



Regis Manor Primary School



Review of Pupil Premium Grant Spending 2018-2019

This document outlines a summary of how Regis Manor Primary School is spending its Pupil Premium funding allocation for the financial year 2018 / 2019.

What is Pupil Premium?

Pupil Premium is a stream of funding that a school receives in addition to its main funding. The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between children eligible for free school meals (FSM), children previously entitled to free school meals (ever 6), looked after children (LAC) and children from service families (CSF), and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

What are the barriers faced by Pupil Premium children at Regis Manor

1. Low levels of speech and language upon entry to the school
2. Higher than average levels of absence and persistent absence
3. Lower levels of additional support at home
4. Less additional opportunities available
5. High levels of SEN both related to learning difficulties and SEMH

What are the desired outcomes of the PP spending (including high ability)?

1. Continue to raise attainment and levels of progress in all subjects between KS1 and KS2 including more able pupils
2. PP children to finish KS1 with strong phonological awareness and capability
3. Raising PP attendance to at least 94% and significantly reduce persistent absence
4. Provide strong early literacy support including speech and language through Early Years and Year 1
5. Provide additional support for PP with SEND
6. Provide wider curriculum opportunities for PP children
7. To support children's emotional development and well-being so that they can better access their learning

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	40 (Nursery) 424 (FS - Year 6)
Total number of pupils eligible for PPG	TBC (nursery) 118 (FS-Year 6)
% of children eligible for PPG	TBC% of nursery 28% of FS to Year 6
Amount of PPG received per pupil	Ever 6/FSM - £1 320 CLA/Post CLA - £1 900 Service Children - £300 Nursery PP - £300
Total amount of PPG received	£155 760

Headlines 2017-18

Additional information to be provided after the release of the OFSTED Dashboard.

Strengths

- PP attainment and progress at KS2 is was much stronger than in previous years. PP Combined was above the National average.

Areas to Develop

- PP phonics pass rate in Year 1 dropped to 60% (partly due to a decrease in the number of DA pupils in Yr 1 and a greater proportion of DA with additional needs).
- PP absence is higher than the national average and persistent absence levels remains too high

*Please see end of document for the 2017-2018 summary of PP outcomes

Pupil Premium Academic Targets and Outcomes 2018-19

EYFS	Baseline	Target GLD	Outcome 2019		Year 1 Phonics	Target to Meet Standard	Outcome 2019		Year 2 Phonics	Target to Meet Standard	Outcome 2019
Whole Cohort	23%	84%	78%		Whole Cohort	79%	82%		Whole Cohort	90%	80%
PP	30%	72%	54%		PP	60%	50%		PP	87%	71%

Outcomes and Targets		Reading End of EYFS	Reading Target	Reading Outcome 2019	Writing End of EYFS	Writing Target	Writing Outcome 2019	Maths End of EYFS	Maths Target	Maths Outcome 2019	GLD End of EYFS	Combined Target	Combined Outcome 2019
Year 2	PP EXP+	62%	63%	57%	54%	57%	57%	62%	57%	57%	50%	57%	57%
	PP GDS (EXC)	15%	0%	0%	15%	0%	0%	15%	14%	14%		0%	0%
Outcomes and Targets		Reading End of KS1	Reading Target	Reading Outcome 2019	Writing End of KS1	Writing Target	Writing Outcome 2019	Maths End of KS1	Maths Target	Maths Outcome 2019		Combined Target	Combined Outcome 2019
Year 6	PP EXP+ (2b+)	53%	84%		53%	79%	74%	68%	84%			74%	
	PP GDS (L3)	0%	16%		0%	16%	16%	21%	11%			11%	

NB - Please note that internal tracking also sets aspirational targets for non-reporting year groups.

