



Callowell Primary
Pupil Premium Report Published

Summary Information					
Academic year	2018-19	Total PP Budget	£55,100.00	Date Report	July 2018
Total number of pupils	170	Number of pupils eligible for PP	17 (35 tracked)	Date of review	

Current Attainment		2018 outcomes			
		Pupils eligible for PP		Pupils not eligible for PP	
% achieving National Standard+ in Reading		66% (21 pupils)	GD: 16% (5 pupils)	88% (108 pupils)	GD: 24% (29 pupils)
% achieving National Standard+ in Writing		66% (21 pupils)	GD: 6% (2 pupils)	78% (96 pupils)	GD: 15% (19 pupils)
% achieving National Standard+ in Maths		75% (24 pupils)	GD: 9% (3 pupils)	84% (104 pupils)	GD: 25% (31 pupils)

Barriers to future attainment for pupils eligible for PP, including High Ability pupils <i>(Data sources: ASP, EEF, PPMs, Attendance Report, OFSTED report)</i>	
A	SLCN in KS1
B	My Plan+ and ECHP pupils, pupils who have additional needs.
C	Behaviour for learning is impacting on academic progress for a few pupils in upper KS2.
External barriers <i>(Parental support, Attendance, medical needs)</i>	
E	Attendance rates for PP pupils are 93% in comparison to 95.4% whole school. Unauthorised absences are 2.4 compared to 1.4 whole school. Authorised is 11.4 in comparison to 3.2 whole school. This is due to pupils on ECHPs who have medical absences. This impacts on progress and attainment. (See individual case studies for further information)

Outcomes		
	Desired outcomes and how they are measured	Success Criteria
A	Improve language skills for PP in KS1	PP pupils make rapid progress by the end of the school year to meet age related expectations. (2018 Y1 phonic screening: 89% KS1 Reading: 79%, Writing: 64% at Expected or above.)
B	Higher rates of progress ECHP/SEND PP pupils across the key stages	Supported pupils progress from starting points is good.
C	Behaviour issues for identified PP pupils addressed and further inclusion from SCAPs	Fewer behaviour incidents and improved behaviour for learning. Reduced exclusions.
E	Increased attendance rates for PP pupils.	Reduce the number of persistent absences among PP pupils to 10% or below. Overall PP attendance improves from 93% to 97%.

Planned Expenditure/Expenditure					
Academic Year 2018-19 (£55,100.00)					
i. Quality of education for all					
Desired outcome	Action/approach	Evidence and rationale for this choice	How will we ensure that it is implemented well	Staff lead	When review
Improved attainment and progress for PP pupils in Reading in KS2.	Improve Quality 1 st teaching of Guided Reading and comprehension.	In Reading there is a low % of pupils at Expected Standard, below 75% in 2 cohorts.	6 weekly: Moderation opportunities Monitoring Effective practise embedded in T&L policy	SLT: HT, DHT & Reading lead	Half termly
Improved attainment and progress for PP pupils in Writing, with a specific focus in KS2. Improved progress of PP Higher attaining pupils.	Improve Quality 1 st teaching of writing learning journey, extend opportunities to write across the school.	69% FSM pupils achieved Expected Standard or above (24 of 35 pupils). 2 pupils, 6% achieved Greater Depth. There is a low % of pupils at Expected Standard, below 70%, in 2 cohorts.	Effective differentiation is provided that impacts on writing. 6 weekly: Moderation opportunities Monitoring Effective practise embedded in T&L policy	SLT: HT, DHT & Writing lead	Half termly
Improved attainment and progress for PP pupils in Maths, with a specific focus in KS2. Improved progress of PP Higher attaining pupils		There is a low % of pupils at Expected Standard, below 70%, in 2 cohorts.	Further CPD on new Maths approach 6 weekly: Moderation opportunities Monitoring Effective practise embedded in T&L policy	SLT: HT, DHT (Maths Lead)	Half termly
Total Budgeted cost (Supply cover budgeted at £184.00 per day 3 days per term)					£3,312.00
ii. Targeted Support					
Desired outcome	Action/approach	Evidence and rationale for this choice	How will we ensure that it is implemented well	Staff lead	When review
Improved C&L skills in KS1	"Talk Boost" from Pre school 1-1 and group interventions to improve C&L	Pre School possible 3 FSM once moved to 3s. FSM from Pre/sch-YR high need for SLCN support. KS1 shows high achievement, & in comparison to Non FSM. Further focus on Mid/High attaining pupils.	Monitoring of all interventions and impact on progress. Additional teacher in KS1 and KS2 FT TA in 1 cohort.	SEND lead EYFS and Lit leads	Half termly
Improved progress for PP middle attaining pupils. Improved progress for PP High attaining pupils.	1-1 and group support with interventions, pre-teach, support within class, consolidation and extension.	Individual Year outcomes & progress shows lower attainment in Writing in Upper KS2.	Monitoring of all interventions and impact on progress Additional teacher in KS1 and KS2	SLT: Maths & Lit leads	Half termly
Total Budgeted cost					£48,000.00

iii. Other approaches					
Desired outcome	Action/approach	Evidence and rationale for this choice	How will we ensure that it is implemented well	Staff lead	When reviewed
Increased attendance rates	HT, Governor and Admin officer to monitor. First day response provision. High profile the importance of attendance (Assemblies, Newsletters etc)	Attendance has impacted on a group of PP progress.	Attendance and data reports. Parent meetings and feedback.	HT/Attendance Governor	Monthly monitoring Term report
Play Therapy impacts on pupil confidence and ability to progress in class.	Play therapy on a term basis provided for identified pupils.	Individual progress of PP pupils with CP intervention.	Term reviews with Play Therapist.	HT/SENCO Play therapist	Termly
Total Budgeted cost					£ 780.00
Estimated TOTAL					£48,780.00

