

Old Palace Pupil Premium Strategy Evaluation – July 2019

1. Summary information					
Financial Year	2018-19	Total PP budget	£203,195	Date evaluation completed	July 2019
Total number of pupils	420	Number of pupils eligible for PP	116		
2. Current attainment (July 2018)					
				<i>Pupils eligible for PP (Old Palace school)</i>	<i>All Pupils (national average)</i>
% achieving the expected standard in reading, writing & maths				94%	70%
Progress score in reading				1.07	
Progress score in writing				2.03	
Progress score in maths				3.24	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A	Poor oral skills/ language delay.				
B	Minimal resources in the home to stimulate the mind and support learning.				
C	Minimal experiences beyond the home, such as days out beyond the immediate locality and limited access to the Arts.				
External barriers <i>(issues which also require action outside school, such as low attendance rates).</i>					
D	Some parents have low levels of fluency in English, making it difficult for them to support learning at home.				
E	Overcrowded and temporary housing, which means pupils not have a quiet space in which to learn or may have their sleep disturbed by other family member				

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria			
A	Diminish any gaps in attainment between disadvantaged and non-disadvantaged pupils where these exist. There will be a specific focus on providing additional support in EYFS and KS1 to boost attainment early in the child's schooling.	All disadvantaged pupils will make expected progress. In areas where the attainment of disadvantaged pupils is lower, targeted disadvantaged pupils will make accelerated progress to diminish this gap.			
5. Planned expenditure					
Academic year	2018-19				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation
In areas where the attainment of disadvantaged pupils is lower, disadvantaged pupils will be targeted to accelerating their progress. This will diminish gaps in attainment.	Release of Intervention Leader and four AHTs to teach sets	Comparison of internal data has shown that pupils at the school make more rapid progress when they are taught in smaller groups, which reduces the pupil to teacher ratio and allows work to be tailored more precisely to meet the children's needs.	Through progress meetings, book scrutinies and the termly analysis of summative data the AHTs will ensure that smaller groupings are having a positive impact on progress.	Headteacher to deploy resources in collaboration with governors. Assistant Headteachers to monitor impact.	<ul style="list-style-type: none"> • In both Y1 & Y2 all gaps have narrowed in Reading, Writing and Maths, at both expected and above. • In Year 3, a higher % of Pupil Premium pupils have achieved expected or above than Non-Pupil Premium pupils in Reading, Writing & Maths • In Year 4, the gap has closed at expected in Reading and at above in Writing. A higher percentage of Pupil Premium pupils have achieved expected in Writing and Maths than Non-Pupil Premium. • In Year 5, a higher percentage of Pupil Premium pupils have achieved expected in Reading and the gap has narrowed at above. In Maths, the gap has closed at expected and is now just 2% at expected in Writing. • In Year 6 the gaps at expected in Maths closed and has narrowed at above; in Writing (expected & above) the gap remained as 4%. The gap increased by 2% in Reading at expected and above (attainment in Year 6 Reading fell overall in July 2019).
				Total budgeted cost	£127,000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation
In areas where the attainment of disadvantaged pupils is lower, disadvantaged pupils will be targeted to accelerating their progress. This will diminish gaps in attainment.	Use of support staff to deliver 1to1 and small group targeted interventions, co-ordinated by the Intervention Leader	Data analysis shows that high quality small group and 1to1 tutoring is an effective way to improve attainment. This allows specific gaps in knowledge/skills to be addressed, alongside quality first teaching in the classroom.	Intervention Leader and AHTs will meet to select the target children. Intervention Leader will plan tailored intervention sessions and train support staff to deliver these. Progress of these pupils will be closely monitored and shared at progress meetings In light of the progress being made the intervention will be revised to ensure maximum impact.	Intervention Leader	At the end of each term following assessment. Fortnightly training sessions were held for support staff by CPD Leader throughout the year. Feedback showed that this was found helpful in enabling them to deliver effective interventions. Regular liaison with IL and AHTs via progress meetings further enhanced the support. As a result TA and IL led interventions had a positive effect in reducing the attainment gap between pp and other children as shown by the data above.
Disadvantaged pupils with language delay/ speech and language needs will have access to specialist provision	Purchase a second day of professional Speech & Language support.	Use of qualified Speech & Language Therapist is shown to	Speech & Language Therapist provides termly assessments, which allows the SENCo to monitor that appropriate levels of progress are being made	Inclusion Assistant Head (SENCo)	At the end of each term following assessment. The S & L Therapist worked with 22 children and more than 60% of these were disadvantaged. Individual reports and reviews shown that all these pupils achieved their target.
				Total budgeted cost	£70,000

