



## Evaluating the impact of the Pupil Premium at St James Hatcham – September 2017 – September 2018



Summary information (data current at April 2018)				
School	St James Hatcham CE Primary School		Academic Year	2017/2018
Total PP budget	£63,360		Total number of pupils eligible for PP	54
Number of pupils eligible for PP in KS1 & EYFS	21		Number of pupils eligible for PP in KS1	33
% of school cohort receiving PP	28.4% (NA: 24.9%)		Date for next internal review of this strategy	April 2019
Current attainment KS2 (2018 data)				
			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving age related expectations and above in reading			89%	89%
% achieving age related expectations and above in writing			89%	84%
% achieving age related expectations and above in grammar, punctuation & spelling			89%	84%
% achieving age related expectations and above in maths			89%	89%
% achieving age related expectations and above for combined (R, W & M)			89%	84%
Current attainment KS1 (2018 data)				
			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving age related expectations and above in reading			75%	67%
% achieving age related expectations and above in writing			63%	53%
% achieving age related expectations and above in maths			50%	70%
% achieving age related expectations and above in Year 1 Phonics Screening Check			83%	90%
Current attainment EYFS (2018 data)				
			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving age related expectations and above in a Good Level Of Development			50%	54%
<p><b>Comment on above data:</b> We are incredibly happy with the results of our students as a whole but immensely proud of the achievements of our Disadvantaged Pupils. Additional to our Key Stage 2 pupils achieving at or above their peers (as well as above the national average standard for all pupils), many Disadvantaged pupils achieved the higher standard Working at a Greater Depth. 33% of Disadvantaged pupils achieved Working at Greater Depth for Reading, Writing &amp; Maths and an astounding 78%</p>				

of them achieved the higher standard for English, Punctuation, Grammar & Spelling. The pupil not achieving the expected standard at the end of Key Stage 2 joined the school as a casual admission late in Year 5 and had an additional Special Education Need. Our Disadvantaged pupils in Key Stage also achieved well and generally in line with their peers or above in most areas which is a fantastic achievement when taking the extremely low baseline results of these children on entry to the school. For areas that are not in line with non-disadvantaged pupils (such as Key Stage 1 Maths), part of our plan moving forward will include measures to address this. This year our predictions for Disadvantaged pupils' achievement in Key stage 1 maths is 75%.

**Barriers to future attainment (for pupils eligible for PP including those with current capacity and confidence for higher learning)**

<b>A.</b>	Baseline for key entry points is often significantly below age related expectations
<b>B.</b>	Poor oral language skills which impacts on progress across the school
<b>C.</b>	Many children have limited access to books, reading opportunities or educational toys beyond school- vocabulary is poor as a result
<b>D.</b>	Some are missing opportunities for music and extra-curricular activities
<b>E.</b>	At times lack of parental engagement
<b>F.</b>	Limited access to good quality life experiences e.g. visiting London, museums , seaside etc.
<b>G.</b>	Limited (or unsuitable) space at home for additional study or home learning (may include lack of internet access or issues around shared temporary housing spaces)
<b>H.</b>	Occasionally low aspirations through lack of information – not knowing how to go about making choices for higher and further education
<b>I.</b>	High levels of social and economic deprivation
<b>J.</b>	Parental support at home with reading and maths and sometimes parent has poor relationship with education from their own experiences
<b>K.</b>	In some classes a high proportion of PP pupils also have an additional SEND

