

Impact of Pupil Premium Spending Report 2019-2020

William Barcroft Junior School received £190,980 Pupil Premium Funding in the financial year 2019-20. This is based on £1320 per child, for 139 children plus a post-LAC allowance for a further 7 pupils. We also received £7500 for 3 LAC children. We are committed as a school to ensuring that this money is spent with maximum impact.

Context of School

William Barcroft Junior School serves one of the most deprived wards in Cleethorpes/ Grimsby. There are 314 pupils on roll. Many pupils come from disadvantaged economic home circumstances. The school's deprivation indicator is significantly above the national average (top 20% nationally – source IDSR) . There is a high proportion of pupils joining and leaving the school at non-standard admission times.

Provision:

Our priorities at William Barcroft Junior School are:

- To narrow the gap for those pupils not on track to achieve the expected standard/ Secondary readiness at the end of KS2.
- To ensure that all pupils make progress in line with national expectations regardless of their pupil premium status.
- To ensure early identification of additional needs and to promote early intervention programmes.
- To ensure that there is extra adult support to facilitate emotional and social development.
- To use academic research to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.
- To continue to improve attendance.
- To ensure that all children, regardless of back ground, receive the range of experiences involved in the delivery of our full curriculum.

This provision will include:

1. **Achievement and Standards** work including additional class based or intervention work to accelerate progress of targeted groups or individuals
2. **Learning Support** to enable children to fully access learning and accelerate progress where there are specific barriers other than identified Special Educational Needs
3. **Pastoral work** which undertakes work to raise self-esteem, extend their personal skill set and support children to make appropriate choices in order to maximise learning opportunities
4. **Out of Hours and enrichment** to ensure that children are given full opportunity to develop other talents in sport and creativity to also improve self- confidence and motivation for school
5. **Social Acceptance** ensuring children do not suffer socially due to disadvantage

Outcome for Disadvantaged Pupils at the end of KS2

The progress made by our disadvantaged children is **above the national average for non-disadvantaged pupils** in reading, writing and maths.

Below is the Y6 progress data for 2018:

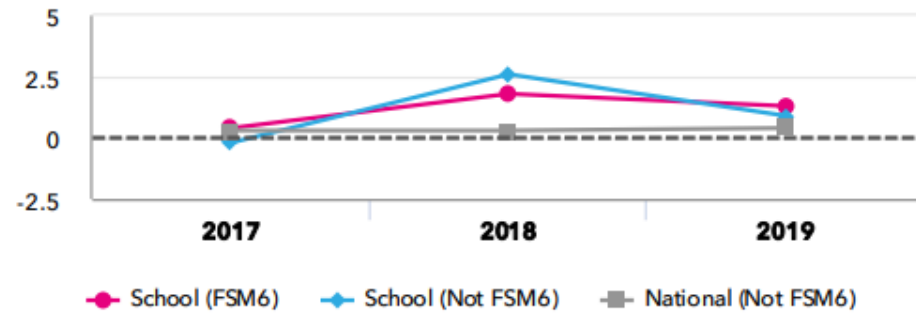
	Reading	Writing	Maths
Progress score for disadvantaged pupils	0.44	1.08	3.09
Confidence interval	-1.3 to 2.1	-0.5 to 2.7	1.6 to 4.6
Number of disadvantaged pupils	49	49	49
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

The picture then improved further in 2019, with maths and writing well above the average for non-disadvantaged pupils:

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	0.59	3.94	2.08
Confidence interval ?	-1.4 to 2.6	2.1 to 5.8	0.3 to 3.8
Number of disadvantaged pupils	36	36	36
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils ?	0.32	0.27	0.37

KS2 progress for disadvantaged pupils 2019

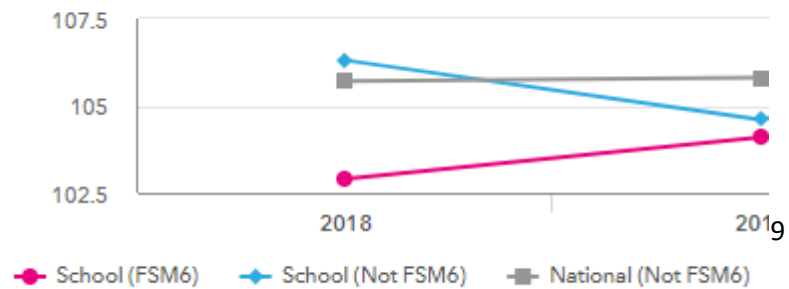
Average Scaled Score (Re, Ma)



