

Pentland Pupil Premium Strategy

2018 - 2019

Summary Information

- The Pupil Premium Grant for 2018/2019 is £203,680 (including LAC pupils)
- Pupil Premium Grant for 2017/18 was £195,360
- In July 2018, 50% of pupils were eligible for the Pupil Premium Grant

Current Attainment

	Pentland 2018 Disadvantaged ARE	2017 National Other ARE	<i>2017 National disadvantaged ARE (provided for comparison)</i>	Pentland 2018 Disadvantaged GD	2017 National Other GD	<i>2017 National disadvantaged GD (provided for comparison)</i>
EY (GLD)	80%	73%	56%			
Year 1 phonics	76%	84%	70%			
KS1 Reading	57%	79%	63%	22%	28%	14%
KS1 Writing	57%	72%	54%	13%	18%	8%
KS1 Maths	57%	79%	62%	13%	23%	11%
KS2 Combined Reading, Writing, Maths	57%	67%	48%	4%	11%	4%
KS2 Combined Reading, Writing, Maths ex ARP	67%	67%	48%	4%	11%	4%

Outcomes for disadvantaged pupils at Pentland are above the 2017 National Other for Early Years and in line with 2017 National Other for KS2 combined (excluding our MLD ARP).

However, for the remaining headline outcomes, there are gaps between the outcomes for Pentland's disadvantaged pupils and other pupils nationally. Also, there are gaps between disadvantaged and other internally. In order to address these gaps, we have identified the following barriers to learning.

Identified barriers to educational achievement

- Pupils who are in receipt of Pupil Premium funding, can also have additional vulnerabilities eg. SEND and families in crisis (CP through to Early Help, bereavement, eviction, divorce and poverty). In 2017/18, 34% of disadvantaged pupils were also SEND.

- Pupils with specific social and emotional needs which affect their learning
- Lack of access outside of school to a broad range of activities – limited enrichment opportunities
- Poor exposure to a broad range of age-appropriate language which inhibits early acquisition
- Poor attendance and/or poor punctuality - PA (which is below national) is predominantly PPG children
- Parents lack confidence around engagement with their children's readiness for learning and low family aspiration.
- Poor behaviours for learning
- Young carers – children who have adult responsibilities.

Key focus areas

In order to address the identified barriers to learning and hence close gaps, we focus on the following key areas:

- Setting non-negotiables Staff have high ambitions for all pupils and embed strong learning behaviours and resilience in pupils with disadvantage.
- Providing a well- rounded, exciting and knowledge-rich curriculum which ensures that pupils encounter wide ranging experiences, so that they can develop skills and personal attributes.
- Constant revision of pedagogical effectiveness to ensure teaching is the most effective, including training for interventions and a deep understanding of each student's range of specific needs. We routinely use current national benchmarking (e.g. PIRA Progress in Reading Assessment) and current research, for example through the Education Endowment Fund, to help us develop our Quality First Teaching, additional support and interventions.
- Targeting resources specifically to high areas of need Staff are well trained to identify areas of need and how to target effective support. Eg additional staff to deliver high quality booster for Phonics, KS1 and KS2 pupils who are not in line with age-related expectations, additional TAs in Nursery to support toileting, smaller groups for key workers throughout EYs allows families to be better supported.
- Constantly monitoring progress so Quality First Teaching and interventions are effective. Senior leaders review the impact of all work, to enable precise tracking of each individual student's academic performance, allocating key staff to respond swiftly if falling back, supporting in a variety of ways – whatever the child needs (additional trips, 1:1, special roles/jobs within school...)
- Attendance is rigorously tracked and challenged.
- Establishing stability around the child in order to minimize negative and/or disruptive influences on each child's learning. Staffing is geared to enable the school to respond quickly to familial need. Eg. Two highly trained liaison workers, funded by PPG, who support with key parenting issues, challenged/support around attendance, have key roles in safeguarding of identified families causing concern.