<b>Rational for spend (Identified need linked to Action Plan)</b>	<b>Objectives &amp; Actions taken</b>	<b>Impact evaluation</b>
<p>More Pupil Premium pupils to be 'Secondary ready' by achieving 'expected' (age-related) standards in Reading, Writing, Grammar and Maths by end of Key Stage 2.</p> <p>Maths had a greater focus as test scores indicated this was a weaker area for the cohort and Pupil Premium had not scored as well as their peers in Maths the previous year.</p>	<ul style="list-style-type: none"> <li>• <u>Small group interventions out of school hours using PiXL resources for Key Stage 2 Maths.</u></li> <li>• <u>Small group interventions out of school hours using PiXL resources for Key Stage 2 Reading.</u></li> <li>• <u>Small group interventions out of school hours using PiXL resources for Key Stage 2 WGD Maths.</u></li> <li>• <u>Small group interventions out of school hours using PiXL resources for Key Stage 2 WGD Reading.</u></li> <li>• <u>1-2-1 Writing</u> for children falling behind expected standards.</li> <li>• <u>Symphony programme</u> targeted at Pupil Premium pupils (especially those deemed at risk of not making expected standards). Programme tailored to individual pupil's needs.</li> </ul>	<p>Every small group intervention including Disadvantaged pupils targeting them to achieve the best results possible. Disadvantaged pupils achieved higher than the national average in all subjects and in-line or above their peers at St James Hatcham. All pupils predicted to succeed at a standard achieved those results. 1 child previously not on track to make Expected standard for Reading &amp; Maths achieved a score at Working at a Greater Depth standard. All pupils attending Symphony Maths intervention reached the expected standard for Mathematics and completed the Symphony programme. Attendance for these before school sessions was good.</p>
<b>Impact grade:</b>	Outstanding	

<b>Adapted plans for next year:</b>	We are repeating our involvement with PiXL (Partners in Excellence) and are maintaining the successful model that we achieved last year which involves putting our most experienced and proven teachers with the weakest groups, including all members of SMT / SLT. This year, again, every PiXL group includes Disadvantaged pupils. We are predicting for 80% of Disadvantaged pupils to achieve the expected standard at the end of Key Stage 2 in Reading and Maths and 70% to achieve this in Writing and the combined results. This will maintain results that are above the national average standards.	
<b>Issues that may arise:</b>	The current Year 6 cohort has a greater amount of pupils with an additional Special Educational Need however we are still predicting most of these to achieve the expected standard. One child in the cohort joined as a casual admission from another country within the last year and does not speak English as a first language. This will impact on results.	
<b>Rational for spend (Identified need linked to Action Plan)</b>	<b>Objectives &amp; Actions taken</b>	<b>Impact evaluation</b>
More Pupil Premium pupils (particularly those identified as having a Higher Learning Potential) to reach grading of Working at a Greater Depth.	<ul style="list-style-type: none"> <li>• <u>Reading club</u> to expand on class work by reading more complex texts and working on higher level vocabulary, entering competitions (such as reviewing the Carnegie and Kate Greenaway awards), and performance poetry.</li> <li>• <u>PiXL</u> set up to target PP pupils with potential to gain a Working at a Greater Depth grade and small group intervention for deeper thinking and processing areas of the curriculum carried out 3 X weekly in each subject area.</li> <li>• One PP Year 6 boy successfully applied for the prestigious <u>Westminster Platform</u> enrichment project 2016/2017. Support for this provided by the school.</li> <li>• One PP Year 5 girl successfully applied onto the prestigious <u>Westminster Platform</u> enrichment project in 2017/2018. Support for this provided by the school.</li> </ul>	Pupil Premium pupils made up approximately 40% of Reading Club groups and this has risen to 45% this academic year. Pupils understanding and knowledge of challenging texts and reading awards is improved. Pupils also worked with a local bookstore to write book recommendations and performed to audiences. Impact being seen in class discussions and in the impressive percentage of pupils achieving the higher standard. Of the 9 PP Year 6 pupils this year who received PiXL intervention this academic year, <u>five pupils (50% of PP cohort) reached the higher grade of Working at a Greater Depth in at least one subject area and one pupil achieved this in the combined result.</u> 1 PP pupils (girl) successfully achieved a full bursary scholarship to an independent school.
<b>Impact grade:</b>	Outstanding	
<b>Adapted plans for next year:</b>	PiXL system to identify and work with those with HLP to cement results. Of the current Year 5 PP cohort of 10 pupils, 1 is currently WGD across the board and 3 more have potential to reach it in at least one subject. All will receive PiXL intervention from June 2018. Additional to last year, 1 of the 4 pupils selected for the Westminster project is PP. 2 PP pupils in Key Stage 2 will be selected to receive additional training and gain a prestigious Arts Award (working with Bow Arts Education) by taking part in a holiday project where they will achieve ArtsMark level 1. PiXL to be rolled out as early as possible to targeted Year 5 pupils.	
<b>Issues that may arise:</b>	Capacity of experienced staff to roll PiXL out further.	
More Pupil Premium pupils reach expected standards across Key Stage 1 and in the Phonics Screening Check.	<ul style="list-style-type: none"> <li>• <u>Read, Write Inc.</u> applied across Key Stage 1 and Early Years Foundation Stage effectively. All pupils in Reception and Year 1 classes receive sessions under the programme. Year 2 children below the expected end of Year 1 standards on entry to Year 2 also receive the programme. Pupils requiring additional support / catch-up are receiving daily 1-2-4 phonics</li> </ul>	More pupils reach the expected standard in Reading at the end of Key Stage 1 than the previous year. The difference between achievement of Disadvantaged pupils and their peers was minimal at the Year 1 Phonics Screening Check. Observations of delivery of Read, Write Inc. were 4/7 outstanding.

