



# Robert Le Kyng Primary School

## Pupil Premium Grant – Report to Parents

2017-18 and 2018-19

### Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2017/18	
Total number of pupils on roll	416
Total number of pupils eligible for PPG	88
Amount PPG received per pupil:	£1320
Total number of service pupils	4
Amount PPG received per service pupil	£300
<b>Total amount of PPG received</b>	<b>£121,160</b>

### Nature of support in 2017/18

#### 1. To ensure quality first teaching

No amount of interventions can override the fundamental fact that PP children must have the best possible experience within their classroom with their class teacher. Therefore, funding has been used to ensure all staff, both teachers and teaching assistants, participate in CPD externally and within school to ensure class teaching is of the highest standard possible. Moreover, funding is used to release specialist teachers to monitor and teach alongside colleagues to further improve best practice.

#### 2. Specific Interventions

With quality first teaching in place, specific interventions are employed to enable pupils to make greater progress. These interventions must be of high quality and target gaps in PPG children's learning so they are truly effective otherwise a PPG child is better off staying in the classroom. We deploy teachers and teaching assistants to enhance pupils' opportunities to make academic progress. These are 'hard' actions as they target academic attainment:

All KS1 children had an assigned teaching assistant to support additional reading.

Selected KS2 children were targeted by a specialist teacher to take part in reading challenges linked to sport. All children involved with this were able to represent their school in sport as a reward for reading.

KS2 children were targeted by volunteer readers (data led)

Each year group has additional TA time to target personalised intervention.

Lunchtime clubs were provided to give PPG children extra support in numeracy and literacy through fun games and small group work.

Specialist PE teacher took extra PE lessons to release class teachers on a rolling programme to take PP children for targeted support.

‘Soft’ interventions, those aimed at providing emotional support:

A specialist Targeted Mental Health worker supported children’s emotional needs.

Teachers and TAs were assigned to act as mentors to identified PPG children to help with any problems they have in school that could be barriers to learning and to support homework.

### 3. Enrichment and enhancement

To enhance the engagement of PPG children, the school subsidises extracurricular activities so PPG pupils access all residential trips, our adventurous outdoor curriculum programme and after-school clubs. PPG children are targeted to attend our clubs. Equipment, such as kit, has been purchased.

Other support has included funding music provision.

### 4. Parental Support

Our parent support adviser was available to all parents via staff referral or self-referral. This year we included monthly drop in sessions to make the sessions more available to parents.

The PPG Champion, as well as other staff, is also always available to help with any questions, concerns or problems.

## **Measuring the impact of PPG spending**

We evaluate the impact of the funding by measuring the impact on standards and progress of pupils and decreasing gaps between the Pupil Premium pupils and others across the school.

In 2017/18, 63 of our PP children accessed at least one club for free across the year.

**See tables at the bottom of this report for attainment and progress data.**

<b>Number of pupils and pupil premium grant (PPG) received for 2018/19</b>	
Total number of pupils on roll	417
Total number of pupils eligible for PPG	89
Amount PPG received per pupil:	£1320
Total number of service pupils	1
Amount PPG received per service pupil	£300
<b>Total amount of PPG received</b>	<b>£128,435</b>

<b>Identified barriers to educational achievement</b>
<p>At Robert Le Kyng we have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium Grant:</p> <ul style="list-style-type: none"> <li>• Access to language – especially from books</li> <li>• Attendance</li> <li>• Emotional needs affecting learning</li> <li>• Parental engagement – for example with activities such as homework, spellings or home reading</li> <li>• Access to extra-curricular activities and first-hand experiences.</li> </ul>

<b>Key expenditure – how the allocation will be spent</b>		
Area of spend	Focus	Total allocation
Dedicated teacher so that class teachers can be released to teach their PP children. Teacher to also teach groups	English and Maths	£21307
Dedicated TA in KS1 to support reading	Reading	£8138
Additional TA support in classes and for focused interventions	English and Maths	£77,767
Mathletics	Maths	£750
Funding for school trips and residential trips including holiday clubs etc..	Personal and social	£7,500
Funding for after school clubs	Personal, social and physical	£1000
Funding for breakfast club	Personal and social	£3000

Tamhs and EWO support	Personal and social, emotional support and attendance	£1973
CPD for staff including TAs	Maths and English	£7,000

### Nature of planned support in 2018/19

#### 1. To ensure quality first teaching

No amount of interventions can override the fundamental fact that PP children must have the best possible experience within their classroom with their class teacher. Therefore, funding has been used to ensure all staff, both teachers and teaching assistants, participate in CPD externally and within school to ensure class teaching is of the highest standard possible. Moreover, funding is used to release specialist teachers to monitor and teach alongside colleagues to further improve best practice.

Teachers will ensure quality written feedback to PPG children through ensuring that they mark PPG books first.

#### Intended outcomes

- Quality first teaching for all
- Improved confidence in staff subject knowledge
- Improved learning outcomes in reading, writing and maths
- Learning gaps tailored to specific needs of children – closing gaps in understanding
- Improved confidence for children
- Teachers are at their most focused when marking PPG books

#### 2. Specific Interventions

With quality first teaching in place, specific interventions are employed to enable pupils to make greater progress. These interventions must be of high quality and target gaps in PPG children's learning so they are truly effective otherwise a PPG child is better off staying in the classroom. We deploy teachers and teaching assistants to enhance pupils' opportunities to make academic progress. These are 'hard' actions as they target academic attainment:

All KS1 children have an assigned teaching assistant to support additional reading. Additional volunteers have been assigned to across the school. Selected KS2 children will be targeted by a specialist teacher to take part in reading challenges linked to sport. All children involved with this will be able to represent their school in sport as a reward for reading.

