

Pupil Premium Strategy Review for 2018-19 (Garfield Primary) Unvalidated Data

Impact of Actions – July 2019



PP KS2 Attainment Outcomes 2018-19 (Four Year Trend)

KS2 SATS ATTAINMENT %	READING								WRITING								MATHS							
	ARE+				WAGD				ARE+				WAGD				ARE+				WAGD			
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
Garfield ALL	54	62	77	63	18	13	34	17	72	74	78	70	6	6	18	19	76	75	88	87	24	13	29	23
National	66	71	75	73	19	25	28		74	66	79	78	15	18	20		70	75	76	79	17	23	24	
Garfield PP	41	56	70	58	10	16	33	16	70	60	74	71	3	4	15	19	74	72	81	80	10	8	19	13
National Other	73	68	80		19	9	32		77	73	83		6	9	23		82	77	80		29	18	28	
GAP PP/Other	-32	-12	-10		-9	+7			-7	-13			-3	-5			-8	-5	+1		-19	-10		

GPS								COMBINED RWM							
ARE+				WAGD				ARE+				WAGD			
2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
74	79	80	72	22	28	45	26	50	60	73	58	6	4	7	5
70	77	78	78	23	31	34		53	61	64	65	5	9	10	
74	72	81	74	17	24	44	26	37	52	67	55	3	4	7	6
77	86	82		19	32	39		68	68	70		6	4	12	
-3	-14	-1		-2	-8	+5		-31	-16	-3		-3	0	-5	

PP KS2 Progress Outcomes 2018-19 (Four Year Trend)

KS2 SATS Progress	2016		2017		2018		2019	
	School	PP	School	PP	School	PP	School	PP
Reading	-0.55	-1.9	-1.62	-2.66	-0.2	+0.04	-1.83	-3.48
Writing	-2.8	-3.6	-2.95	-4.87	-0.4	-1.3	0.05	-0.51
Maths	+2.56	+1.33	+0.3	-1.24	+1.6	+0.65	2.82	1.79

PP KS1 Attainment Outcomes 2018-19 (Four Year Trend)

KS1 SATS ATTAINMENT %	READING								WRITING								MATHS							
	ARE+				WAGD				ARE+				WAGD				ARE+				WAGD			
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
Garfield ALL	62	69	61	63	24	22	9	20	52	64	61	60	1	6	5	5	63	64	79	60	15	0	9	10
National	66	76	75		24	25	26		74	68	70		13	16	16		70	75	76		18	21	22	
Garfield PP	74	76	50	70	30	19	13	11	55	67	50	65	0	10	13	0	63	71	63	53	11	0	13	6
National PP	60	61	60				TBC		50	52	53				TBC		58	60	61				TBC	
National Other	56	65	78		21	24	TBC		51	63	73		2	4	TBC		64	61	79		16	0	TBC	

PP Y1 Phonics Progress Outcomes 2016-19 (Four Year Trend)

Y1 / Y2 PHONICS %	2016		2017		2018		2019	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2
Garfield ALL	71	83	81	91	78	67	80	47
National	81	90	81	92	82	92		
GPS PP	58	81	58	57	82	40	89 (8/9)	0 (0/4)
National PP			70		70	TBC		
National Other					84	TBC		

PP Outcomes EYFS 2017-19(Three Year Trend)

%	Prime			Reading			Writing			Maths			GLD		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
All		66	74		79	74		66	70		79	81		66	65
PP	56	89	83	72	89	58	44	67	58	67	89	75	67	67	58
Non PP		80	70		75	81		65	74		80	84		65	68
Gap		+9	+13		+14	-23		+2	-16		+9	-9		+2	-10

School (Matched pupils from July '18)