Ambition for our children in receipt of Pupil Premium

At Pentland we aim for all of our children:

- To be successful: PPG means that we can support some of our most vulnerable children so that they can fully access school in a successful way.
- To achieve their potential; PPG means that additional support can remove barriers and accelerate learning readiness at each phase.
- To be active citizens; PPG means that we can help targeted groups to develop social skills in order to have successful friendship groups and be able to take full responsibility that comes with being an active member of Pentland School.
- To manage a successful transition to their next phase in education; PPG allows us to plan more transitional work with secondary schools so children who are most anxious know how to cope.

Key Actions			
Improvement Plan	Action	Cost	Outcome
Increase the % of disadvantaged children at ARE and Greater Depth so that the gap between Pentland disadvantaged and national other narrows.	<p>Pupils to be set challenging targets by staff and agreed by SLT so that the disadvantaged CWRM will increase in each year group.</p> <p>Pupils to make good progress against their targets.</p> <p>Pupil progress to be monitored and acted upon through pupil progress meetings with overall monitoring by the Deputy Headteacher. Progress will be evidenced through half-termly data checks, planning checks, book scrutinies and moderation and pupil progress meeting minutes.</p> <p>Additional adults and resources to be targeted specifically to support areas of need including both academic and pastoral:</p> <ul style="list-style-type: none"> • Additional adults to lead booster / intervention classes or release class teachers to lead their own booster; • Additional adults to reduce the size of teaching sets • Additional LTS to help ensure targeted pupils make good behaviour choices • Additional adults to provide mentoring and pastoral support as required • Additional adults to provide absence cover internally 	£158,000	<p>Disadvantaged pupils CWRM to aim to increase:</p> <ul style="list-style-type: none"> • Y1 from 80% GLD to 85% ARE and 5% GD • Y2 from 67% ARE and 6% GD to 70% ARE and 10% GD • Y3 from 57% ARE and 4% GD to 70% ARE and 10% GD • Y4 from 69% ARE and 4% GD to 75% ARE and 10% GD • Y5 from 52% ARE and 19% GD to 65% ARE and 20% GD • Y6 from 39% ARE and 0% GD to disadvantaged national other
Ensure that disadvantaged pupils attend school and arrive on time	<p>Home school worker and office staff to address attendance and punctuality issues, so that pupils are in school consistently and on time.</p> <ul style="list-style-type: none"> • 	£2,000	<ul style="list-style-type: none"> • Attendance for disadvantaged pupils to increase from 95% currently to 96% national. • Disadvantaged pupil punctuality to improve and reduce from 1.9% to 0.7% and be in line with other pupils who are not entitled to the PPG.

Support disadvantaged pupils in ensuring that they are able to fully and fairly access their learning	<p>An additional teaching assistant in Nursery to ensure that the ability to use the toilet is not a barrier to learning.</p> <p>Additional speech and language support in Early Years and KS1 to minimize the impact of poor early language acquisition.</p> <p>Support families where their poor financial circumstances provide a barrier to a pupil's learning. Support could be provided through signposting to services such as a Foodbank or Citizen's Advice. Alternatively, it might be in the form of providing swimming kit or subsidising the residential school trip.</p>	<p>£4,000</p> <p>£3,000</p> <p>£11,000</p>	<ul style="list-style-type: none"> •
Ensure that pupils are ready to start learning at the start of the school day	Run a Breakfast Club which is open to all pupils including disadvantaged pupils.	£2,000	Calm start and healthy breakfast for pupils.
Ensure that stability is established around each disadvantaged pupil in order to minimize negative and/or disruptive influences on learning	<p>Home School Workers to</p> <ul style="list-style-type: none"> • Provide families with practical support and signposting to services available (parenting support, housing advice, crisis support and debt management). • Lead parenting groups, friendship groups for isolated pupils, support mental health (dementia workshops, adult mental health support). <p>Home school worker and Senior leaders to</p> <ul style="list-style-type: none"> • Attend safeguarding and social care meetings including TAFs, CiNs and sometimes CP meetings. • Provide mentoring support as required so that social issues that could impact on a child's wellbeing are supported <p>Counselling support through Targeted Mental Health in schools (TAMHS)</p>	<p>£10,000</p> <p>£5,000</p>	
Offer wide ranging experiences	<p>All pupils to access the Phunky foods programme - a programme of cooking in which children are able to cook a wide variety of simple and healthy food from across the world. Parents and children to access the after school cooking club.</p> <p>All pupils to access the TVMS music tuition programme and learn to play a variety of instruments including brass and drumming through whole group or individual tuition.</p> <p>All pupils to participate in wide ranging visits and visitor activities</p>	<p>£5,000</p> <p>£4,000</p> <p>School budget & fund raising</p>	Children learn about healthy ways to eat and enhance their curriculum.

