



Regis Manor Primary School



Summary 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 2018-19

| EYFS | Baseline | Target GLD | | Year 1 Phonics | Target to Meet Standard | | Year 2 Phonics | Target to Meet Standard |
|--------------|----------|------------|--|-----------------------|-------------------------|--|-----------------------|-------------------------|
| Whole Cohort | 23% | 84% | | Whole Cohort | 79% | | Whole Cohort | 90% |
| PP | 30% | 72% | | PP | 60% | | PP | 87% |

=

| Outcomes and Targets | | Reading End of EYFS | Reading Target | Writing End of EYFS | Writing Target | Maths End of EYFS | Maths Target | GLD End of EYFS | Combined Target |
|----------------------|---------------|---------------------|----------------|---------------------|----------------|-------------------|--------------|-----------------|-----------------|
| Year 2 | PP EXP+ | 62% | 63% | 54% | 57% | 62% | 57% | 50% | 57% |
| | PP GDS (EXC) | 15% | 0% | 15% | 0% | 15% | 14% | | |
| Outcomes and Targets | | Reading End of KS1 | Reading Target | Writing End of KS1 | Writing Target | Maths End of KS1 | Maths Target | | Combined Target |
| Year 6 | PP EXP+ (2b+) | 53% | 84% | 53% | 79% | 68% | 84% | | 74% |
| | PP GDS (L3) | 0% | 16% | 0% | 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 |
| Maths | Additional resources and staff training | To purchase new resources to focus on greater depth and application | -Lessons show opportunities for GDS built in | £1 000 |
| | 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 |
| | 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 core skills To involve home with maths skills learning | -Percentage accessed (including class and year group data) -Fluency at mental maths increased -Increased knowledge of times tables (class tracking) -Children meeting end of year targets -Pupil conferencing | £3 000 |
| 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 |

| | | | | |
|-----------------------------------|---|---|---|---------|
| | 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 |
| 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 |
| 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 |
| | | | 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 |
| 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 |
| 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 |
| 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 |
| | | 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 |
| 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 |
| | | 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 |
| | | 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 |
| | | Attendance and Punctuality | -To raise the profile of attendance within the school | Children able to explain the importance of regular attendance at school in pupil | £750 |

| | | | | | |
|--|--|----------------|---|---|---------|
| | | Week | | surveys and conferences | |
| | | 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 |
| | | | | 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 |
| 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 |
| 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 |
| 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 |

| | | | |
|--------------------------|--|---|---------|
| 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 |
| Purchasing of additional resources / targeted interventions | Inclusion team to identify specific interventions / resources to support PP children | -Outcomes of provision maps -% of children on track to meet targets | £3 000 |
| 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 |
| | | 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 |
| <p>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</p> <p>All PP children able to take part in school trips, workshops and residential</p> <p>Increased % of PP children accessing musi offer</p> | <p>The school offers a wide range of opportunities for children to participate in different experiences</p> <p>Although the school has a wide music offer this is often not taken up by PP children</p> | Music Lessons | Support children who would like to participate in group lessons in clarinet, trumpet or guitar | -% of PP children accessing -Pupil conferencing | £500 |
| | | Residential | Support children who would like to attend the year 6 residential by partially subsidising the trip | -% of PP children accessing -Pupil conferencing | £2 000 |
| | | Year Group Trips | Support vulnerable families to ensure children can attend school trips | -% of PP children accessing -Pupil conferencing | £1 000 |
| | | 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 |
| | | | | 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 July 2019 | Current Position | Provision | Approach? | How will this be evidenced? | Cost |
| 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 |
| | | 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 |
| | | Emotional support for pupils (including ELSA) | -Counselling for children identified as vulnerable -Key adults setup for vulnerable children as someone they can talk to | -Individual targeted outcomes are achieved -Reduction in behaviour incidents of targeted children -End of year targets met | £4 000 |
| | | Introduction of Thrive | -Support pupil's emotional well-being with a structured program -To introduce a whole school | -Staff will have undergone training and identified key children make | £6 500 |

| | | | | | |
|--|--|--|------------------------------------|---|--------|
| | | | curriculum for emotional wellbeing | expected progress -Individual class plans developed, actioned and reviewed showing children's progress | |
| | | | | 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% |

2018 National 76%

| 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 64%