Whole School	Group	Number of Pupils (%)	Reading			Writing			Maths		
			At Expected+ (AE+)	Working at greater depth (WAGD)	Making Good/Good + Progress	At Expected+ (AE+)	Working at greater depth (WAGD)	Making Good/Good + Progress	At Expected+ (AE+)	Working at greater depth (WAGD)	Making Good/Good + Progress
ALL (7/18)	PP	128/300 (43%)	68.8%	19.5%	70.3%	47.7%	10.2%	64.8%	70.3%	20.3%	74.2%
	NON PP	172/300 (57%)	68.0%	22.1%	79.1%	44.2%	11.6%	69.2%	67.4%	26.2%	75.0%
	GAP	-49	0.7%	-2.6%	-8.8%	3.5%	-1.5%	-4.3%	2.9%	-5.9%	-0.8%
ALL Track (7/19)	PP	126/301 (42%)	73.4%	25.8%	84.4%	66.4%	12.5%	70.3%	75.8%	26.6%	78.9%
	NON PP	175/301 (58%)	74.4%	31.4%	84.9%	65.1%	14.5%	80.2%	76.7%	28.5%	82.6%
	GAP	-49	-1.0%	-5.6%	-0.5%	1.3%	-2.0%	-9.9%	-1.0%	-1.9%	-3.7%

1. Review of expenditure 2018-19

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To ensure pupils have access to an engaging, rich and creative curriculum</p>	<p>Continued improvement of quality first teaching through cross curricular links planned in teaching and learning and a wider range of activities to engage pupils.</p>	<p>Majority of teaching and learning is good with some outstanding according to the school self-evaluations (2018-19), OFSTED (March 2019) and the LA Review (June 2019). (All pupils benefited from the strategy).</p> <p>All pupils (Y1-6) were able to attend a range of trips and had access to a wide curriculum including school events and some attended enrichment opportunities.</p> <p>Termly meetings have taken place with the Achievement Leaders and the Deputy Headteacher where the PP strategy was discussed at each meeting. Progress on the strategies to help improve teaching and learning were reported on and further next steps agreed.</p>	<p>Training and peer observations has had an impact so we need to embed and continue to ensure PP pupils have access to a wide and varied curriculum through quality first teaching. Improved MTPs have supported quality first teaching and these will be developed further next year.</p> <p>A range of PP enrichment opportunities are planned and PP will be targeted to attend.</p> <p>By meeting regularly with ALs, staff were supported in ensuring they were implementing key strategies for whole class teaching and interventions. This approach had some positive outcomes in closing gaps and could be built on and embedded in the future particularly looking at Y6 for combined. It will continue.</p> <p>Staff are more aware of PP progress and next steps to close gaps. They now need to continue to discuss all PP pupils at Progress Meetings and provide intervention strategies which can be used to close gaps</p>	<p>£65,802</p>

<p>To continue to ensure gaps in attainment for pupils achieving ARE+ combined in reading writing and maths by the end of Key Stage 2, ARE for KS1, Y1 phonics</p>	<p>CPD and observed modelling by staff for colleagues to ensure best quality feedback and strategies to accelerate learning and close gaps.</p> <p>Provide high quality teaching of phonics in KS1 and EYFS (Also KS2 where necessary)</p>	<p>Ongoing CPD and support from the Achievement Leader has meant that staff who were regularly released to provide one to one feedback for pupils have worked with some identified pupils Teachers had regular release time during music and PE which was used to provide 1:1 feedback for pupils.</p> <ul style="list-style-type: none"> • At end of KS2 • % of pupils achieving ARE+ was lower than previous year in all subject but was still higher than prior years. Maths was just above national. Combined RWM was lower 55% than previous year of 67%. Reading (58%), Writing (71%) Maths (80%) • Pupil Progress in KS2 was better at KS2 than for previous years in writing and maths • At KS1, the pp pupils achieved better than all pupils in reading (70%) and writing (65%) for ARE+. They did less well for GD in all subjects. • There was an increase in the % PP pupils who passed in Y1 Phonics (89%) which was higher than previous years. • Y2 Phonics retakes (0% pass – 4 pupils) (Contextual information for Y2 cohort available in PP report for these pupils) • Reception PP pupils achieved less well than non PP in most areas with reading having the biggest gap (-23%) • Gaps from previous years for whole school data closed in all subjects for ARE +. PP pupils across the school mostly doing better than previous year but some gaps in some specific subjects in different year groups. • For AE+, PP pupils are attaining better than non-PP in writing (Gap +1.3%) and less well in maths and reading (Gap -1% for both). • Progress for PP pupils was best in reading (Gap – 0.5%) and least well in writing (Gap - 9.9%) • For GD, PP pupils are attaining best in maths (26.6%) just below that of non PP pupils (Gap -1.9%) 	<p>Use of individual feedback has positively impacted on outcomes for some pupil. Continued CPD on providing high quality feedback will further support staff in closing gaps for pupils building on the progress made this year. Some pupils with SEND made less progress and interventions to support pupils will be reviewed and training provided for staff delivering them to make them more effective.</p> <p>Continue to monitor new PP pupils and help accelerate their progress by closing gaps using quality first teaching and interventions.</p> <p>Continue to provide teachers with some 1:1 release for feedback time as it has been impacting on PP progress and outcomes where used effectively eg in Y6 maths</p>	
<p>To further develop pupil engagement and independence skills</p>	<p>Embed metacognition, self-regulation and collaborative learning in classrooms</p>	<p>Training provided for staff in metacognition and self-regulation and then used in class to teach pupils about improving their independence learning skills. SSE has shown teachers are mostly using it through modelling in lessons.</p>	<p>The training provided has supported teachers in using metacognition and self-regulations with their pupils. These need to be revisited and embedded further. They appear to be having a positive impact for many pupils in all classes so they will continue.</p>	