The attainment gap is also closing:

KS2 attainment for disadvantaged pupils

Average Scaled Score (Re, Ma) 



Outcomes Across the school:

Data has been limited this year due to the Covid-19 outbreak, as there was no end-of year testing/assessments. The following table shows Easter 2020 data:

PROGRESS OF DISADVANTAGED CHILDREN

Percentages of pupils who made less than expected progress, expected progress, or greater than expected progress is shown below for this key group. Progress of **non-disadvantaged** pupils is in **blue** below for comparison.

	READING			WRITING			MATHS		
	<EX	EX	>EX	<EX	EX	>EX	<EX	EX	>EX
Y3	73%	22%	5%	51%	41%	8%	68%	24%	8%
	55%	45%	0%	40%	60%	0%	46%	54%	0%
Y4	10%	35%	55%	26%	51%	23%	29%	55%	16%
	21%	41%	38%	19%	43%	38%	28%	66%	6%
Y5	28%	39%	33%	38%	39%	23%	40%	47%	13%
	19%	34%	47%	25%	44%	31%	25%	59%	16%
Y6	2%	21%	76%	2%	24%	74%	10%	54%	36%
	3%	22%	75%	3%	14%	83%	3%	69%	28%

In years 4 and 6, more disadvantaged pupils were making expected or greater than expected progress than non-disadvantaged pupils. In other year groups, children have been targeted in order to accelerate progress.

The following data shows progress of disadvantaged pupils from July 2019:

Maths

In maths in years 3 and 4 children in receipt of PP made greater average progress than those not receiving PP. In year 6 average attainment is higher for the group of PP children, than the non-PP group:

Average Progress	Year 3	Year 4	Year 5	Year 6
Expected Progress (Expected Attainment)	3.0 (11)	3.0 (14)	3.0 (17)	3.0 (20)
Progress made by pupils in receipt of PUPIL PREMIUM (Average Attainment)	3.4 (8.8)	3.1 (11.8)	3.4 (15.0)	3.6 (19.1)
Progress made by pupils NOT in receipt of PUPIL PREMIUM (Average Attainment)	3.3 (9.4)	2.9 (11.6)	3.6 (15.7)	3.9 (19.0)

Writing

In writing the progress of children in receipt of PP fell slightly short of those who do not, however in year 6 their attainment exceeded that of those who do not receive the funding.

Average Progress	Year 3	Year 4	Year 5	Year 6
Expected Progress (Expected Attainment)	3.0 (11)	3.0 (14)	3.0 (17)	3.0 (20)
Progress made by pupils in receipt of PUPIL PREMIUM (Average Attainment)	2.4 (7.5)	2.0 (10.0)	2.8 (13.5)	4.3 (18.9)
Progress made by pupils NOT in receipt of PUPIL PREMIUM (Average Attainment)	2.6 (8.1)	2.5 (10.6)	3.2 (14.6)	4.4 (18.4)

Reading

In reading , although progress by children in receipt of PP fell short of that made by those not in receipt of the funding, the difference was very small, and in year 4 the progress was equal. In many individual classes the PP group of children outperformed non-PP children.

Average Progress	Year 3	Year 4	Year 5	Year 6
Expected Progress (Expected Attainment)	3.0 (11)	3.0 (14)	3.0 (17)	3.0 (20)
Progress made by pupils in receipt of PUPIL PREMIUM (Average Attainment)	1.8 (7.0)	2.8 (10.5)	3.2 (13.9)	5.0 (18.8)
Progress made by pupils NOT in receipt of PUPIL PREMIUM (Average Attainment)	2.1 (8.0)	2.8 (10.7)	3.3 (14.8)	5.2 (18.8)

Our success in supporting disadvantaged children has been recognised by OFSTED in our latest inspection :

***Those supported by pupil premium funding achieve well because the school's assessment of their achievement is comprehensive and accurate and ensures that teaching programmes are exactly matched to their needs.'* (OFSTED June 2014)**

and also the DfE, when we received a letter of recognition in 2014.

