieving greater depth in reading | 10% |  | 21% |  |
| % making expected progress in writing | 30% | 2.9 | 72% | 3.8 |
| % achieving greater depth in writing | 10% |  | 12% |  |
| % making expected progress in maths | 40% | 3.2 | 81% | 3.9 |
| % achieving greater depth in maths | 20% |  | 27% |  |

|  | end of Ks2 | | | | |
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|  | | Pupils eligible for PP  **13 pupils** | Progress made by Pupils eligible for PP | Pupils not eligible for PP  **46 pupils** | Progress made by Pupils not eligible for PP |
| % achieving expected standard or above in reading | | 62% | 4.17 | 87% | 4.02 |
| % achieving greater depth in reading | | 31% |  | 26% |  |
| % achieving expected standard or above in writing | | 77% | 5.15 | 96% | 5.13 |
| % achieving greater depth in writing | | 15% |  | 28% |  |
| % achieving expected standard or above in maths | | 62% |  | 85% |  |
| % achieving greater depth in maths | | 0% |  | 35% |  |

**Barriers to learning**

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| barriers to future attainment | |
| Academic barriers: | |
| A | Low levels of literacy due to poor communication skills |
| B | Low levels of maths ability due to lack of early skills developed in early childhood |
| C | Under developed capacity to communicate and reason |

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| ADDITIONAL BARRIERS | |
| External barriers | |
| D | Poor punctuality and attendance including persistent absences |
| E | Lack of parental engagement eg parents not attending parents evenings, Homework not completed |
| F | Chaotic home life for many children with poor parenting – tired children |

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| INTENDED OUTCOMES | | |
| Specific outcomes | | Success criteria |
| A | Attendance and punctuality monitoring and school support families with school educational social worker | Improved punctuality and attendance |
| B | Nurture provided for children in school time to support children`s emotional and social skills | Children knowledgeable as to how to keep themselves safe and basic needs met |
| C | Class dojo used more regularly to communicate with parents and support provided | Parents engage with school to support child`s learning |

