

Humber Education Trust

Christopher Pickering

Primary School



2018/2019

What is Pupil Premium additional funding?

Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to:

- children of statutory school age who have been eligible for free school meals at any point in the last six years (also known as Ever 6 FSM)
- children who are looked after by the local authority
- children whose parents are currently serving in the armed forces.

| 1. Summary information | | | | | |
|------------------------|--------------------------------------|----------------------------------|-----------|--|----------------|
| School | Christopher Pickering Primary School | | | | |
| Academic Year | 2018/2019 | Total PP Budget | £177,140 | Date of most recent PP Review | September 2018 |
| Total number of pupil | 459 | Number of pupils eligible for PP | 129 (28%) | Date for next internal review of this strategy | January 2019 |

| 2. Current attainment | | | | | | | | | |
|---|---------------------------------|-------------------------------------|--|---------------------------------|-------------------------------------|--|---------------------------------|-------------------------------------|--|
| | Reading | | | Writing | | | Maths | | |
| | Pupils eligible for PP (school) | Pupils not eligible for PP (school) | Pupils not eligible for PP (National 2017) | Pupils eligible for PP (school) | Pupils not eligible for PP (school) | Pupils not eligible for PP (National 2017) | Pupils eligible for PP (school) | Pupils not eligible for PP (school) | Pupils not eligible for PP (National 2017) |
| % achieving ELG by end of FS2 | 50% | 63% | 80% | 50% | 59% | 76% | 63% | 63% | 81% |
| % achieving expected standard - end of Y2 | 59% | 74% | 79% | 47% | 75% | 72% | 53% | 79% | 79% |
| % achieving expected standard - end of Y6 | 76% | 92% | 77% | 70% | 92% | 81% | 74% | 92% | 80% |

| 3. Barriers to future attainment (for pupils eligible for PP) | | Priority | | | |
|---|--|--|--|---|---|
| Where high represents a significant impact on future attainment | | Likely to affect <u>most</u> pupils (81%-100%) | Likely to affect the <u>majority</u> of pupils (51%-79%) | Likely to affect a <u>minority</u> of pupils (21-49%) | Likely to affect a <u>few</u> pupils (0%-20%) |
| A. | Poor language acquisition (LA) | x | | | |
| B. | Low starting points / attainment gaps (AG) | | x | | |
| C. | Poor attendance (A) | | | x | |
| D. | Equality of opportunity (EoO) | x | | | |
| E. | Personal, social and emotional factors (PSE) | | x | | |

| 4. Desired Outcomes | | |
|--|--|---|
| Desired outcomes and how they will be measured | | Success criteria |
| A | Outcomes and progress for all pupils and specifically for disadvantaged pupils are above national expectations at the end of KS2. | Outcomes for PP and non PP groups are greater than R 75%, W 78% and M 76% and greater than those of 'other' pupils nationally R 77%, W 80% and M 81%. Progress for PP and non PP groups are greater than 0 for R, W and M. |
| B | Outcomes for all pupils and specifically for disadvantaged pupils are in line with national expectations at the end of KS1. | Outcomes for PP and non PP groups are greater than R 76%, W 68%, M 75% and greater than those of 'other' pupils nationally R 79%, W 72% and M 79%. |
| C | Disadvantaged pupils in EYFS make accelerated progress from their starting points. Gap narrows between attainment of PP pupils in school and 'other' pupils nationally over time. | % of pupils making better than expected progress is at least equal between PP / non PP groups. % of PP pupils achieving GLD narrows towards national 'other' pupils over time. (21% school gap in 2017) |
| D | Attendance for disadvantaged pupils is not less than 0.5% lower than that of non PP pupils and the gap is closing over time. | Attendance for PP pupils is 95%+. Gap between attendance of PP pupils in school and 'other' pupils nationally is not more than 0.5% (0.3% school gap in 2017) |

