

LEE BRIGG INFANT & NURSERY SCHOOL – PUPIL PREMIUM REVIEW OF EXPENDITURE 2018-19



Pupil Premium Provision Map 2018-2019 Review of Expenditure

Funding allocation 2018 -19

In the 2018 – 2019 financial year Lee Brigg Infant and Nursery School received £18,520 pupil premium funding. We had 14% of pupils in school who were eligible for the pupil premium grant. (11% including nursery). In comparison the national average of pupils eligible for the pupil premium grant was 16% in 2018.

Date of most recent pupil premium reviews – **October 2017**(External) **June 2018** (Waterton Multi Academy Trust Review) **July 2019** (External)

Date of most recent internal review – **November 2018** (Waterton Multi Academy Trust Review). **April 2019** (School SLT). **July 2019** (School SLT)

Key outcomes for 2018-19 in relation to the objectives set.

End of KS1 Attainment Outcomes

	National 2018				School 2019				School 2018				School 2017			
	Expected+		GDS		Expected+		GDS		Expected+		GDS		Expected+		GDS	
	Dis	Non dis	Dis	Non dis	Dis	Non dis	Dis	Non dis	Dis	Non dis	Dis	Non dis	Dis	Non dis	Dis	Non dis
No. of children					4	35			5*	37			5	39		
Reading	60%	78%	13%	28%	75% (3/4)	86%	50% (2/4)	46%	100% (5/5)	92%	40% (2/5)	53%	60% (3/5)	90%	40% (2/5)	38%
Writing	53%	73%	7%	17%	75% (3/4)	86%	25% (1/4)	20%	80% (4/5)	87%	0%	32%	40% (2/5)	79%	40% (2/5)	28%
Maths	61%	79%	11%	24%	75% (3/4)	86%	25% (1/4)	46%	80% (4/5)	95%	40% (2/5)	42%	60% (3/5)	92%	40% (2/5)	33%
RWM+					75% (3/4)	86%	25% (1/4)	17%	60% (3/5)	84%	0%	26%	40% (2/5)	77%	40% (2/5)	26%

Year 1 Phonics Check

	National 2018		School 2019		School 2018		School 2017	
	Disa	Non dis	Dis (4 Children)	Non dis (36 Children)	Dis (3 Children)	Non dis (37 Children)	Dis (5 Children)	Non dis (38 Children)
% WA	70%	84%	50% (2/4)	86%	67% (2/3)	88%	40% (2/5)	90%
% WA Y2 retake	84%	93%	n/a	n/a	100%	92%	80% (4/5)	100%

EYFS Outcomes

	National 2017		School 2019		School 2018		School 2017	
	Dis	Non dis	Dis (9 Children)	Non Dis (37 Children)	Dis (4 Children)	Non Dis (38 Children)	Dis (3 Children)	Non Dis (36 Children)
GLD	56%	73%	78%	81%	50%	79%	0%	83%
Expected all areas	54%	71%	78%	78%	50%	79%	0%	81%
Average total point score	31.5	34.9	37.5	37.1	33.0	37.1	23.0	34.7

LEE BRIGG INFANT & NURSERY SCHOOL – PUPIL PREMIUM REVIEW OF
EXPENDITURE 2018-19

Value added (FFt) – End of KS1

Group	Reading & Maths Scaled Score	Reading & Maths Value Added	Reading Scaled Score	Reading Value Added	Maths Scaled Score	Maths Value Added
2019						
Non Disadvantaged (36)	106.0	+3.0	105.6	+3.0	106.4	+3.0
Disadvantaged (3)	101.8	+4.8	102.3	+5.3	101.3	+4.3
2018						
Non Disadvantaged (37)	106.8	+2.1	108.2	+3.4	105.4	+0.7
Disadvantaged (6)	106.6	+5.6	109.0	+8.7	104.2	+2.6

LEE BRIGG INFANT & NURSERY SCHOOL – PUPIL PREMIUM REVIEW OF EXPENDITURE 2018-19

The numbers of children in the pupil premium group are low. Further analysis for each child’s attainment and progress can be found in their individual case studies.