Impact of Measures to close the gap for disadvantaged pupils 2017 and 2018

Measure	Action		Impact
<p>To narrow the gap between school and national other</p> <p>To improve the standards achieved by disadvantaged pupils.</p> <p>Pupils to make good progress against their targets</p>	<p>Additional adults and resources to be targeted specifically to support areas of need including both academic and pastoral:</p> <ul style="list-style-type: none"> • Additional adults to lead booster / intervention classes or release class teachers to lead their own booster; • Additional adults to reduce the size of teaching sets • Additional LTS to help ensure targeted pupils make good behaviour choices • Additional adults to provide mentoring and pastoral support as required • Additional adults to provide absence cover internally 	£108,000	<ul style="list-style-type: none"> • Pentland EY disadvantaged GLD – standards above 2017 National other and Pentland disadvantaged 2017 (70%) • Year 1 disadvantaged phonics – standards above Pentland 2017 disadvantaged Y1 phonics hence gap with national other has closed • Gaps have not closed for KS1. However, this is due to the performance of SEN pupils within the disadvantaged cohort. Excluding SEN, KS1 disadvantaged pupil standards exceed Pentland 2017 disadvantaged pupils in reading (86% cf 73%), writing (86% cf 78%) and maths (86% cf 77%) • KS2 disadvantaged CWRM exceeds the 2017 figure and hence the gap has closed. • KS2 disadvantaged CWRM excluding MLD ARP exceeds the 2017 figure and is in line with 2017 CWRM for other pupils.
	Provide breakfast club and lunchtime clubs for targeted disadvantaged pupils.	£3,000	
	An additional teaching assistant in Nursery to ensure that the ability to use the toilet is not a barrier to learning.	£4,000	
	Additional speech and language support in Early Years and KS1 to minimize the impact of poor early language acquisition.	£3,000	
<p>To support pupils in need through the school's KS1 and KS2 nurture bases to make good progress against their targets (academic and pastoral).</p>	<ul style="list-style-type: none"> • To provide academic and pastoral support for children who have been exposed to a variety of family crises/chaos leaving them struggling to cope in large classes and who may present with challenging behaviours, withdrawal and/or little academic progress. • To use Boxhall to track emotional recovery and provide evidence for referral to further support. • To build strong links with parents to support and discuss key issues (ie parenting concerns, learning accessibility) 	£50,000	<ul style="list-style-type: none"> • Improved parenting/improved family relationships with school • Pupil behaviour in the nurture bases is good • Pupil behaviour in mainstream classes is good • Pupils successfully return to class after short term periods in Nurture and are successful <p>Impact evidenced through case studies</p>
	Counselling support through Targeted Mental Health in schools (Tamhs)	£5,000	