	<p>interventions.</p> <ul style="list-style-type: none"> <li>• Staff highly trained for consistency and pupils make rapid progress under the programme. All teachers and Teaching Assistants are trained. Seven staff members act as reading teachers daily.</li> </ul>	<p>More pupils pass the Phonics Screening Check in Year 1. <u>83% of PP pupils passed in Year 1</u> compared to 90% of other pupils. <u>100% of Year 2 PP pupils retaking the test passed</u>. This is above NA.</p> <p>This year, 80% of disadvantaged pupils are predicted to pass the Phonics Screening Check.</p>
<b>Impact grade:</b>	Good / Outstanding	
<b>Adapted plans for next year:</b>	Only three children from the current Year 2 cohort will need to take part in daily phonics sessions. We are training a new Reception teacher and following all assessment points and tracking but without the support of the programme specialist as before. There will be a team assessing and using the data for strategic planning.	
<b>Issues that may arise:</b>	Next year's cohort include a class with extreme needs and a high volume of children with an additional Special Educational Need. Staff maternity and cuts to staff budget result in groups that are sometimes larger than we would like. We are no longer part of the Education Endowment Fund trial which means we no longer receive free training or visits from a specialist. We have a new Reception teacher who will need paid training.	
More children need to reach expected standard or above in KS2 SATs Reading & Writing.	<ul style="list-style-type: none"> <li>• <u>Inclusion TA</u> focused on children not on track for expected standards and those who have an additional Special Education Need or Disability.</li> <li>• <u>PiXL reading groups</u> offered to all children at risk of not making expected standard at the end of Key Stage 2.</li> <li>• <u>PiXL reading groups</u> offered to pupils aiming to / with potential to meet the higher standard Working at a Greater Depth.</li> <li>• <u>1-2-1 Writing tuition</u> for targeted individuals to increase % of Pupil Premium pupils achieving expected standards.</li> <li>• Careful <u>six week planning</u> using gaps analysis created in conjunction with key subject leaders to ensure gaps are closed and more pupils on track.</li> </ul>	<p>Needs met through targeted small phonics, reading, comprehension &amp; Speech &amp; Language groups.</p> <p>PiXL reading group saw 100% success for pupils reaching the expected standard.</p> <p>33% of Disadvantaged pupils met the higher standard in both Reading &amp; Writing.</p> <p>Tuition moved 2 Disadvantaged pupils vulnerable to not making the expected standard to the expected standard. This was agreed during external moderation.</p> <p>The only Disadvantaged pupil that did not reach expected standards was a casual admission with additional SEND. Pupils have a more secure grounding in basic literacy skills. Some have caught up with their peers though not all predicted to due to severe SEND needs.</p> <p>Gaps were correctly and swiftly identified ensuring pupils received targeted help. Achievement was above national; average standards.</p>
<b>Impact grade:</b>	Outstanding	
<b>Adapted plans for next year:</b>	PiXL (as above). Lexia to begin again to support those receiving phonics intervention in applying their reading independently and to aid and 'over-learn' reading skills for pupils with an additional SEND need in years 3-6.	
<b>Issues that may arise:</b>	Three Disadvantaged pupils in the current Year 6 cohort also have a Specific Literacy Learning Difficulty. One child in the cohort joined as a casual admission from another country within the last year and does not speak English as a first language. This will impact on results.	