	<p>Extend opportunities for peer tutoring.</p> <p>Homework club to support pupils in developing independence and improved study skills.</p>	<p>Observations indicate positive attitudes to learning around the school.</p> <p>19 pupils attended Homework Club during the year. Pupils improved their study skills and 2/4 of the targeted year 6 pupils who attended reached at ARE+ in all subjects, 1/4 in 2 subjects and 1/4 in 1 subject</p>		
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The gap in attainment will continue to diminish for all pupil groups as they progress through the school including for pupils working at greater depth.	<p>Downsizing of targeted year groups using KS2 TA/GTA/Teacher</p> <p>Interventions for groups or individual pupils by GTA</p>	<p>Smaller class sizes in Year 6 and 5 (maths) which supported individual pupils with personal targets.</p> <p>Interventions and pre-teaching groups in Y5 enabled some progress for identified pupils. Increase in the % of pupils at ARE but gaps still to be closed with pupil progress in all subjects.</p> <p>Easter school (funded previous year) and study Clubs including reading clubs took place for Year 6 pupils with positive outcomes (add data when available)</p> <p>25% of the PP Pupils have SEND. The SEND teacher has provided assessments, 1:1 support, whole school specific learning difficulties training and strategies for teachers in supporting identifies PP SEND pupils. SEN pupils have been making progress against their Learning Support Targets.</p> <p>Learning Walk to look at identified WAGD pupils /PP or those targeted for WAGD took place during – areas for development were identified and strategies used to support the pupils.</p>	<p>Downsizing of classes, particularly in Year 6 provided pupils with a more personalised curriculum to enable them to make better progress and so will continue.</p> <p>Some pupils in Y5 need to continue to make accelerated progress to close gaps. Maths pre-teaching started to have an impact. This will continue as a strategy for more year groups.</p> <p>Feedback time has been used as a whole school strategy during the year and further training for staff should support pupils more in closing gaps and accelerate their learning.</p> <p>Study clubs, reading clubs and Easter School are to continue for all Year six pupils as uptake and outcomes were positive</p> <p>SEN teacher to continue to support SEN pupils in making progress against targets – further develop some intervention</p> <p>ALs need to continue to focus on pupils who are not on track to make good progress by ensuring feedback and interventions are put in place for them.</p>	£55,986

