



Pupil Premium 2018 -19

Objectives

- 1) To raise attainment of pupils at risk of underachieving in reading, writing, EGPS and maths, by falling below end of year expected level;
- 2) To provide additional support for those at risk of not making expected progress in reading, writing, SPAG or maths by the end of the key stage;
- 3) To further narrow the gap in attainment at expected levels and above expected levels between disadvantaged pupils and their peers.

Overview of key school data

Total number of pupils on roll (including nursery) at January 2018	330
Total number of pupils funded by Pupil Premium	157
Amount of Pupil Premium received per funded pupil	£1320
Total amount of Pupil Premium allocated	£207,240

A summary of the main barriers to educational achievement faced by eligible pupils of the school.

Lack of parental support for learning – sometimes due to parents’ own lack of formal education and/or own level of English language skills.

Large family size can lead to reduced parental capacity for individual support.

Lack of understanding of the English educational system and age related expectations.

Low expectations - some families have low expectations and do not see educational outcomes as particularly significant, particularly for girls.

Severely overcrowded accommodation can mean that there is no suitable space for home learning.

Mental health issues are prevalent in the community; many families face struggles that further reduce capacity

Planned use of Pupil Premium Sept 2018- July 2019

Objective	Actions	Projecte d cost	Planned outcomes	Outcomes – Summer 2																																												
Ensure that we are able to raise attainment for disadvantaged pupils by increasing adult support in KS2 classes where there is no general teaching assistant support.	3 teaching assistants funded to provide additional support to pupils in Years 3, 4 and 6.	£67275	Reduce the attainment gap and raise overall attainment.	<p>Attainment gaps (% at expected +) Disadvantaged/non - disadvantaged attainment gaps</p> <table border="1"> <thead> <tr> <th></th> <th>Yr 3 Sept 18</th> <th>Yr 3 July 19</th> <th>Yr 4 Sept 18</th> <th>Yr 4 July 19</th> <th>Yr 6 Sept 18</th> <th>Yr 6 July 19</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>-12</td> <td>-7</td> <td>-21</td> <td>-8</td> <td>-21</td> <td>+ 4</td> </tr> <tr> <td>W</td> <td>-16</td> <td>-9</td> <td>-10</td> <td>-14</td> <td>-6</td> <td>+12</td> </tr> <tr> <td>M</td> <td>-25</td> <td>-8</td> <td>-16</td> <td>- 9</td> <td>-2</td> <td>- 17</td> </tr> </tbody> </table> <p>Gaps have been successfully reduced in all year groups, except year 4 writing and year 6 maths. In year 6, there are positive gaps for reading and writing as the percentage of disadvantaged pupils attaining the expected standard in these subjects was above that of non-disadvantaged pupils.</p> <p>Progress gaps (% making expected progress) Disadvantaged/non - disadvantaged pupils progress gaps</p> <table border="1"> <thead> <tr> <th></th> <th>Yr 3</th> <th>Yr 4</th> <th>Yr 6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+14</td> <td>+7</td> <td>+1</td> </tr> <tr> <td>Writing</td> <td>+ 9</td> <td>+ 7</td> <td>+1</td> </tr> <tr> <td>Maths</td> <td>+16</td> <td>-3</td> <td>-3</td> </tr> </tbody> </table> <p>In years 3 & 4, targeted interventions and high quality in class support have enabled disadvantaged pupils to make more progress than their peers (except for year 4 maths).</p>		Yr 3 Sept 18	Yr 3 July 19	Yr 4 Sept 18	Yr 4 July 19	Yr 6 Sept 18	Yr 6 July 19	R	-12	-7	-21	-8	-21	+ 4	W	-16	-9	-10	-14	-6	+12	M	-25	-8	-16	- 9	-2	- 17		Yr 3	Yr 4	Yr 6	Reading	+14	+7	+1	Writing	+ 9	+ 7	+1	Maths	+16	-3	-3
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				In year 6 progress gaps are positive in reading and writing but a small negative gap remains in maths.																																
Ensure that we are able to raise attainment for disadvantaged pupils by maintaining general TA support in KS1 classes.	3 teaching assistants -1 general in Year 1 despite small class sizes and 2 to year 2.	£67275	Reduce the attainment gap and raise overall attainment.	<p>Attainment gaps (% at expected +) Disadvantaged/non - disadvantaged attainment gaps</p> <table border="1"> <thead> <tr> <th></th> <th>Yr 1 Sept 18</th> <th>Yr 1 July 19</th> <th>Yr 2 Sept 18</th> <th>Yr 2 July 19</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>+10</td> <td>+6</td> <td>-17</td> <td>-15</td> </tr> <tr> <td>W</td> <td>+10</td> <td>0</td> <td>-19</td> <td>+1</td> </tr> <tr> <td>M</td> <td>0</td> <td>-1</td> <td>-18</td> <td>-5</td> </tr> </tbody> </table> <p>Progress gaps (% making expected progress) Disadvantaged/non - disadvantaged pupils progress gaps</p> <table border="1"> <thead> <tr> <th></th> <th>Yr 1</th> <th>Yr 2</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-4</td> <td>+1</td> </tr> <tr> <td>Writing</td> <td>-3</td> <td>+7</td> </tr> <tr> <td>Maths</td> <td>-2</td> <td>+18</td> </tr> </tbody> </table> <p>In year 1, attainment and progress gaps increased due to the significant SEND and EAL needs of 3/8 disadvantaged pupils.</p> <p>In year 2, attainment gaps reduced in all subjects and all progress gaps for disadvantaged pupils, were positive.</p> <p>Overall, while attainment gaps persist, progress gaps for disadvantaged pupils in KS1 and KS2 were mostly positive.</p>		Yr 1 Sept 18	Yr 1 July 19	Yr 2 Sept 18	Yr 2 July 19	R	+10	+6	-17	-15	W	+10	0	-19	+1	M	0	-1	-18	-5		Yr 1	Yr 2	Reading	-4	+1	Writing	-3	+7	Maths	-2	+18
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<p>Ensure that disadvantaged children receive individualised support in Reception so that they make rapid progress and achieve a 'good' level of development.</p> <p>Enable smaller group work (13-14) throughout each day and individualised support for particularly vulnerable children /those exhibiting additional needs.</p>	<p>1 nursery nurse deployed to reception to ensure that disadvantaged pupils receive core teaching in small groups with good adult to pupil ratios.</p>	<p>£32,200</p>	<p>This deployment will ensure the highest possible adult/pupil ratio despite lower numbers on roll.</p>	<p>Attainment and Progress of Reception pupils</p> <table border="1" data-bbox="1146 268 1975 496"> <thead> <tr> <th></th> <th>% achieving a 'good' level of development</th> <th>% making expected progress</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>73%</td> <td>86%</td> </tr> <tr> <td>Non-disadvantaged</td> <td>82%</td> <td>80%</td> </tr> <tr> <td>Gap</td> <td>-9</td> <td>+6</td> </tr> </tbody> </table> <p>Although the attainment gap for disadvantaged pupils is negative, a positive progress gap indicates the effectiveness of additional supported targeted at disadvantaged pupils in Reception.</p>		% achieving a 'good' level of development	% making expected progress	Disadvantaged	73%	86%	Non-disadvantaged	82%	80%	Gap	-9	+6
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<p>Support disadvantaged pupils with additional emotional needs that can prevent them from achieving academically.</p>	<p>Pupil Counsellor (80% of work with disadvantaged pupils).</p>	<p>£8668</p>	<p>Support the emotional needs of some of our most vulnerable pupils and families so that pupils can meet their potential in school.</p>	<p>All pupils supported by the pupil counsellor met their end of year targets.</p> <p>Both year 6 children supported by the pupil counsellor met their end of year targets, achieving the expected standard in all of their Year 6 SATS exams.</p> <p>The 2 LAC/ previously LAC children supported by the counsellor made accelerated progress with an average of +8 points progress overall.</p>												