<p>Pupil Premium pupils with additional Speech &amp; Language need often not achieving in relation to their peers.</p>	<ul style="list-style-type: none"> <li>• Ensuring Pupil Premium pupils with an additional Speech &amp; Language need are identified early and supported quickly.</li> <li>• <u>Language Link</u> programme purchased in April 2017.</li> </ul>	<p>Pupil Premium pupils identified to be assessed as priority. On day one, two pupils were assessed as having additional need and activities provided to support and manage this within the class setting. Pupils with an additional need are identified and assessed early (without the delayed waiting time of waiting for a referral to a specialist). Pupil Premium Pupils with an additional Speech &amp; Language need are supported in the classroom setting, and receive targeted intervention to enable them to access more of the learning and achieve more highly. 6 PP pupils have received intervention under the programme and have now been assessed as having a lesser need. Achievement at key testing points for these pupils is yet to meet those of their peers. Of last year's cohort, 50% of Disadvantaged pupils with a Speech &amp; Language need reached expected standards for all subjects.</p>
<p><b>Impact grade:</b></p>	<p>Good / Outstanding</p>	
<p><b>Adapted plans for next year:</b></p>	<p>To continue to embed and use alongside other programmes to improve key testing point results for chn with a Speech &amp; Language disorder. Resources used in the intervention groups are to now find a greater place within classroom teaching in order to ensure skills are not isolated (e.g. pupils working on prepositional vocabulary so see this vocabulary in the classroom to embed learning).</p>	
<p><b>Issues that may arise:</b></p>	<p>Less staff than last year may make it difficult to ensure all groups occur weekly.</p>	
<p>Ensuring children from overcrowded housing are calm and ready to learn.</p>	<ul style="list-style-type: none"> <li>• <u>Stand Out Boys Project</u> for targeted children.</li> <li>• <u>Sensory Circuits</u> continued as a morning club for pupils with specific SEND needs that affect their readiness to learn: currently 60% of pupils attending are PP.</li> <li>• <u>School uniform &amp; PE kits</u> bought for Disadvantaged pupils without correct uniform to boost self-esteem.</li> </ul>	<p>Behaviour for learning improved and no incidents of exclusion for Pupil Premium pupils in whole year.</p>
<p><b>Impact grade:</b></p>	<p>Good</p>	
<p><b>Adapted plans for next year:</b></p>	<p>Discussions to be held about Homework Clubs from September 2018. This year we are putting the oral language development at the forefront of Early Years and KS1 intervention by running small language intervention groups for early EAL and by working with The Voices Foundation which will develop the singing and oracy of all pupils but PP Pupils will be given additional work with the group.</p>	
<p><b>Issues that may arise:</b></p>	<p>Payment for additional time of adults spent overseeing homework clubs.</p>	
<p>Support pupils' active lifestyle.</p>	<ul style="list-style-type: none"> <li>• <u>Dance &amp; Football Clubs</u> paid for pupils receiving Free School Meals.</li> <li>• <u>Pupils receive free access to educational visits</u> to local outdoor</li> </ul>	<p>Pupils are happy &amp; active. G &amp; T pupils identified for clubs and courses. 10 PP pupils received an outside bursary for the Year 6</p>

	education centre. <ul style="list-style-type: none"> <li>All children take part in the <u>Daily Mile</u>.</li> </ul>	residential as well as a school bursary – PP uptake of the residential is 100%.
<b>Impact grade:</b>	Good	
<b>Adapted plans for next year:</b>	To continue and push for more PP pupils to be selected for outside enrichment opportunities. Funding to be applied for to broaden the life experiences of PP pupils and their families. School uniform PE kits to be bought for some PP pupils to improve self-esteem and participation in school events. The school is planning to work with MEND on a healthy eating education programme for parents (particularly where there is a concern over obesity). Disadvantaged pupils in need will be targeted first.	
<b>Issues that may arise:</b>	Funding may not be awarded.	

Michelle Omoboni – October 2018