



Callowell Primary
Pupil Premium Report Published

Summary Information					
Academic year	2019-20	Total PP Budget	£53,780.00	Date Report	September 2019
Total number of pupils	167	Number of pupils eligible for PP	38	Date of review	September 2020

Current Attainment 2019 outcomes					
	Pupils eligible for PP		Pupils not eligible for PP		
% achieving National Standard+ in Reading	69% (26 pupils)	GD: 67% (6 pupils)	85% (90 pupils)	GD: 23% (30 pupils)	
% achieving National Standard+ in Writing	53% (20 pupils)	GD: 0% (pupils)	66% (86 pupils)	GD: 10% (13 pupils)	
% achieving National Standard+ in Maths	52% (20 pupils)	GD: 5% (2 pupils)	72% (93 pupils)	GD: 20% (26 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 EHCP pupils, pupils who have additional needs.
C	Behaviour for learning is impacting on academic progress for a minority pupils.
External barriers <i>(Parental support, vulnerable families, Attendance, medical needs)</i>	
E	Current FSM children (based on office data of 30 FSM and 140 non free school meals). Attendance rates for PP pupils are 93.6% in comparison to 96.6% whole school. Unauthorised absences are 1.7% compared to 1.2% whole school. Authorised is 4.7% in comparison to 2.3% whole school. This is due to pupils on EHCPs who have medical absences. This impacts on progress and attainment.

Outcomes		
	Desired outcomes and how they are measured	Success Criteria
A	Improve language skills for PP in KS1	At times PP pupils make progress by the end of the school year to meet age related expectations. (2019 Y1 phonic screening: 82%, KS1 Reading: 75%, Writing: 0%. Maths: 0% at Expected or above (cohort of 4), KS2 Reading: 67%, Writing: 67%, Maths: 67% (cohort of 3).)
B	Higher rates of progress EHCP/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 support from Inclusion Team, Advisory Teaching Service	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		2019 - 20	£53,780.00		
i. Quality of education for all					
Desired outcome	Action/approach	Evidence and rationale for this choice	How will ensure implemented well	Staff lead	Review
Improved attainment and progress for PP pupils in Writing, Improved progress of PP Higher attaining pupils.	Improve Quality 1 st teaching of writing learning journey, extend opportunities to write across the school.	53% FSM pupils achieved Expected Standard or above No pupils achieved Greater Depth. There is a low % of pupils at Expected Standard,	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. Improved progress of PP Higher attaining pupils	Improve Quality 1 st teaching of writing learning journey, extend opportunities to write across the school.	52% FSM pupils achieved Expected Standard or above Only 2 pupils achieved Greater Depth. There is a low % of pupils at Expected Standard,	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 ensure implemented well	Staff lead	Review
Improved C&L skills in KS1	"Talk Boost" from Pre school 1-1 and group interventions to improve C&L	FSM from Pre/sch-YR high need for SLCN support. 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 TA In YR
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	Monitoring of all interventions and impact on progress	SLT: Maths & Lit leads	Half termly
Total Budgeted cost					£46,546.00
iii. Other approaches					
Desired outcome	Action/approach	Evidence /rationale for this choice	How will ensure implemented well	Staff lead	Reviewed
Increased attendance rates	DHT, Governor and Admin officer to monitor. First day response provision. High profile attendance	Attendance has impacted on a group of PP progress.	Attendance and data reports. Parent meetings and feedback.	HT/Attendant ce 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. £50 per session - £1200.00	HT/SENCO Play therapist	Termly
Total Budgeted cost (Supply cover budgeted at £184.00 per day 3 days per term)					£3312.00
					Estimated TOTAL
					£53170.00

Review of Expenditure				
Previous Academic Year		2018-19		
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 16% Progress in Reading shows: all FSM pupils made ARE with the exception of Y5 (57%) and Y6 (40%) PP pupils achieving ARE: YR 100% (3 pupils) Y1 60% (5 pupils) Y2 75% (4 pupils) Y3 100% (6 pupils) Y4 63% (8 pupils) Y5 57% (7 pupils) Y6 40% (5 pupils) No GD was achieved	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. Reading interventions to be regular in 2019-20 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% YR 100% (3 pupils) Y1 60% (5 pupils) Y2 25% (4 pupils) Y3 50% (6 pupils) Y4 50% (8 pupils) Y5 57% (7 pupils) Y6 40% (5 pupils) No GD was achieved	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% YR 100% (3 pupils) Y1 60% (5 pupils) Y2 25% (4 pupils) Y3 50% (6 pupils) Y4 50% (8 pupils) Y5 43% (7 pupils) Y6 60% (5 pupils) Only GD achieved was Y3 33%	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 1 exceeding in Reading.	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"	Teaching Assistant provided to lead interventions/share provision to allow teacher to lead.	Y1 and Y2 only GD was achieved in Reading. Higher achievement in Reading. In Maths and Writing only 4 of 9 achieved National Standard.	Early Phonics support is needed within Yr 1 to further impact on progress and confidence. Assessments need to be used more	£8610.00

Rapid Interventions Small group phonics	Additional support: Teacher		accurately within planning to identify & address gaps in Y2.	£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.	In Y3 and Y4 pupils were successful in Reading, 78% on track or above. 14% achieving GD. In Writing and Maths 50% achieved (7 of 14) with 14% at GD in Maths.	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.	In Y5 and Y6 50% were on track in Reading, Writing and Maths.	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
TOTAL COST (£1999.00 overspend)				£40859.00