Provide additional support to teachers and teaching assistants in dealing with children exhibiting challenging or worrying behaviours.				Open door drop in sessions were available to teachers every Tuesday from 3:45-4:45 – these were well used.										
The Latin programme supports our rigorous teaching of spelling, grammar and punctuation. Ensure that all disadvantaged pupils receive excellent teaching of the rules of grammar as well as additional opportunities to use and apply them in a variety of contexts.	Latin and Literacy (Years 3-6)	£21,000	By the end of KS2 in 2018 a higher percentage of disadvantaged pupils at Argyle achieved expected levels in EGPS than pupils nationally and there was a small gap between Argyle disadvantaged pupils and Argyle other.	<p>EGPS attainment - % of pupils achieving the expected standard- Disadvantaged/non - disadvantaged pupils gaps</p> <table border="1" data-bbox="1146 639 1977 715"> <thead> <tr> <th></th> <th>Yr 3</th> <th>Yr 4</th> <th>Yr 5</th> <th>Yr 6</th> </tr> </thead> <tbody> <tr> <td>Gap</td> <td>+5</td> <td>-19</td> <td>0</td> <td>+4</td> </tr> </tbody> </table> <p>The large negative gap in year 4 is due to a large number of disadvantaged pupils in this year group with speech and language needs. These children struggle with all aspects of language and while the Latin programme has supported their grammar, spelling and punctuation, their difficulties remain.</p> <p>We are confident that the Latin and Literacy Programme continues to benefit our disadvantaged pupils and their attainment in EGPS.</p>		Yr 3	Yr 4	Yr 5	Yr 6	Gap	+5	-19	0	+4
	Yr 3	Yr 4	Yr 5	Yr 6										
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Ensure that disadvantaged pupils are encouraged to take		£10000	This subsidy will continue to ensure that disadvantaged	<p>% disadvantaged pupils attending clubs/term</p> <table border="1" data-bbox="1146 1270 1568 1382"> <thead> <tr> <th></th> <th>% of pupils attending clubs</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>		% of pupils attending clubs								
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up additional opportunities and do not miss out due to the financial situation of their family.			pupils can attend peripatetic music lessons, after school clubs and school educational visits.	Autumn	48%	Any disadvantaged pupils wishing to participate in a club were offered financial support as needed.
				Spring	44%	
				Summer	46%	
Resources to support interventions for disadvantaged pupils. (Games for interventions, additional homework books etc.)		£840		A variety of learning and behaviour support resources were purchased.		
	Cost	£207,258				
	School contribution	£18				