Planned Expenditure

Desired Outcome: Raising attainment and levels of progress in all subjects between KS1 and KS2					
Subject Area	Provision	Approach?	How will this be evidenced?	Cost	Review
Maths	Additional TA support	To support target children in lessons and in maths interventions (inc GDS)	-Children meeting end of year targets -Pupil progress meetings -Provision mapping outcomes	£13 000	Learning walks, outcomes and internal data shows that this has had a positive impact on children's learning and results. Provision maps identify children and outcomes (particularly of precision teaching) show children's progress with 92% meeting targets. Year 6 maths club run by support staff have seen children's confidence with mental arithmetic grow and all children have increased their average score significantly.
	Mathletics and Third Space Learning	To engage PP children in maths To develop a competitive approach to mental maths To give children opportunity to practice	-Percentage accessed (including class and year group data) -Fluency at mental maths increased -Increased knowledge of times tables (class tracking)	£3 000	Engagement in mathletics has increased from 12% to 67% across the school. Group data in mathletics shows their mental maths skills are improving with the average score increasing by 4 points. Pupil conferencing has shown children enjoy the platform.

		core skills To involve home with maths skills learning	-Children meeting end of year targets -Pupil conferencing		Third Space Learning targeted children to identify gaps and teach to them. This has led to 80% of the targeted children achieving expected.
Writing	Additional TA support	-To support and extend children's writing both in class and in focused interventions (where needed)	-Pupil Progress meetings -Moderation of writing -Outcomes of provision maps -Children meeting end of year targets	£13 000	Targeted adult support has been identified in pupil progress meetings and tracked using provision maps. The outcomes for individual pupils are discussed regularly in phases and individual targets identified and changed as needed.
	Raise children's confidence and self-esteem in writing by planning opportunities to celebrate writing and apply it to real life contexts (including use of 'Night Zookeeper')	To continue the success of the previous year children to write their own class blogs (or similar) to apply their writing Work celebrations planned to share in exhibition style children's writing	-Pupil conferencing -Moderation of writing -Children meeting end of year targets	£1 500	Work sharing opportunities have been identified including competition entries, school galleries and open classroom events. Pupil conferencing has shown that pupils value these opportunities and enjoy seeing their work showcased and 'published' - leading to greater confidence.
Reading	Additional TA Support	-Opportunities to listen to readers who do not get to read at home -Additional targeted support both in class and out as needed	-Surveys showing how often children are reading at home -Children on track to meet end of year targets	£13 000	A survey on home reading show 92 of 121 DA pupils surveyed read regularly at home. Reading champions have also been identified for this year focusing on disengaged DP readers from a variety

					of prior attainment bands.
Opportunities across all subjects	Parent Workshops	As part of open mornings and open afternoons share how we support children to empower parents to move their children's learning forwards Provide resources so parents can continue this at home	-Attendance by parents -Feedback by parents following workshops -Children meeting end of year targets	£1 000	Parent workshops have been delivered for phonics, maths and Early Years. 100% of parents attending said they found these useful and would help them support their child's learning. Additional parent workshops that had been planned did not take place due to the new building not being finished on time.
	Additional resources and staff training	To purchase new resources to focus on greater depth and application in maths and writing	-Lessons show opportunities for GDS built in	£1 000	Additional training opportunities have been identified with senior leaders and teachers attending courses. These have been disseminated into school and led to changes in the way a teaching sequence is delivered.
			Total Cost	£45 500	

Desired Outcome: PP children to finish KS1 with strong phonological awareness and capability				
Provision	Approach?	How will this be evidenced?	Cost	Review
Phonics Lead	<ul style="list-style-type: none"> -Manage RWInc groups -Lead target setting and monitoring of children -Monitoring provision and moving this forward -Phonics action plan 	<ul style="list-style-type: none"> -% of children on track to meet target at end of year -monitoring shows positive impact on pupil outcomes -action plan targets met 	£5 000	Groups have been identified and tracked by the phonics lead. This has led to 50% (5/10) of DA children meeting the required standard and all children having made significant progress from their starting points. 4/10 pupils not achieving phonics pass mark have additional SEN linked to speech and language and 1/10 pupils is receiving significant support to improve attendance.
Additional TA support	<ul style="list-style-type: none"> -Enable smaller RWInc groups -Provide targeted intervention support in the afternoon 	<ul style="list-style-type: none"> -% of children on track to meet end of year expectations -Children meet intervention targets 	£15 000	Monitoring of groups provides clear feedback to the adults delivering to help further develop the provision. Groups are reviewed at regular intervals in phase meetings with the focus being on ensuring all children are appropriately challenged and making progress.
Phonic workshops and resources for parents	<ul style="list-style-type: none"> -Support families in how we teach phonics so they can help their children at home -Provide phonic resources that parents can use at home 	<ul style="list-style-type: none"> -% of children on track to meet expectations 	£2 000	Held in term 2- 100% of parents attending commented that they felt in a better place to support their children's learning at home

