

Inclusion Overview

Pupil Premium Strategy 2018-19 Summary:

1. To diminish the difference between the progress and attainment of these pupils and their peers;	2. To improve family engagement and promote the wellbeing of these pupils;
<p>A comparison of progress between the last two years' figures and current in-school data shows:</p> <ul style="list-style-type: none"> In Y3, the progress difference continues to diminish in reading and writing. It has started to increase in maths; In Y4, the progress difference is diminishing in maths, it has increased in reading and writing; In Y5, the progress difference has increased in reading, writing and maths; In Y6, the progress difference has diminished in reading and writing and has increased in maths (although it is small) <p>A comparison of attainment between the last two years' figures and current in school data, when SEN children are not included¹ shows:</p> <ul style="list-style-type: none"> In Y3,4,5 and 6, the attainment gap has diminished in all subjects. In nearly all cases, this is a trend over three years for each cohort in each subject. <p>End of Key Stage data shows:</p> <ul style="list-style-type: none"> No difference in progress or attainment for disadvantaged children in KS1, with one disadvantaged child at Greater Depth for reading; No difference in progress or attainment for disadvantaged children in KS2, with all disadvantaged children attaining at expected level with the exception of one disadvantaged child who is on the SEN register and has an EHCP; One disadvantaged child in KS2 who is at Greater Depth for reading and writing. 	<p>Through a range of strategies, family engagement and wellbeing of children has improved in school:</p> <ul style="list-style-type: none"> Improvement of parental engagement with children's learning through increased attendance at learning meetings, parent workshops and school events; Behaviour for learning has improved through an increase in perseverance, engagement and concentration in lessons, allowing children to make greater progress; Individual needs of each child are well understood and support and intervention are built around them to address these; Multi-agency involvement has supported the social and emotional wellbeing of disadvantaged children allowing them to access QFT and make progress. <p>Areas of focus for 2019/20:</p> <p>1). To further diminish the difference between the progress and attainment of these pupils and their peers, via:</p> <ul style="list-style-type: none"> - increasingly improved Quality First Teaching - interventions which demonstrate measurable impact; <p>2). To continue to improve family engagement and promote the wellbeing of these pupils</p>

¹ Due to the fact that they may have significant learning needs which mean they will not attain at the same level as their peers, although they should make the same amount of progress at the appropriate level.

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Comparison of progress data, year-on-year tracking cohorts.

	% making good progress										% on track								
	Reading			Writing			Maths				Reading			Writing			Maths		
	Dis.	Other	Gap	Dis.	Other	Gap	Dis.	Other	Gap		Dis.	Other	Gap	Dis.	Other	Gap	Dis.	Other	Gap
Y1	N/A																		
Y2	N/A																		
Year 3 – 27 children (4 disadvantaged)																			
Y3	50	69	-19	50	69	-19	50	69	-19		50	69	-19	50	69	-19	50	69	-19
17/18	75	95	-20	50	76	-26	100	95	-5		60	82	-22	60	82	-22	80	86	-6
16/17	50	91	-40	50	91	-40	50	91	-40		50	90	-40	50	90	-40	50	90	-40
Year 4 – 29 children (2 disadvantaged)																			
Y4	50	93	-43	50	81	-31	50	70	-20		50	93	-43	50	81	-31	50	81	-31
17/18	100	93	-7	100	86	+14	50	87	-37		50	93	-43	50	76	-36	50	87	-37
16/17	33	93	-60	33	89	-56	100	100	-		33	96	-63	33	89	-56	66	100	-34
Year 5 – 21 children (4 disadvantaged)																			
Y5	50	73	-23	50	80	-30	50	73	-23		50	87	-37	50	87	-37	50	73	-23
17/18	100	100	-	100	100	-	100	93	-7		50	88	-38	50	88	-38	50	82	-32
16/17	25	94	-69	25	94	-69	25	94	-69		25	88	-63	25	88	-63	25	88	-63
Year 6 – 28 children (5 disadvantaged)																			
Y6	60	39	+21	100	78	+22	80	86	-6		80	87	-7	80	78	+2	80	87	-7
17/18	100	83	+17	100	83	+17	100	83	+17		100	83	+17	100	83	+17	100	83	+17
16/17	80	79	+1	100	88	+12	80	79	+1		80	71	+9	80	92	+12	80	67	+13

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Comparison of progress data, year-on-year tracking cohorts (without SEN).