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| **HORWICH PARISH CE PRIMARY SCHOOL**  **Focused five point Plan to improve standards & provision for children in receipt of Pupil premium**  Following a full analysis of in-school performance data, the leadership team have identified the following areas for improvement in supporting disadvantaged pupils  **Aims – Improve attainment, progress and provision for pupil premium children**  **2019/20** | | | | | | | |
|  | **Strategy & focus** | **Action to be taken** | **Person responsible**  **& cost** | **Monitoring** | | **Outcomes &**  **Success Criteria** | **Evaluation**  **& IMPACT** |
| 1 | **Track pupil premium children in Reading, Writing & Maths**  **(Future target to track progress in foundation subjects)** | -Track individual progress & attainment every term on closing gap tracker  -Class analysis to highlight PP children  -Inform governors in Resources committee % of PP children at ARE  - Link targets to individual children to ensure gap closed  -link class / individual targets to teachers appraisals | DC/SBan  1 day per term £200 to analyse data | Governor  each term | | The gap between DAP & non DAP will close  Governors will understand assessment of DAP & be able to compare and question effectively | **July 2019 data** indicates gap has narrowed between DAP and non DAP but still exists particularly in reading, writing and maths across the school.  Reading  In Years 1 - 6 non-PP outperformed PP children in reading. The larger gaps appears Years 4 – 6 (Year 4 register 4 PP children and show a 31 % difference but this represents a difference of 1 child.) Year 5 registered 14 PP children and Year 6 registered 13 PP children and both year groups are outperformed by non-PP children (Y5 – 31% difference and Y6 – 25% difference).  In the current academic year, there are 18 PP children in Y5-6.  In Years 2 and 3, a higher percentage of PP children achieved ARE in reading however these figures are still outperformed by non-PP children.  **Reading Plus could be used as a targeted intervention for all PP in Year 5 – 6 as a way of decreasing the gap between PP and Non PP**.  Writing:  Non-PP children outperform PP children across Y1 – 5 the percentage of all PP groups of children from Y1 – Y5 achieving ARE is at 50% or below. Year 3 and year 5 are a particular concern (Year 3 13 PP children and Y5 14 PP children). Year 3 Non-PP children outperformed PP children by 44% and Year 5 non-PP children outperformed PP children by 43%.  **2019 – 2020 academic year: Suggested intervention by LR focusing on Y4 and Y6 PP writing. Class teachers to closely monitor PP writing particularly in Y4 and Y6.**  Maths:  Non PP Children groups in Years 2 – 6 outperformed PP children. Year 1 (10 PP children) was the only exception with 80% PP children achieving ARE compared to 77% of non-PP children achieving ARE. In Y2 (7 PP children) 57% PP children achieved ARE, In Y3 (13 PP children) 54% achieved ARE, In Y4 (4 PP children) 50% children achieved ARE, In Y5 (14 PP children) 43 % achieved ARE, In Year 6 (13 PP children) 62 % PP children achieved ARE.  **Year 5 is a particular concern and should be monitored closely as the Y6 cohort throughout 2019 – 2020 academic year.** |
| **What are we doing about this data:**   * Continue to ensure all PP underperforming are tracked, given intervention and monitored every 6 weeks. * Reading plus to be used as an extra intervention for all children working towards the expected standard in reading (initially focusing on UKS2 as the data suggests an increasing gap between PP and non-PP children. * Class teachers to closely monitor progress of PP writing and writing intervention groups to take place in Year 6 (Autumn/ Spring Term 2019 – 2020). * Third Space learning for all PP children who are WT ARE in Y1 – 6 to be introduced and monitored throughout 2019 – 2020 academic year. | | | | | | | |
| 2 | **Track attendance & behaviour of PP children** | -Track monthly PP children with attendance – are the PP children our PA children  ( persistently absent)  -Track PP children with behaviour  -Track PP children & exclusions  -Report to Governors on PP children & attendance / behaviour – share at Resources mtg | Anne McDonald  £3,200 per year | DM  Each term | Number of PA children that are PP will be reduced through various strategies eg home visits, walking bus?, parent contract  Termly behaviour logs will show reduction in behaviour incidents with PP chn. Strategies will be used to support this eg nurture provision, family support worker, lunchtime nurture club | | **September 2019**  **As of September 2019, there are 50 PP children on roll at Horwich Parish.**  SB to monitor attendance of PP children weekly. PA PP children to be monitored and supported to improve attendance.  Parent meetings were held with a slight improvement shown by summer 2019.  **BEHAVIOUR**: This is monitored by class teachers weekly and by SLT every half term. An overview of attendees at Nurture club is monitored.  DM to track any children on report that are PP chn |
| 3 | **Focus on close monitoring of pupil premium children** | -Susan Baines ( PP governor) to monitor PP children each term giving them a voice through questionnaires  -PP provision map updated each term by SBann | SB  Office  /DM | DM  Each term | Pupil questionnaires will show PP feel safe, happy and fulfilled.  PP Provision map shows how school is meeting the needs of PP children | | Autumn 2019 PP numbers on roll currently are the following:  Rec – (numbers due October 2019)  Y1 - 8  Y2 - 8  Y3 - 5  Y4 - 11  Y5 - 4  Y6 - 14  Therefore a large PP cohort leaves HP in July 2020.  **Whole school = 50/387 = 12.9% (Percentage to be updated once Reception PP is confirmed).**  Su B completed PP QUESTIONNAIRE SPRING 19 . Su B to complete questionnaires Autumn term 2019  SB updated provision map in June and September 2019. |
| 4 | **PP audit**  **Case studies** | -To update PP audit bi-annually  - To develop two case studies of PP children | SBann | SBann | Audit identifies areas to continue as a focus  Case studies show how school meets the needs of individual PP children | | case studies for children based on the success of support given  ARN / SBann – Nurture  AMcD / SBann – attendance  AW – SEND  DC/ SBann - Data - Intervention |
| 5 | **Expenditure** | -To spend PP funding on areas / items that will help to close the gap with PP children, provide opportunities for them that they may otherwise not be given and provide support to thrive  Eg intervention, booster classes, trips, uniform  -To update PP governor and Resources committee each term on PP spending.  -To keep school website up to date regarding PP funding.  - Look at “ Key to success” website for successful strategies. | SB  DM  1/2 day per ½ term £80 to monitor PP  SC  SB | SuB | Ensure PP funding is used to raise standards, enrich & support PP children to thrive & be accountable to the governing body | | £65, 000 PP funding for 2019/20  DM/SBann to allocate how it will be spent and an amount to be used for non-academic support.  SBann to update governors termly with how PP funding is allocated via report  See financial overview for PP spending |