Impact of Expenditure:

Item/Project	Cost	Objective/Description	Impact
Direct Intervention:			
Staffing for Intervention Groups	£41,812 £5800	Level 3 TAs to deliver targeted intervention for identified individuals falling behind. One member of staff to deliver Y1 targets to a small group of year 3 pupils each morning.	Progress of intervention groups has been accelerated. Although this has been difficult to show numerically due to the switch to same day intervention with different children receiving the support each day, teachers consistently report that more children are accessing lessons due to the quality of catch up provided by SDI TAs.
Resources for Intervention Groups	£100	To enable pupils at risk of underachieving to fully access the curriculum.	
Team At Work Intervention Programmes.	£2750	Identification of suitable SEND programmes to close gaps for identified pupils, and support for delivery by TA.	Non data for current year due to Covid 19, however in the previous year children receiving Team at Work intervention programmes had a progress average of 3.1 for reading and 3.35 for writing, showing accelerated progress. (expected 3.0)
CPD for Staff	£3270	To ensure staff have relevant up to date skills to support the PP children.	Staff now have a clear focus on ways to support PP children. Disadvantaged children are making accelerated progress in almost all areas (see above data section) Isabella Wallis was used to extend strategies used to engage disadvantaged pupils and has been noted as having impact in lesson observations.
Accelerated Reader	£1277	PP children to have access to a system designed to accelerate reading progress as this is a key school target.	No data for 19/20 due to COvid-19. Previous year: Year 4 57% of children on the programme exceeded over a year's reading age and 14% increased by 2 years reading age. Year 5 50% of children on the programme exceeded over a year's reading age and 36% increased by 2 years reading age.
Pastoral Support:			
Learning Mentors	£108,928	Targeted support to promote achievement in pupils whose emotional, behavioural and social needs provide barriers to their attainment.	Analysis of pastoral work has been carried out for every pupil premium child after each programme and all show improvements in key areas. It was recognised by Ofsted that 'Pupils behave very well' (Feb 2020) which is underpinned by strong pastoral support to enable children to settle into class.

Pastoral Tracker	£921	A system to ensure that all issues and potential barriers are logged centrally and dealt with effectively.	The CPoms system is key in ensuring that all pupil premium children have any issues dealt with swiftly and effectively.
Educational Psychologist	£1286	Assessment of learning and emotional needs of individual children. Teacher consultation meetings to devise effective interventions to raise educational standards.	No data for current year due to Covid 19, however the children who saw the psychologist last year had an average of 3.3 for reading and 3.2 for writing, which is slightly above average.
Speech Link	£3660	To support children in addressing issues with speech and ensure that this is not a barrier to learning.	No data for current year due to Covid 19, however last year children who received the Speech Link work made above average progress this year (3.4 for reading and 3.4 for writing).
Breakfast Club	£8445	To enable pupils at risk of poor attendance or punctuality to access a full school day. To ensure children have necessary nutrition at the start of the day and improve 'readiness to learn'. (3 x staff members)	Punctuality has improved for key children as has their focus in first lessons.
Attendance Officer	£5528	To improve school attendance, reduce persistent absentees and the incidence of pupils being persistently late. 1 X Staff members for 2 afternoons	Attendance has been improved for key children and overall attendance now stands at 96.2%
Home Support:			
Uniform – PE Kit	£642	To raise self-esteem and confidence of PP children.	
Reading Books	£0 Records £ 2307 Books	To encourage home reading for those children who are not supported in this area. Xmas books to engage children in home reading.	This has ensured that all children read at least three times per week across the whole school.
Experiences:			
Subsidy for School Trips	£989	COVID To enable PP children to attend educational trips and ensure that experiences linked to topics are not missed due to potential cost barriers.	Curriculum questionnaires showed more pupils enjoy the topics and book scrutiny of topic work showed improvement in quality and presentation of topic work compared to the previous year.
Subsidy for workshops	£485	To enable all children to access enrichment activities and ensure that experiences linked to topics are not missed due to potential cost barriers.	
Out of School Clubs	£500	To provide enrichment activities which children may not have access to without support. Craft Club	Almost all after school clubs have been full, with many over-subscribed up until school closure in March.
Guitar and Violin Tuition	£1140 Guitar £1600 Violin	To provide enrichment activities which children may not have access to without support.	Children have accessed these lessons and engagement across the curriculum increased.
Other:			

Testbase	£240	To enable the PP children to have the best preparation for national tests.	Year 6 numeracy work has been enhanced and children better prepared for the testing situation, with results for maths being well above national average.
-----------------	------	--	--

Total: £ 191,680