<p>To support families in need with the Home School Workers</p>	<ul style="list-style-type: none"> • To provide families with practical support and signposting to services available (parenting support, housing advice, crisis support and debt management). • To lead parenting groups, friendship groups for isolated pupils, support mental health (dementia workshops, adult mental health support). • To attend safeguarding and social care meetings including TAFs, CiNs and sometimes CP meetings. • Provide mentoring support as required so that social issues that could impact on a child's wellbeing are supported 	<p>£12,000</p>	<p>Impact evidenced through case studies</p> <p>Efficient management of child protection/LAC/CiN workload</p>
<p>To widen pupil experiences</p>	<p>Provide Phunky foods programme which enables pupils to become used to a range of foods that they would not have previously experienced – framed in positive ways. Parent groups encourage simple, healthy cooking, increasing confidence of parents to cook with their children.</p> <p>Provide whole class music lessons for all children and group lessons for targeted disadvantaged pupils who want to play the saxophone free of charge.</p>	<p>£6,000</p> <p>£4,000</p>	<p>Pupil voice – children love it with very positive responses from the sessions and the after school club</p> <p>Pupil voice shows that pupils love these sessions. Pentland musicians have participated in Billingham and Stockton events over the year. Their confidence in their abilities is improving as well as resilience.</p>

Attendance

Average % Attendance

		N1	N2	R	1	2	3	4	5	6	All	All excl N
2017 to 2018	Disadvantaged	80.8	90.8	94.4	94.8	95.8	96.2	96.7	96.6	96.1	95.5	95.8
	Other	92.1	90.7	96.1	97.2	96.4	96.4	96.1	95.2	97.0	95.7	96.3
2016 to 2017	Disadvantaged	92.6	90.4	93.6	96.6	95.1	96.9	97.2	96.5	96.4	95.8	96.0
	Other	91.2	91.9	95.6	96.3	95.2	97.2	95.0	96.2	95.0	95.1	95.8

Key: > national

Attendance for disadvantaged pupils is above 96% national in KS2 and below in KS1. In some year groups, the attendance for disadvantaged pupils has improved and in others it is worse. In 2016/2017 disadvantaged pupil attendance was slightly better than that for other pupils, however this year disadvantaged attendance is worse. For FSM pupils, overall absence in the school was 3.63% which is significantly below the 2017 national figure for primary FSM absence (6%).

Number pupils with persistent absence (>10%)

		N1	N2	R	1	2	3	4	5	6	All	All excl N
2017 to 2018	Disadvantaged	4	4	0	2	2	0	0	1	2	15	7
	Other	7	7	0	1	0	0	0	2	0	17	3
2016 to 2017	Disadvantaged	1	3	3	0	2	0	0	0	1	10	6
	Other	7	10	2	2	1	0	2	0	2	26	9

Persistent absence for disadvantaged pupils has increased by one pupil in mainstream school since 2016/7, but has decreased by 6 pupils for other pupils. The proportion of disadvantaged pupils who have persistent absence is greater than the proportion of other pupils.

Punctuality

% lateness

		N1	N2	R	1	2	3	4	5	6	All	All excl N
2017 to 2018	Disadvantaged	0.2	0.2	2.6	2.8	2.3	1.4	1.6	1.6	1.9	1.9	2.0
	Other	0.2	0.3	1.2	0.6	1.2	0.4	1.0	0.8	0.2	0.7	0.8
2016 to 2017	Disadvantaged	0.9	1.6	2.4	2.1	1.0	2.5	1.0	2.4	1.8	1.9	1.9
	Other	0.4	0.6	0.6	1.3	0.6	0.4	0.5	0.2	0.3	0.6	0.5

In all year groups, other pupils are more punctual than disadvantaged pupils. The punctuality of disadvantaged pupils is worse than it was in 2016/17.

Social, Emotional Health and Wellbeing

All visitors report that the atmosphere around school is warm, welcoming and fun. Children consistently report that they love their school. Riley in Cosy Corner says he loves it here because working is fun. He says that if he gets his targets so he can get another one (and get a prize!)

Behavioural

Behaviour in school is excellent. Children tell us that they are proud of their school. Where there is poor behaviour, the School Council are keen to make punishments appropriate but fair. The children like others to behave. The children like the “naughty children to be off the yard” so that they all feel safe. Children tell us that they almost always feel safe in school – and know where to get help if they need it.

Date of next Pupil Premium Strategy Review

Friday 20th September 2019