<p>To provide additional learning opportunities and help develop study skills for identified pupils</p>	<p>Homework - weekly Study Club - weekly Y6, Spring Term - Reading Clubs - weekly Intervention groups to close gaps through pre-teaching and repetition of concepts.</p> <p>SEN assessments and intervention strategies outlined to support pupils. 1:1 support for pupils with SEN and support for staff</p>	<p>In previous clubs, pupils are able to receive tailored support and 1:1 feedback which improved outcomes at the end of KS2.</p> <p>Pupils developed good study skills which they then transferred to home and into the classroom.</p> <p>Study Clubs also provided pupils with revision and teaching in small groups with tailored revision work. (add any data)</p>	<ul style="list-style-type: none"> Identify pupils in each KS2 classes for Homework Club and who are experiencing difficulties with completing homework. Monitor progress of pupils attending. Ensure high quality planning is in place for booster classes and supports individuals' needs. 	
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iii. Other Approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>All PP pupils are consistently engaged with learning and achieving best outcomes</p>	<p>Therapeutic support for identified pupils by P2B. Learning mentors available to support individual pupils and/or groups of pupils to help them engage with their learning and develop resilience.</p>	<p>P2B has supported pupil's throughout the school both on a one: one basis (18 pupils of which 10 are PP) and by offering a drop-in service (297 children were seen in Place2Talk in 2018-19 – awaiting updated report). The service is open to all pupils and priority is given to PP pupils. It provided them with an opportunity to talk about their concerns which meant that they were more focused on learning when they were in the classroom.</p> <p>The Learning Mentors have supported a wide range of pupils throughout the school. Sessions on mindfulness supported the Y6 pupils in preparing for their KS2 SATS, transition and with their study skills. They also provided training on mindfulness and attachment for staff to use in their classrooms. Individual pupils, a number with significant SEND received support both inside and outside the classroom. Improvements in behaviour have been observed.</p>	<p>P2B continues to support the most vulnerable pupils in school, many who are PP. The impact is sometimes difficult to fully measure but improvements in behaviour especially with attitudes to learning have been observed. The high take up by pupils also demonstrates the need for it to continue.</p> <p>The learning mentors have successfully provided a wide range of support for pupils and strategies for staff. They have supported pupils on a daily basis to engage better with their learning and they have proved to have been a valuable resource for pupils. We will therefore will continue with them as a strategy in supporting pupils.</p>	<p>£97,972</p>
<p>Improved participation in arts and sports of all PP pupils</p>	<p>Pupils targeted to take part in extracurricular clubs and competitions (identified talent)</p>	<p>The music teacher has provided 9 pupils with weekly piano lessons during the year. One pupil sat and passed first stage exams. One pupil applied for a scholarship. A number of music clubs and choirs were provided for pupils and PP were given priority. A new violin club started for PP</p>	<p>Continue with the strategies to offer wider opportunities for the pupils. Target PP pupils who show talent in specific areas.</p> <p>Attendance at clubs will continue to be regularly monitored to ensure all PP are offered and take up a</p>	

		<p>pupils which added to the piano, steel pan, ukulele and recorder on offer.</p> <p>The PE teacher ran a number of sports clubs. Some PP pupils with specific skills or talents have taken place in a range of tournaments including gymnastics, football, tag rugby, dance and basketball.</p> <p>77% of PP pupils took part in a club during the year (increase of 4% from the previous year and in line with other pupils).</p>	<p>place over the year and follow up non-attendance at clubs and targeted offers given to pupils were possible</p> <p>Continue to identify PP pupils who are willing to learn a musical instrument – Violin, piano, steel pan, recorder, ukulele and choir and offer lessons.</p>	
Improved attendance of identified pupil premium pupils	<p>Learning mentors to help settle identified pupils and work with parents to ensure regular attendance. Attendance Officer to monitor attendance and provide early intervention work to help improve individual PP pupils' attendance.</p>	<p>We have rigorous systems to track and tackle poor attendance and for specific groups. 2018-19 Attendance levels were 96.14 % (all) and 94.76 % (previous year-93.6%) (PP). (Some contextual information is available for some PP attendance which impacted on the %)</p> <p>The learning mentors supported some families in trying to improve punctuality and attendance – there were improvements seen after this.</p>	<p>In order to further improve attendance, more direct work will need to be done by the Attendance Officer. Referrals will continue to be made where necessary.</p>	