| 5. Planned expenditure | | | | | |
|---|---|---|---|------------|---|
| Academic Year | 2018-2019 | | | | |
| Desired outcome | Chosen action/approach | What is the evidence & rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | When will you review implementation? |
| Outcomes and progress for all pupils and specifically for disadvantaged pupils are above national expectations at the end of KS1 and KS2. | All teachers and teaching assistants to receive training to ensure a deeper understanding of the needs of disadvantaged pupils and tailor their teaching, planning and support to ensure that these pupils make accelerated progress. | Better access to quality first teaching with an emphasis on metacognitive and self-regulation strategies. Pupils have effective same day intervention. | Monitoring schedule Progress meetings Data analysis High quality staff CPD | JM/LL/JC | Termly progress meetings and data analysis Termly review of quality of T&L provision |
| | Through high quality feedback disadvantaged pupils know what they do well, what they need to improve and are able to identify the impact of teacher's feedback in supporting their learning. | Better access to quality feedback to move children's learning forward. | Monitoring schedule Progress meetings Data analysis High quality staff CPD | JM/LL/JC | Termly progress meetings and data analysis Termly review of quality of T&L provision |
| | Use of additional teacher to work in Y6 and Y2 in the Spring term for One-to-One coaching. | Research (Sutton Trust) indicates that participants in One-to-One/After School programmes score | Monitoring schedule Progress meetings Data analysis | JM/LL/JC | Termly progress meetings and data analysis Termly review of quality of T&L provision |

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|---|---|--|---|-------------------|---|
| | | higher on measures of academic achievement. | | | |
| | Nurture support delivered in and out of class focussing on behaviour, social skills and attitudes to learning. | Attitudes to learning improve thus resulting in improved outcomes. | Progress meetings Data analysis | JM/LL/TL /BC | Termly progress meetings and data analysis Termly review of quality of T&L provision |
| | Learning mentors support children in and out of the classroom raising self-esteem, promoting confidence and increased motivation. | Attitudes to learning improve thus resulting in improved outcomes. | Progress meetings Data analysis | JM/LL/TL /BC | Termly progress meetings and data analysis Termly review of quality of T&L provision |
| | Engage parents of disadvantaged pupils in supporting their children's learning whilst developing their own learning. | PP families often have complex lives so additional support can be given ensuring that pupils are learning ready. | Progress meetings Data analysis | JM/LL/TL /BC | Termly progress meetings and data analysis Termly review of quality of T&L provision |
| Total budgeted cost | | | | | £100,000 |
| Desired Outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will you ensure it is implemented well? | Staff Lead | When will you review implementation? |
| Disadvantaged pupils in EYFS make accelerated progress from their | Staff:Pupil ratio in EYFS is 1:10 rather than 1:13 | Better access to quality first teaching | Monitoring schedule Progress meetings Data analysis | JM/JC/JS | Termly progress meetings |

| | | | | | |
|---|--|---|---|-----------------------|---|
| starting points. Gap narrows between attainment of PP pupils in school and 'other' pupils nationally over time. | 100% of EYFS classes are supported by well- trained and experienced TAs | 100% of pupils have effective pre and post teaching support at the point of need | Monitoring schedule Progress meetings Data analysis Quality of T&L reviews | JM/JC/JS | Termly progress meetings and data analysis Termly review of quality of T&L provision |
| Total budgeted cost | | | | | £50,000 |
| Desired Outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will you ensure it is implemented well? | Staff Lead | When will you review implementation? |
| Reduce levels of persistent absence. | Full time attendance officer employed into Pastoral Team to work with vulnerable families and target PA and pupils with declining absence rates. | Dedicated member of staff working with PA and poor attenders will improve home-school relationships and enable personalised support and targeted challenge for specific families. Link within the Pastoral Team to CP and wider safeguarding concerns will ensure a 'joined-up' approach to tackling PA. | Weekly and half termly attendance monitoring. Impact of whole school attendance incentives | LL/CI | Weekly class attendance reviews Termly attendance analysis including review of vulnerable groups |

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|----------------------------|---|---|--|--------|---|
| | Range of attendance incentives implemented: attendance trips, attendance month, 100% attendance medals allocated TAs to PA pupils etc | Raise the profile of good attendance and celebrate pupils with improving attendance in school. | Weekly and half termly attendance monitoring. Impact of whole school attendance incentives | LL/ CI | Weekly class attendance reviews Termly attendance analysis including review of vulnerable groups |
| | Free breakfast club for all disadvantaged pupils | Encourage 100% of disadvantaged pupils to attend the breakfast club so they are on time and ready for school every day. | Weekly monitoring of disadvantaged pupils attendance at Breakfast Club | LL/ CI | Weekly class attendance reviews Termly attendance analysis including review of vulnerable groups |
| | School Mini bus to collect children who are identified as vulnerable. | Pupils are in school so they are on time and ready to learn every day. | Weekly monitoring by attendance officer. | LL/ CI | Weekly class attendance reviews Termly attendance analysis including review of vulnerable groups |
| Total budgeted cost | | | | | £29,000 |