Each year group has additional TA time to target personalised intervention.

Lunchtime clubs are provided to give PPG children extra support in numeracy and literacy/phonics through fun games and small group work.

A TA at lunchtime is targeted to supporting the play of children so that they can have a productive lunchtime. Some PPG children will access targeted social development sessions led by an identified TA.

Specialist PE teacher takes extra PE lessons to release class teachers on a rolling programme to take their PP children for targeted support.

The impact of interventions will be monitored.

#### Intended outcomes

- Improved learning outcomes in reading, writing and maths
- Improved confidence for pupils
- Learning gaps tailored to specific needs of children – closing gaps in understanding
- Consolidation of in class learning by the class teacher
- Pre-teaching of skills prior to a unit of work

‘Soft’ interventions, those aimed at providing emotional support:

A specialist Targeted Mental Health worker supports children’s emotional needs. Education Welfare Officer supports attendance and punctuality. Two TAs are currently undertaking ELSA training to work with identified children across the school to support emotional needs.

Teachers and TAs are assigned to act as mentors to PPG children to help with any problems they have in school that could be barriers to learning and to support homework. These have been targeted upon vulnerable children.

#### Intended outcomes

- 1:1 support to help build pupils emotional development
- Improved self-esteem, social skills and behaviour of identified pupils
- Improved confidence for pupils
- Identified children have a 1:1 mentor in school to support their attitude and learning in school – this will support a variety of work including reading, homework and identified gaps from class work
- Improved attendance and punctuality for identified children

### 3. Enrichment and enhancement

To enhance the engagement of PPG children, the school subsidises extracurricular activities so PPG pupils access all residential trips, our adventurous outdoor curriculum programme and after-school clubs. PPG children are targeted to attend our clubs. Support is given for children to attend breakfast club. Equipment, such as kit, will be purchased as necessary.

Other support could include funding music provision.

#### Intended outcomes

- Pupils are able to participate fully in school trips and residential
- First-hand experience is broadened so that learning is supported
- Improved confidence for pupils
- Social skills such as team work are developed through participation
- Breakfast club to promote good attendance and punctuality

#### 4. Parental Support

Our parent support adviser is available to all parents via staff referral or self-referral. We have made this more accessible by including monthly drop in sessions.

The PPG Champion is also always available to help with any questions, concerns or problems.

##### Intended outcomes

- Improved parental understanding of the nature of PPG support in school
- Support for parents to understand their children's emotional and learning needs
- Survey will enable us to review our current provision and parental understanding as part of a plan, review cycle

##### **How impact will be measured**

The following systems will be used to measure impact of the support planned:

- Analysis of attainment and progress data at termly pupil progress meetings and of end of year data
- Work scrutiny by literacy and numeracy coordinators
- Monitoring of intervention evaluation sheets
- Pupil voice
- Parental survey feedback
- Analysis of attendance at clubs, residential and breakfast club
- Analysis of attendance and punctuality patterns
- Feedback from other professionals

The strategy will be reviewed in line with the school improvement plan:

December 2018

April 2019

July 2019

## PUPIL PREMIUM - STATUTORY INFORMATION

Pupil premium is additional funding provided by the Department for Education to enhance the education of the most socio-economically deprived (namely those children entitled to free school meals and looked after children).

% of pupils known to be eligible for pupil premium (PP)

	2015	2016	2017
School	21.4	21.8	21.1
National	26.0	25.2	

### EYFS

11 children in the EYFS qualified for PPG in 2017/2018 with 64% reaching a GLD.

% achieving GLD	School 2018	National 2017
PPG	64%	54%

### Year 1 Phonics Screening

11 children in Year 1 qualified for PPG in 2017/2018 with 81.8% passing the phonics screening.

% achieving expected level	School 2018
PPG	81.8%
Not PPG	91.8%

**Year 2 Phonics Screening re-takes (15 children retook the test of which only 3 was in receipt of PPG).**

<b>% achieving expected level</b>	<b>School Cumulative 2018</b>
PPGA\`1	100%
Not PPG	75%
<b>Gap</b>	<b>+25%</b>

**Attainment at the end of KS1, based on 10 children who qualified for PPG in July 2018 (at time of writing only Local Authority data available for comparison - to be updated upon publication of ASP). RLK children in receipt of PPG outperform their peers in the school.**

<b>% reaching the expected standard+</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
	<b>Sch 2017</b>	<b>Sch 2017</b>	<b>Sch 2017</b>
PPG	90%	80%	90%
Not PPG	65%	67%	69%
<b>Gap</b>	<b>+25%</b>	<b>+13%</b>	<b>+21%</b>



**Key Stage 2 Tests 2018****Robert Le Kyng****4 Year Trend: School, Local Authority and National % Disadvantaged**

	Cohort	KS2 % Disadvantaged Pupils EXS+		
		School	LA	National
<b>Reading</b>				
2015				
2016	15	46.7%	56.3%	53.0%
2017	17	59.0%	63.1%	60.0%
2018	15	60.0%	63.1%	#N/A
<b>Writing</b>				
2015				
2016	15	46.7%	47.6%	64.0%
2017	17	59.0%	66.9%	66.0%
2018	15	73.3%	66.9%	#N/A
<b>Maths</b>				
2015				
2016	15	53.3%	54.1%	58.0%
2017	17	65.0%	64.5%	63.0%
2018	15	66.7%	64.5%	#N/A