

Sunnybrow Primary School Pupil Premium Strategy 2018 - 2019

| Area for Development Barrier Proposed Impact | Strategy (including rationale) | Cost | Evaluation | Impact |
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| <p>The proportions of disadvantaged pupils reaching greater depth in reading, writing and maths was lower than that of non-disadvantaged pupils in Year 2, Year 3 and Year 5 in 2017 – 2018</p> <p>Pupil emotional well-being and behavioural difficulties for a number of pupils led to a reduction in the amount of progress made by many pupils. A high proportion of disadvantaged pupils are also SEND pupils.</p> <p><u>Year 3</u> Reading – 24% of disadvantaged pupils will reach greater depth Writing, GPS and maths – 12% of disadvantaged pupils will reach greater depth.</p> <p><u>Year 4</u> Reading – 42% of disadvantaged pupils will reach greater depth Writing, GPS and maths – 28% of disadvantaged pupils will reach greater depth.</p> <p><u>Year 6</u> 32% of disadvantaged pupils will reach greater depth in all subjects.</p> | <p>Additional TAs will be appointed to support in class and deliver precisely targeted interventions</p> | <p>£36,000</p> <p>Total spend £36,000</p> | <p>Additional TAs were appointed to enable us to split Class 4 in to two literacy and numeracy teaching groups with a TA in each. It also enabled us to have a TA in Class 3 and a TA to support specific SEND pupils.</p> <p>Due to a long-term sickness absence and a teacher resigning her post, the TA from Class 3 was moved to support in Class 4.</p> | <p><u>Year 3</u> In reading, writing, maths and grammar, 0% of disadvantaged pupils reached greater depth. This is lower than the cohort overall and for non-disadvantaged pupils.</p> <p><u>Year 4</u> In reading, 22% of disadvantaged pupils reached greater depth which exceeds the cohort overall and for non-disadvantaged pupils. In writing, grammar and maths, 11% of pupils reached greater depth. This is in line with the cohort overall and exceeds the proportion of non-disadvantaged pupils who reached greater depth (0%).</p> <p><u>Year 6</u> In reading, grammar and maths, 0% of disadvantaged pupils reached greater depth in their Year 6 SATs tests. In teacher assessment 8% of disadvantaged pupils reached greater depth. In writing, 17% of pupils reached greater depth. This is an increase on the end of Year 5 results where only 8% of disadvantaged pupils reached greater depth.</p> |

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| <p>The proportions of disadvantaged children in Year 5 reaching the expected standard in all subjects is low.</p> <p>Pupil emotional well-being and behavioural difficulties for a number of pupils led to a reduction in the amount of progress made by many pupils. A high proportion of disadvantaged pupils are also SEND pupils.</p> <p>A minimum of 75% of disadvantaged pupils will reach the expected standard in reading, writing, GPS and maths in the end of KS2 SATs tests.</p> | <p>The class will be split into ability groups for literacy and numeracy each morning. A TA will support each class.</p> <p>One TA will run precisely targeted interventions in the afternoon while the other TA provides support in class.</p> | <p>£19,000</p> <p>Total spend £19,000, the majority of which (£11,680) is coming from the reserve budget</p> | <p>The class was split in to ability groups for literacy and numeracy each morning with a TA to support in each.</p> <p>However, there was a degree of staffing disruption throughout the year. One TA had a prolonged period of absence so a different TA supported in class. One of the teachers resigned from her post and had to be replaced. Due to this, we re-deployed our substantive teacher so that he was teaching the larger group of children.</p> | <p><u>Reading</u> 50% of disadvantaged pupils reached the expected standard which is in line with the cohort overall and in line with non-disadvantaged pupils.</p> <p><u>Writing</u> Teacher Assessment but was moderated by the Local Authority. 92% of disadvantaged pupils reached the expected standard which exceeds the cohort overall and non-disadvantaged pupils.</p> <p><u>GPS</u> 67% of disadvantaged pupils reached the expected standard which is equal to the proportion of the cohort overall who reached the expected standard.</p> <p><u>Maths</u> 75% of disadvantaged pupils reached the expected standard which exceed the cohort overall and non-disadvantaged pupils reaching the expected standard.</p> |
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| <p>To improve the provision in school for Social, Emotional and Mental Health.</p> <p>An increasing number of pupils are presenting with SEMH difficulties which stem from challenging home lives, parental mental health concerns, parental, substance misuse and living in poverty. This is impacting upon their ability to cope with school which is affecting their attainment and progress. For some children, it is also having a negative impact on their behaviour in school with increasing numbers of detentions and exclusions. Provision for SEMH is limited for primary age pupils.</p> <p>Pupils will feel more-able to meet the academic challenges of school and will make at least expected levels of progress. Children's SEMH needs will be met and children will be less likely to receive detentions and exclusions.</p> | <p>PSA to support pupils and parents with ongoing needs and access support for families</p> <p>Relax Kids training for staff so that sessions can be delivered to children.</p> <p>Demountable classroom to be built so that there is an appropriate space in school to deliver therapeutic interventions</p> <p>Resources for therapeutic interventions (e.g. Lego Therapy, Connecting with Children etc) and TA time to deliver the sessions.</p> | <p>£9,000</p> <p>Cost to be confirmed</p> <p>Contribution to overall cost £10,000</p> <p>£5,000</p> <p>Total spend £24,000 plus cost of Relax Kids training</p> | <p>The PSA has supported 4 children directly in school and has run Relax Kids sessions for 8 children. She has also supported families with attendance and access to the food bank.</p> <p>Relax Kids training is not yet complete.</p> <p>Demountable classroom is now complete for nurture provision and SEMH interventions. School paid the full cost of this (£80000)</p> <p>Therapeutic interventions run throughout the year.</p> <p>Staff have also implemented Resilience Plans and resilient classroom strategies. Increased PSHCE has also been a focus this year.</p> | <p>Baseline data collected showed that 89% of pupils presented in the 'moderate to significant' range for PSEMH difficulties. By the end of the year only 29% of children scored within this range.</p> <p>At the start of the year, the average point score for prosocial behaviours was 4 but by the end of the year this had increased to 8.9.</p> <p>In 2017-2018 only 33% of pupils made expected progress in reading, writing and maths. In 2018-2019, for the same group of pupils, 87.5% made expected progress in reading, writing and maths.</p> |