iii. Other approaches					
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?
Parents in KS1 will have the skills and understanding to support and extend their children's learning at home	Weekly small group or 1to1 support sessions will be held to enable parent/s to understand and take the steps at home leading to their children's overall progress	<p>Data has shown that engagement with parents goes a long way in developing their children.</p> <p>As these sessions will devote sufficient time to share key teaching and learning strategies with parents on a regular basis, it is expected to result in enhanced attainment and progress for those children.</p> <p>This will be evaluated through their feedback and termly analysis of progress data.</p>	Liaison between Interventions leader and Parent Support Workers will ensure that even the hard-to-reach parents attend the weekly sessions.	Parents in KS1 will have the skills and understanding to support and extend their children's learning at home	Led by the Interventions Leader and supported by Parent Support Worker, one-to-one support sessions were held on weekly basis in Spring term for Year 1 pupil premium parents. Having a duration of 45 minutes each, ample time was allocated to each parent/s to discuss the development of their child. Efficient strategies were shared to enable them to have better skills to support their children at home. Very positive feedback from parents shows that these sessions were extremely helpful for them. End-of-year teacher reports, attainment data and case studies evidence the positive impact of this work

<p>Parents of disadvantaged pupils in KS1 will have the skills and understanding to support and extend their children's learning at home</p> <p>Disadvantaged pupils will have access to additional Saturday educational visits</p>	<p>Fortnightly family learning sessions will be provided for disadvantaged pupils in Reception & KS1. These will link to a termly Saturday trip</p>	<p>This is based on the 'Time to Engage' model which has provided success in raising attainment by supporting parental engagement.</p>	<p>Attendance and completion of homework will be monitored. Impact on attainment will be monitored through the school's termly assessment cycle.</p>	<p>Intervention s Leader, supported by AHT leading Reception.</p>	<p>The 'Time to Engage' project provided fortnightly workshops and a termly Saturday trip for disadvantaged pupils and their parents in Reception, Year 1 & Year 2. This included a WestEnd Theatre visit.</p> <p>There was good participation in all the workshops and parent evaluations show that parents valued the family learning opportunities that this project provided.</p>
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<p>Parents of disadvantaged pupils will have the skills and understanding to support their child's development and to greater access employability</p>	<p>A variety of workshops including:</p> <ul style="list-style-type: none"> • Triple P Encouraging Positive Behaviour • Learning Through Play • Keep Talking <p>Alongside a range of curriculum workshops delivered by subject leaders.</p>	<p>The Bromley by Bow Centre and Parental Engagement Team are able to offer a range of tried and tested programmes to support parents.</p> <p>Increasing the parents understanding of the strategies used in school and the expectations for different age groups, allows parents to provide more effective learning support at home.</p> <p>Helping parents to return to work by providing volunteering opportunities and employability courses helps to improve the families overall financial situation.</p>	<p>Data analysis and feedback from parents is used to identify the subject areas in which support is required.</p> <p>When offering workshop places, priority is given to the parents of disadvantaged pupils</p> <p>Through progress meetings, teachers highlight families which may benefit from 1to 1 support from one of the Parent Support Workers</p>	<p>Parent Support Workers</p>	<p>Following each workshop/ programme attendance sheets and Evaluation forms were completed to judge impact.</p> <p>Parents support workers targeted the parents of disadvantaged pupils for the following courses. The percentages show the proportion of pupil premium children's parents participating:</p> <ul style="list-style-type: none"> • Triple P _ Encouraging Positive Behaviour Workshop – 60% • Learning through play - 50% • Keep Talking - 67% • Dads' Maths Workshop – 76% • Outdoor Learning - 53% • ESOL (full year programme) - 60%
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<p>Disadvantage Pupils will have access to high quality reading resources at home.</p>	<p>School subscribes to Bug Club in KS1 and Egg Express in Y3/4 to allow pupils to access 100s of books online.</p>	<p>Access to a wide range of quality texts allow pupils to practice their reading skills, as well as broadening the children's knowledge and vocabulary</p>	<p>Systems are in place to monitor the books disadvantaged pupils are accessing. If they fail to do, strategies are put into place to address this</p>	<p>English Leader</p>	<p>Bug Club in KS1 and Egg Express in Years 3 & 4 were run successfully, the latter for disadvantaged pupils only.</p> <p>As outlined above, the data shows this supported a diminishing of the gaps as mentioned in Section 1.</p>
<p>Disadvantaged pupils will be able to access a range of after school clubs which will broaden their life skills and experiences</p>	<p>Cost of after school clubs subsidised to support Parents of disadvantaged pupils</p>	<p>Financial constraints may prevent some families from accessing these extra-curricular activities.</p> <p>By partly subsidising the cost, it is hoped to that all pupils will have equal access to these opportunities and the learning that they provide and foster.</p>	<p>All club applications are recorded on a spreadsheet allowing the proportion of PP children attending clubs to be tracked.</p> <p>The School Business Manager will highlight any disadvantaged pupils who have not attended a club to the Parent Support workers at the end of each term, so they can then approach parents</p>	<p>School Business Manager</p>	<p>For disadvantaged pupils, the subsidised payment at 50% has been a big encouragement to participate in various after school clubs throughout the year. This has helped to equip them with life-long skills.</p> <p>108 (93%) of PP attended at least one club. As each club is run for ten weeks, this amounted to them having access to several hours of additional learning.</p>
				<p>Total budgeted cost</p>	<p>£6200</p>