		Total cost of outcome	£22 000	

Desired Outcome: Raising PP attendance to at least 94% and significantly reduce persistent absence						
End of Year Outcomes July 2019	Current Position	Provision	Approach?	How will this be evidenced?	Cost	Review
PP attendance to be 94% or above at the end of the academic year PP persistent absence to be below 8%	PP data end of 2017-18 attendance - 93.6% persistent abs - 19.6%	SEASS	-Weekly meetings with key families. -Home visits -Correspondence raising profile of attendance -Key family data	% of meetings attended % of families / children meeting targets following interventions School meeting attendance targets	£8 000	Regular meetings with the attendance lead are happening and target children are identified. While there are examples where this support has had significant impact there are families where there has not been any. One advantage is that SEASS will complete home visits and provide a connection with secondary schools locally. Following a review of SEASS involvement in school we have decided that due to a lack of sustained improvement the school will not continue with this service next year and replace it with a

					greater in school focus through distributed leadership to target support for PA families.	
		Attendance Officer & Family Liaison Officer	-Regular attendance monitoring -Attendance action plan creation and monitoring -Meeting and support of families -Running of reward and incentive schemes	-Weekly attendance tracking -School meeting attendance targets -Action plan targets met	£12 000	The focus this year has been on reducing PA for DP children and the range of strategies implemented has resulted in a reduction this year (26.4% 2017-2018, 23.5% 2018-2019). This has been achieved by close monitoring by the attendance lead and individual strategies being put in place with parents involving the whole school community (class teachers etc). Data is looked at on a weekly basis and the impact reviewed termly of interventions.
		Rewards and Incentives	-Vulnerable children/families identified and introduced to scheme -100% attendance reward scheme run termly -Most improved attendance/punctuality	-Individuals/groups will have met their targets -% of children whose attendance is over 96% increases from previous year	£1 000	
		Breakfast Club	-Ensure vulnerable children get a good breakfast before school -Provide a service where children have a settled and calm start to the day and are ready to learn	% attendance at breakfast club and increased % attendance in school	£2 000	

						lateness and also ensuring children are in the right place to learn when they come into school.
				Total cost of outcome	£23 750	

Desired Outcome: Provide strong early literacy support including speech and language through Early Years and Year 1					
Provision	Approach?	How will this be evidenced?	Cost	Review	
Reading book packs for Year R parents	-Provide reading sacks with children's stories and resources for PP parents -Share with parents how to engage children in reading using workshops and FLO	-Children more interested in reading in Year R (pupil conferencing) -%of children achieving GLD is as targeted -% of children reading regularly at home	£2 500	Parents have positively received these packs and they have been rotated through families to get the most use out of them. 20% of sacks sent out have either needed to be replaced or replenished at the end of each lending. Children who have been targeted with this intervention have spoken more positively about books and have been seen to chose to go into book corners and chose a book independently more often.	
Specialist speech and language TA	One to One / Small group speech and language and memory skills support	-% of children on track to meet end of year expectations -Children meet intervention targets	£16 000	Provision maps track children's targets and outcomes termly. Regular opportunities are planned for S & L TA to talk to class teams to disseminate information and ensure that targets are also focused on in	

				lesson time.
Year 1 additional targeted resources	Resources purchased to target PP gaps within freeflow activities	-In year gap analysis -% of children on track to meet end of year expectations and targets	£2 000	Resources have been purchased and learning walks show children engaged with resources. In purchasing resources staff have identified children's interests and used these to provide resources that will hook them into areas of the curriculum they otherwise may not be interested in.
Additional Adult Support	To provide targeted support for PP pupils in Year 1 and R during free-flow activities	-% of children on track to meet end of year expectations -Children meet intervention targets	£9 000	
CPD Language Development	To provide whole school training on language development Purchasing of additional resources to support approach	-Language baseline and follow-on assessments show progress	£1 000	
Total Cost			£31 000	