	Desired outcome and how this will be measured	Success Criteria	Evaluation of outcomes
A	<p>To set aspirational end of KS1 targets for the pupil premium children (3 children), based upon their individual starting points, so that 67% (2/3) meet ARE in RWM+ and 33% (1/3) achieves GDS in one or more subject area.</p> <p>One further child (SEN) will be targeted to meet expectations of WTS at the end of Year 2, (moving from PKS).</p> <p>This will be measured by data tracking throughout the year and the final outcomes in 2019.</p>	<p>All disadvantaged children, (without additional SEND), attain ARE in RWM at the end of KS1. At least one child, attains GDS in each subject area.</p> <p>Disadvantaged children, (with additional SEND) needs, meet WTS at the end of Key Stage 1.</p>	<p>Attainment Data Measures</p> <ul style="list-style-type: none"> All disadvantaged children, (without additional SEND), attained ARE in RWM at the end of KS1. One child attained GDS in all subject areas. An additional child attained GDS in reading. (This child did not attain GLD at the end of EYFS, highlighting the progress made). Disadvantaged children, (with additional SEND) needs, meet WTS at the end of Key Stage 1 in reading and mathematics despite working below expectations in reading, writing and mathematics and not attaining GLD at the end of EYFS. The percentage of disadvantaged children achieving the expected combined standard (RWM+) at the end of Key Stage 1 has increased from 2017 from 40% to 67% in 2018 and 75% in 2019. The percentage of disadvantaged children achieving the expected standard in reading at the end of Key Stage 1 continue to be above outcomes nationally for disadvantaged children and in line with outcomes nationally for non-disadvantaged children. The percentage of disadvantaged children achieving the expected standard in writing at the end of Key Stage 1 has increased from 2017 from 40% to 67% in 2018 and 75% in 2019. These outcomes continue to be above outcomes nationally for disadvantaged children and in line with outcomes nationally for non-disadvantaged children. The percentage of disadvantaged children achieving the expected standard in mathematics at the end of Key Stage 1 has increased from 2017 from 60% to 67% in 2018 and 75% in 2019. These outcomes continue to be above outcomes nationally for disadvantaged children The two children who were targeted through interventions to achieve GDS in reading have met these targets. The attainment gap at the expected standard in reading, writing and mathematics between disadvantaged and non-disadvantaged children in school has continued to reduce over three years. (Even though attainment for the non-disadvantaged group has increased) The attainment gaps at the expected standards in reading and writing and maths between disadvantaged and non-disadvantaged children are now lower than national. <p>Progress Data Measures</p> <ul style="list-style-type: none"> All disadvantaged children have made ‘expected’ progress from their starting points, with accelerated progress being made in reading for one child. <i>The FFt value added scores demonstrate that the progress made by disadvantaged children is higher in reading, writing and mathematics, in comparison to non-disadvantaged pupils for the second consecutive year.</i> <p>This use of funding will continue to support high quality first teaching and specific interventions in 2019/20 due to the successful outcomes in 2018/19</p>

LEE BRIGG INFANT & NURSERY SCHOOL – PUPIL PREMIUM REVIEW OF EXPENDITURE 2018-19

	Desired outcome and how this will be measured	Success Criteria	Evaluation of outcomes
B	<p>To increase the percentage of pupil premium children whose attendance meets the school target of 96.5% and reduce the percentage of PA in this group.</p> <p>This will be measured by data tracking throughout the year and the final outcomes in 2019.</p>	<p>The attendance of pupil premium children will be at least 96.5%. The number of pupil premium children who are classed as PA in this group, will have continued to reduce</p>	<ul style="list-style-type: none"> Attendance for disadvantaged children has increased from 2017/18 to 96.5% in 2018/19. One child is classed as PA. This is the direct result of additional external factors. This is a reduction of disadvantaged children classed as PA from 2017/18. The two children classed as PA in 2017/18 who remained in school, improved their attendance as a direct impact from work carried out by the school. One child increased their attendance from 87.6% in 2017/18 to 97.35% in 2018/19. This due to support given to the family as well as funding from school for her to attend breakfast provision. A further child increased their attendance from 85.2% in 2017/18 to 95.77% in 2018/19. This due to direct support from the headteacher to the family. Direct support was given to a further family, when a child's attendance over one half term dropped to 88%. This increased to 100% the following half term and an overall attendance of 97.6% at the end of the year.
C	<p>To increase the percentage of pupil premium children passing the end of Year 1 phonics check so that it is above national.</p> <p>This will be measured by data tracking throughout the year and the final outcomes in 2019.</p>	<p>The percentage of pupil premium children passing the end of Year 1 phonics score will be 75% (3/4).</p>	<ul style="list-style-type: none"> 50% (2/4) of disadvantaged children passed the Year 1 phonics check. One child scored 40/40 and the second 39/40. The two children who did not pass the phonics check both have additional SEND and Medical factors and both did not attain the expected standard in reading and writing at the end of EYFS. However, they did make progress over the course of the year. One child increased their score from 4 to 26 and the second child improved their score from 2 to 28. The disadvantaged child who did not pass the phonics check in 2018, did so at the recheck in year 2.
D	<p>To continue to ensure that the percentage of pupil premium children achieving a GLD at the end of Foundation Stage is at least in line with national.</p> <p>To increase the percentage of pupil premium children exceeding the ELGs in reading, writing and mathematics so that it continues to be in line/above national.</p> <p>This will be measured by data tracking throughout the year and the final outcomes in 2019.</p>	<p>The percentage of pupil premium children achieving a GLD at the end of EYFS remains at least in line with national.</p> <p>The percentage of pupil premium children achieving exceeding in the ELGs in reading, writing and mathematics will be in line/above national.</p>	<p>Attainment Data Measures</p> <ul style="list-style-type: none"> The percentage of disadvantaged children achieving a GLD at the end of EYFS has increased from 0% (0/3) in 2017 to 50% (2/4) in 2018 to 78% (7/9) in 2019. This is above national outcomes in 2018 for both disadvantaged and non-disadvantaged groups. The gap between disadvantage and non-disadvantaged has decreased over three years and is now less than the gap nationally. Of the two children who did not achieve a GLD, for one child this was due to attaining emerging in just one area of learning. The percentage of children achieving exceeding in reading and writing and number is 33%, above national outcomes for disadvantaged children in all three areas of learning. 55% of disadvantaged children achieved exceeding in both EAD areas of learning and 44% in physical development. The average total points score for this group has increased from 2017(23.0) to 2018 (33.0) to 2019 (37.5). Disadvantaged children have a higher APS than non-disadvantaged children in school, as well as both disadvantaged and non-disadvantaged children nationally. The points difference between the disadvantaged group and the non-disadvantaged group has decreased from 11.7 in 2017 to 4.7 in 2018, to 0.4 in 2019 (even though the non-disadvantaged group continues to increase in APS outcomes). This is a reflection on the work carried out in school on the wider curriculum. <p>Progress Data Measures</p> <ul style="list-style-type: none"> 100% of this group made 'expected' progress with 2/4 making accelerated progress in reading and 1/4 also making accelerated progress in writing and mathematics. <p>This use of funding will to support an additional adult in EYFS not only led to increased outcomes for disadvantaged pupils, it also had a positive impact on outcomes for the rest of the cohort and as such funding will continue to be used to support this in 2019/20.</p>