Review of Expenditure					
Previous Academic Year		2017-18			
i. Quality of education for all					
Desired outcome	Action/approach	Estimated impact	Lessons learned	Cost	
Improved Guided Reading sessions that impact on pupil progress across the school.	Reading lead provided new assessments to refine approach. Reading journals to support reading in school/home	At Expected standard 69%, Greater Depth 14% Progress in Reading shows: In YR and Y1 FSM pupils outperformed Non FSM In remaining cohorts FSM pupils achieve lower in comparison to non FSM pupils.	Further workshops are needed to ensure parent support with reading, that parents are confident in how to support their child and ask the right questions. Gaps in upper KS2 relate to SEND pupils and attendance.	LA supported	
To improve upon writing journeys across the key stages.	Writing lead and SLT to ensure that learning journeys provide PP pupils with skills to develop as writers.	At Expected standard 69%, Greater Depth 6% Progress in Writing shows: In KS1 FSM outperformed or were in line with Non FSM pupils. In Lower KS2 FSM pupils achieved just below Non FSM pupils. In upper KS2 FSM pupils were below Non FSM pupils.	Pupils need further opportunities to write, the writing journey needs to be embedded across the school with a supporting classroom environment.	LA supported costs with CHT and Lead teachers.	
New Maths approach for teaching of practical maths and Mastery impacts on PP pupil confidence and progress.	CPD across the school for Maths with regular monitoring and moderation opportunities to evaluate impact.	At Expected standard 77%, Greater Depth 9% Progress in Maths shows: In YR, Y1 & Y3 FSM pupils outperformed Non FSM	Pupils have enjoyed the new approach and show more enthusiasm for maths. More resources, ideas and approaches are needed to further develop this approach.	No additional cost as training from cluster.	

ii. Targeted Support				
Desired outcome	Action/approach	Estimated impact	Lessons learned	Cost
Early Years intervention BESD social groups Small group phonics "Talk Boost" Rapid Interventions	Teaching Assistant provided to lead interventions/share provision to allow teacher to lead.	All PP pupils achieved ELGs in Reading, Writing and Maths, with 2 exceeding in Reading and 1 in Writing.	The early identification and interventions in Pre-school have had positive impact on pupil confidence and progress.	£2952.00
KS1 BESD social groups Small group phonics "Talk Boost" Rapid Interventions Small group phonics	Teaching Assistant provided to lead interventions/share provision to allow teacher to lead. Additional support: Teacher	PP Pupils in Yr 1 achieved NS across the subjects.	Early Phonics support is needed within Yr 1 to further impact on progress and confidence. Assessments need to be used more accurately within planning to identify & address gaps in Y2.	£8610.00 £4750.00
Lower KS2 Group support, 1-1 Rapid interventions Speech & Language BESD social groups	Teaching Assistant provided to lead interventions/share provision to allow teacher to lead.	Yr 3 PP pupils 50% achieved NS in Writing & Reading. In Maths, 87% achieved NS. FSM lower than Non FSM in Reading & Writing. Gap to be addressed. Yr 4 PP pupils achieved NS with the exception of 2 pupils.	Attendance and behaviour for learning was a barrier for some small groups. This needs to be a priority focus 2018-19. FT TA is now in Lower KS2.	£5904.00
Play therapy provides emotional wellbeing, confidence to support learning in class.	Play therapist to provide sessions on a term basis.	Pupil receiving support achieved NS in all 3 subjects.	Confidence improved, however timer approaches impacted on attainment and quickened work pace.	£ 780.00
Teacher support in Upper KS2 for 1-1, group support Pre-teach, in class support, consolidation.	Teacher 1 – 2 days per week on timetabled support in Yr 5 & 6.	A high percentage of Y5 pupils achieved NS in all subjects. A higher percentage of pupils in Y6 achieved in Maths & Reading than in Writing.	The intervention of SCAPs provision and a reduced timetable had a positive impact on Y5 pupil behaviour however impact on progress was limited.	£15250.00
iii. Other Approaches				
Desired outcome	Action/approach	Estimated impact	Lessons learned	Cost
Extra-curricular clubs/sports resources	Inclusive extra-curricular opportunities	Improved social and moral outcomes for pupils.	The school continues to offer a wide variety of approaches and continually reviews/adapts this provision.	0
Small group of boys to have more confidence to work within a team.	Yr 4 & Yr 5 had a term of team building/confidence sessions with Marines.	Improved behaviour for learning and team work was observed in some PP pupils.	Although enjoyed by all of the children the impact on target pupils was limited.	£2613.00 (Shared cost with Sports premium)
TOTAL COST (£1999.00 overspend)				£40859.00