Desired Outcome: Provide additional support for PP with SEND				
Provision	Approach?	How will this be evidenced?	Cost	Review
Purchasing of additional	Inclusion team to identify	-Outcomes of provision	£3 000	Resources have been purchased based on

resources / targeted interventions	specific interventions / resources to support PP children	maps -% of children on track to meet targets		individual pupil's needs and the impact of this has then been assessed by both the inclusion and class teams. This has included specialised writing equipment, weighted jackets, etc Individual workstation activities have had a positive impact on pupils working more independently.
Staff training	To provide training so staff are fully confident supporting children with SEND	-Outcomes of provision maps -% of children on track to meet targets	£2 000	A regular timetable of staff training (this includes teacher and all support staff) has been identified and run on a regular basis. In a staff survey 100% of staff felt they had learnt new skills and felt more confident.
Total Cost			£5 000	

Desired Outcome: Provide wider curriculum opportunities for PP children						
End of Year Outcomes July 2019	Current Position	Provision	Approach?	How will this be evidenced?	Cost	Review
All children get equal opportunity to participate in offered learning experiences. This will be monitored by the percentage of PP children accessing the opportunities offered All PP children able to take part in school	The school offers a wide range of opportunities for children to participate in different experiences Although the school has a wide music offer this is often not taken up by PP children	Music Lessons	Support children who would like to participate in group lessons in clarinet, trumpet or guitar	-% of PP children accessing -Pupil conferencing	£500	The number of children engaging in lessons has not increased this year with 4 children currently having lessons. A re-launch is planned for the start of the new academic year due to the providers availability
		Residential	Support children who	-% of PP children	£2 000	6 children are being

trips, workshops and residentials Increased % of PP children accessing musi offer			would like to attend the year 6 residential by partially subsidising the trip	accessing -Pupil conferencing		supported financially to attend this year's residential. Pupil voice shows this had a very positive impact on pupil well-being.
		Year Group Trips	Support vulnerable families to ensure children can attend school trips	-% of PP children accessing -Pupil conferencing	£1 000	This is continuing - the emphasis is on families contacting the school should they need this support. The FLO will also directly contact families on the day that letters go home to reduce anxiety
		In School Curriculum Visitors /workshops	Support vulnerable families to ensure children can have full access to the school curricular opportunities	-% of PP children accessing -Pupil conferencing	£750	Opportunities have been planned for including author visits, the planetarium, year group themed days. We have also supported DP families with costumes where needed.
					Total Cost	£4 250

Desired Outcome: To support children's emotional development and well- being so they can access their learning						
End of Year Outcomes	Current Position	Provision	Approach?	How will this be evidenced?	Cost	Review

July 2019						
Target children have met their attendance and SDQ targets	85% of PP families regularly supported by the FLO met their attendance targets	Pastoral support for key pupils	-FLO support for children and families -1:1 mentoring -lunchtime support (lunch bunch)	-Pupil conferencing -Pupil progress meetings -Family surveys -Children meeting end of year targets	£15 000	Feedback from parents who have accessed support from the FLO has shown that this is valued by parents. Families are identified by asking for support, involvement with EH/CP, through in school referrals/discussions. Mentor pupils are identified through Pupil Progress Meetings and initial feedback from this shows children present more positively and are engaging more with learning
		Positive behaviour rewards	Individual rewards including lunchtime stars to engage targeted children and encourage them to make positive choices	-Reduction in behaviour incidents of targeted individuals -Children meeting end of year targets	£500	There has been 1 fixed term exclusion this year and 3 children who have accessed p-t timetables to support with behaviour (along with other needs). There has been a 30% reduction in incidents needing to be dealt with by SLT - this shows that rewards and strategies in place are effective.
		Emotional support for pupils (including ELSA)	-Counselling for children identified as vulnerable -Key adults setup for vulnerable children as	-Individual targeted outcomes are achieved -Reduction in behaviour	£4 000	Feedback from parents and pupils are that support provided through ELSA has been invaluable - pupils have been reported as going home and