6. Review of expenditure – Actual Pupil Premium funding received: £203,707

| Previous Academic Year | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---------|------|---------|-------------|---------|--|---------|--|-------|--|--|------|----|------|----|------|----|-----|-----|-----|-----|-----|-----|-----|---------------------------|-----|-----|-----|-----|-----|-----|-----------|-----|-----|-----|-----|-----|-----|---------------|-----|-----|-----|---|-----|---|--------------|-----|-----|-----|-----|-----|-----|---|-----|---------|--|---------|--|-------|--|--|------|----|------|----|------|----|-----|-----|-----|-----|-----|-----|-----|---------------------------|-----|----|-----|-----|-----|----|-----------|-----|-----|-----|-----|-----|-----|---------------|-----|------|-----|------|-----|------|--------------|------|------|-----|------|------|------|---|
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | | | Cost | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To narrow attainment gaps by ensuring all disadvantaged pupils have access to 'outstanding' Quality First Teaching | <p>1:1 Teachers employed to provide interventions at the point of need to KS1/KS2 pupils.</p> <p>Maths TRGs attended.</p> <p>Reading Plus purchased and used in Y6 interventions.</p> <p>Staffing ratio of 1:12 in EYFS</p> <p>Subsidised school trips, extra curricular activities and music tuition.</p> | <table border="1"> <thead> <tr> <th>KS1</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>EXP+</th> <th>GD</th> <th>EXP+</th> <th>GD</th> <th>EXP+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>70%</td> <td>20%</td> <td>67%</td> <td>15%</td> <td>72%</td> <td>23%</td> </tr> <tr> <td>Disad (Without EHCP/CATS)</td> <td>77%</td> <td>23%</td> <td>62%</td> <td>15%</td> <td>68%</td> <td>23%</td> </tr> <tr> <td>Non-Disad</td> <td>74%</td> <td>21%</td> <td>74%</td> <td>16%</td> <td>79%</td> <td>26%</td> </tr> <tr> <td>In School Gap</td> <td>+7%</td> <td>+3%</td> <td>-5%</td> <td>=</td> <td>-4%</td> <td>=</td> </tr> <tr> <td>National Gap</td> <td>+2%</td> <td>-3%</td> <td>-8%</td> <td>-1%</td> <td>-8%</td> <td>+1%</td> </tr> </tbody> </table> | | | | KS1 | Reading | | Writing | | Maths | | | EXP+ | GD | EXP+ | GD | EXP+ | GD | ALL | 70% | 20% | 67% | 15% | 72% | 23% | Disad (Without EHCP/CATS) | 77% | 23% | 62% | 15% | 68% | 23% | Non-Disad | 74% | 21% | 74% | 16% | 79% | 26% | In School Gap | +7% | +3% | -5% | = | -4% | = | National Gap | +2% | -3% | -8% | -1% | -8% | +1% | <table border="1"> <thead> <tr> <th>KS2</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>EXP+</th> <th>GD</th> <th>EXP+</th> <th>GD</th> <th>EXP+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>83%</td> <td>36%</td> <td>83%</td> <td>36%</td> <td>84%</td> <td>21%</td> </tr> <tr> <td>Disad (Without EHCP/CATS)</td> <td>88%</td> <td>0%</td> <td>75%</td> <td>13%</td> <td>88%</td> <td>0%</td> </tr> <tr> <td>Non-Disad</td> <td>92%</td> <td>53%</td> <td>92%</td> <td>53%</td> <td>92%</td> <td>58%</td> </tr> <tr> <td>In School Gap</td> <td>+5%</td> <td>-36%</td> <td>-8%</td> <td>-23%</td> <td>+4%</td> <td>-21%</td> </tr> <tr> <td>National Gap</td> <td>+13%</td> <td>-28%</td> <td>-3%</td> <td>-21%</td> <td>+12%</td> <td>-24%</td> </tr> </tbody> </table> <p>Attainment 'in school' and national gaps narrowed for both Key Stages within 10% in all subjects at ARE.</p> <p>Reading ARE is very positive in both Key Stages demonstrating impact of reading interventions in KS1 and Reading Plus in KS2.</p> | KS2 | Reading | | Writing | | Maths | | | EXP+ | GD | EXP+ | GD | EXP+ | GD | ALL | 83% | 36% | 83% | 36% | 84% | 21% | Disad (Without EHCP/CATS) | 88% | 0% | 75% | 13% | 88% | 0% | Non-Disad | 92% | 53% | 92% | 53% | 92% | 58% | In School Gap | +5% | -36% | -8% | -23% | +4% | -21% | National Gap | +13% | -28% | -3% | -21% | +12% | -24% | <p>Cost</p> <p>£103,000</p> |
| | | KS1 | Reading | | Writing | | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | EXP+ | GD | EXP+ | GD | EXP+ | GD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ALL | 70% | 20% | 67% | 15% | 72% | 23% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disad (Without EHCP/CATS) | 77% | 23% | 62% | 15% | 68% | 23% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-Disad | 74% | 21% | 74% | 16% | 79% | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| In School Gap | +7% | +3% | -5% | = | -4% | = | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National Gap | +2% | -3% | -8% | -1% | -8% | +1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS2 | Reading | | Writing | | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | EXP+ | GD | EXP+ | GD | EXP+ | GD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ALL | 83% | 36% | 83% | 36% | 84% | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disad (Without EHCP/CATS) | 88% | 0% | 75% | 13% | 88% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-Disad | 92% | 53% | 92% | 53% | 92% | 58% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| In School Gap | +5% | -36% | -8% | -23% | +4% | -21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National Gap | +13% | -28% | -3% | -21% | +12% | -24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Desired outcome</p> <p>To provide disadvantaged SEND pupils with bespoke provision.</p> | <p>Chosen action/approach</p> <p>Hubs created to ensure individual needs are met and progression for all.</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> <p>16/24=67% children were disadvantaged who accessed Hub provision 17-18. All children made significant progress from their starting points. (CATs DATA)</p> <p>Social and emotional needs have been met</p> | | | | <p>Cost</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | with an increased focus on basic skills and life skills. Evidence shows that the children, parents, staff and other professionals are engaged in a shared partnership to ensure bespoke provision for all children to meet their individual targets. | |
| | | Cost | £40,000 |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Cost |
| To improve learning attitudes and behaviour for disadvantaged pupils. | TA employed for Pastoral provision. Assistant Head for behaviour, pastoral and attendance to monitor through IBPs and pastoral programmes of work. | <p>Children have a chance to talk about issues which may otherwise have caused behavioural difficulties in the classroom. Children are more settled and feel able to apply themselves more effectively to their work.</p> <p>Staff are forewarned about incidents and can make allowances in class which makes for a more settled and productive day. Of the children who regularly come to check in 54% are PP children.</p> <p>The impact of this is that children remain on task and are able to complete work. They are settled and remain calm. 90% of the children who accessed this last year were PP children.</p> <p>The impact of this helped children to become more resilient and develop a more positive approach to their attitude and behaviour which improved behaviour in the classroom and gave the children a more positive attitude to their learning. 60% of children who accessed this were PP</p> | |