LEE BRIGG INFANT & NURSERY SCHOOL – PUPIL PREMIUM REVIEW OF EXPENDITURE 2018-19

E	<p>To increase engagement of parents and carers of disadvantaged pupils in accessing support and working with their children in school, in order to encourage further support at home.</p> <p>To ensure families of pupil premium children are well supported by school.</p> <p>This will be measured by attendance at events, feedback from parents, monitoring of reading/ reading journals and data outcomes in school.</p>	<ul style="list-style-type: none"> The percentage of parents and carers of disadvantaged children accessing events/training in school is above 75%. Monitoring of reading journals show that more than 75% of disadvantaged children in school read at home at least three times a week. <p>All families of pupil premium children have accessed/been given support from school.</p>	<ul style="list-style-type: none"> A review of reading journals in the summer term evidenced an increase in those children reading regularly at home. This improved from 47% in the spring term to 76% in the summer term. 100% of parents have accessed either training or events in school to promote engagement in their child's learning Three families have been supported directly with ensuring their child attends school on time everyday. This has improved their attendance.
F	<p>To increase the engagement and participation of disadvantaged children in wider opportunities on offer at school.</p> <p>This will be measured by outcomes in the wider curriculum such as Physical Development and Expressive Arts and Design at the end of EYFS, (as well as the impact on the APS).</p> <p>At Key Stage 1 this will be measured by the outcomes in all subject assessment at the end of each term.</p> <p>Pupil voice surveys, through the year, will measure the impact of events and participation in these.</p> <p>Attendance at after school clubs and cross school competitions will be measured.</p>	<ul style="list-style-type: none"> The percentage of disadvantaged children accessing after school clubs remains above 75% The percentage of children participating in events to represent the school increase to 100% The APS score for disadvantaged children at the end of EYFS in 2018 will at least be in line with National in 2018. The percentage of children achieving expected in PD at the end of EYFS will at least be in line with National in 2018. The percentage of disadvantaged children achieving expected in EAD at the end of EYFS will at least be in line with National in 2018. <p>The percentage of children assessed at ARE or above in all other subjects continues to be above 80%</p>	<ul style="list-style-type: none"> 88% of disadvantaged children had accessed at least one after school club by July 2019. 100% of disadvantaged children have participated in additional curricula events either in or out of school. 100% of disadvantaged children achieved expected in PD at the end of EYFS in 2019.(Above National) 89% (8/9) of disadvantaged children achieved expected in EAD at the end of EYFS in 2019. (Above National) 55% of disadvantaged children achieved exceeding in both EAD areas of learning and 44% in physical development. The average total points score for this group has increased from 2017(23.0) to 2018 (33.0) to 2019 (37.5). Disadvantaged children have a higher APS than non- disadvantaged children in school, as well as both disadvantaged and non-disadvantaged children nationally. The points difference between the disadvantaged group and the non-disadvantaged group has decreased from 11.7 in 2017 to 4.7 in 2018, to 0.4 in 2019 (even though the non-disadvantaged group continues to increase in APS outcomes). This is a reflection on the work carried out in school on the wider curriculum. 63% (5/8) of disadvantaged children at key stage 1 are assessed as working at or above ARE in PE and art. The school will continue to use some element of funding to support wider opportunities for disadvantaged children in 2019/20

LEE BRIGG INFANT & NURSERY SCHOOL – PUPIL PREMIUM REVIEW OF
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