			someone they can talk to	incidents of targeted children -End of year targets met		discussing new strategies that they want to use. All children involved have had a significant reduction in behaviour incidents and have shown with greater confidence.
		Introduction of Thrive	-Support pupil's emotional well-being with a structured program -To introduce a whole school curriculum for emotional wellbeing	-Staff will have undergone training and identified key children make expected progress -Individual class plans developed, actioned and reviewed showing children's progress	£6 500	Initial training has begun for 3 support staff. The training will continue for the entirety of this academic year. At this point they have just begun to work with a small number of individuals - initial feedback from staff is they think this will have a significant impact on children in the school. SLT training has taken place in term 4 with the focus being on developing an understanding of the programme and action planning the way forward with both a whole school and individual pupil focus.
				Total Cost	27 000	

Total Spent - £156 000

Summary of PP Outcomes 2017-18

Year R

Year R	% At Expected (Baseline 2016)	% GLD
Cohort (58)	42%	78%
PP (8)	38%	50%
Non-PP (50)	43%	82%

Year 1 and 2 Phonics

Yr 1 Phonics	2018 32+	2017 32+
Cohort (60)	82%	86%
PP (14)	64%	77%
Non-PP (46)	87%	89%

Yr 2 Phonics Cumulative	2018 32+	2017 32+
Cohort (58)	97%	98%
PP (13)	85%	100%
Non-PP (45)	100%	97%

Key Stage 1 Outcomes

READING	2018 EXS+	2018 GDS	2017 EXS+	2017 GDS
Cohort (58)	72%	22%	78%	18%
PP (14)	57%	8%	67%	14%
GAP	-21%	-14%	18%	7%
Non-PP (44)	78%	27%	85%	21%

National 2017 76%

WRITING	2018 EXS+	2018 GDS	2017 EXS+	2017 GDS
Cohort (58)	71%	19%	77%	17%
PP (14)	50%	8%	67%	10%
GAP	-27%	-15%	15%	11%
Non-PP (44)	77%	23%	82%	21%

National 2017 68%

MATHS	2018 EXS+	2018 GDS	2017 EXS+	2017 GDS
Cohort (58)	79%	24%	75%	23%
PP (14)	64%	8%	67%	19%
GAP	-20%	-22%	12%	7%
Non-PP (44)	84%	30%	79%	26%

National 2017 75%

Key Stage 2 Outcomes

READING	2018 EXS+	2018 GDS	2017 EXS+	2017 GDS
Cohort (58)	84%	35%	62%	12%
PP (18)	83%	33%	48%	4%
GAP	2%	2%	-23%	-13%
Non-PP (40)	85%	35%	71%	17%

2018 National 75%

WRITING	2018 EXS+	2018 GDS	2017 EXS+	2017 GDS
Cohort (58)	84%	12%	64%	2%
PP (18)	67%	6%	46%	0%
GAP	23%	9%	-31%	-3%
Non-PP (40)	90%	15%	77%	3%

2018 National 78%

MATHS	2018 EXS+	2018 GDS	2017 EXS+	2017 GDS
Cohort (58)	91%	29%	60%	7%
PP (18)	83%	22%	48%	0%
GAP	12%	11%	-21%	-11%
Non-PP (40)	95%	33%	69%	11%

COMBINED	2018 EXS+	2018 GDS	2017 EXS+	2017 GDS
Cohort (58)	76%	5%	47%	0%
PP (18)	67%	2%	30%	0%
GAP	16%	6%	-27%	0%
Non-PP (40)	83%	8%	57%	0%

2018 National 76%

2018 National 64%