| | | | | | | | | | | | | |
|---|--|---|----------------|-----------|-----------------------------|-----------------------|--------------|-------------|-------------------------------|------------------------------------|------------------------------------|-------------|
| | | children. | | | | | | | | | | |
| | | Cost | £40000 | | | | | | | | | |
| Desired outcome To continue to raise achievement through improved attendance and punctuality. | Chosen action/approach Number of Mini bus pick-ups extended. Breakfast club for disadvantaged pupils. Parental engagement through links with attendance officer. | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. Pupils are in school on time and settled, ready for work. All pupils picked up by the bus have an improved attendance. 18% of PAs last year came out of the category due to the pastoral bus. 75% of the pupils picked up by the bus are PP pupils, which is 13% of all the PP pupils in the school. Attendance data: <table border="1" data-bbox="1093 746 1720 1093"> <tr><td>All: 95.6%</td></tr> <tr><td>PP: 94.8%</td></tr> <tr><td>In school difference = -0.8</td></tr> <tr><td>National difference =</td></tr> <tr><td>PA All: 8.1%</td></tr> <tr><td>PA PP: 3.3%</td></tr> <tr><td>In school difference = + 4.8%</td></tr> <tr><td>National difference to all = +5.0%</td></tr> <tr><td>National difference to PP = +14.7%</td></tr> </table> | All: 95.6% | PP: 94.8% | In school difference = -0.8 | National difference = | PA All: 8.1% | PA PP: 3.3% | In school difference = + 4.8% | National difference to all = +5.0% | National difference to PP = +14.7% | Cost |
| All: 95.6% | | | | | | | | | | | | |
| PP: 94.8% | | | | | | | | | | | | |
| In school difference = -0.8 | | | | | | | | | | | | |
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| PA All: 8.1% | | | | | | | | | | | | |
| PA PP: 3.3% | | | | | | | | | | | | |
| In school difference = + 4.8% | | | | | | | | | | | | |
| National difference to all = +5.0% | | | | | | | | | | | | |
| National difference to PP = +14.7% | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | Cost | £20,000 | | | | | | | | | |