	% making good progress										% on track								
	Reading			Writing			Maths				Reading			Writing			Maths		
	Dis.	Other	Gap	Dis.	Other	Gap	Dis.	Other	Gap		Dis.	Other	Gap	Dis.	Other	Gap	Dis.	Other	Gap
Y1	N/A																		
Y2	N/A																		
Year 3 – 27 children (2 disadvantaged, not SEN)																			
Y3	100	69	+31	100	69	+31	100	69	+31		100	69	+31	100	69	+31	100	70	+30
16/17	100	95	+5	100	76	+24	100	95	+5		100	82	+18	100	82	+18	100	86	+14
15/16	50	91	-41	50	91	-41	50	91	-41		50	90	-40	50	90	-40	50	90	-40
Year 4 – 29 children (1 disadvantaged, not SEN)																			
Y4	100	93	+7	100	81	+19	100	76	+24		100	93	+7	100	81	+19	100	70	+30
17/18	100	93	+7	100	86	+14	100	87	+13		100	93	+7	100	76	+26	100	87	+13
16/17	100	93	+7	100	89	+11	100	100	-		100	96	+4	100	89	+11	100	100	-
Year 5 – 21 children (2 disadvantaged, not SEN)																			
Y5	100	73	+27	100	80	+20	100	73	+27		100	87	+13	100	87	+13	100	73	+27
17/18	100	100	-	100	100	-	100	93	+7		100	88	+12	100	88	+12	100	82	+18
16/17	100	94	+6	100	94	+6	100	94	+6		100	88	-63	100	88	-63	100	88	-63
Year 6 – 28 children (4 disadvantaged, not SEN)																			
Y6	100	97	+3	100	97	+3	100	97	+3		100	87	+13	100	78	+22	100	87	+13
17/18	100	83	+17	100	83	+17	100	83	+17		100	83	+17	100	83	+17	100	83	+17
16/17	80	79	+1	80	88	+12	80	79	+1		80	71	+9	80	92	+12	80	67	+13



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Number of PP children within each class (end of Term 6), with contextual information:

Y1	Y2	Y3	Y4	Y5	Y6
1	1	4	2	4	5
New to Pucklechurch this year	New to Pucklechurch this year	2 on SEN register, 2 with regular support from Inclusion Leader/Parent Link	1 on SEN register, has also received support from Parent Link	2 on SEN register	1 on SEN register

Pupil Premium Strategy 2017-18 Objectives Evaluation

1. To diminish the difference between the progress and attainment of these pupils and their peers;

Speech & Language Therapy (£5,500) – 2 pupils had weekly SALT sessions during the academic year.

Purpose: to accelerate language development and support the progress of speaking, listening and understanding in the classroom.

Impact:

Academic – Both pupils have made progress during the year, against a range of targets, both academic, directly related to Speech and Language and within the specifications of an EHCP.

Behaviour for Learning – Both pupils have engaged in their learning more regularly, particularly one who has begun to benefit from the pre-teaching and vocabulary work which has formed part of the sessions.

Parental Engagement – One parent has continued to work more closely with the SALT at times during the year, trying to continue intervention at home, as advised by school.

Confidence – One child has shown raised confidence and recently was very proud to share the fact that she had gone up two levels in her reading.

Staff Training – One member of staff has worked directly with the Speech and Language Therapist to continue SALT work with child with increased regularity, increasing her understanding of this nature of support and building confidence and abilities within

2. To improve family engagement and promote the wellbeing of these pupils;

Parent Link (£8,465)

Purpose: to ensure that families have a direct point of contact to support the wellbeing of children in a variety of ways, including supporting with attendance, running training, offering counselling and signposting to professionals who can provide appropriate support.

Impact:

11 pupils/parents have had direct contact with our Parent Link during the academic year. 2 of these have required school representation with outside agencies (Team Around the Child, Single Assessment Framework, Child In Need meetings, Ethnic Minority & Traveller Achievement Service). Attendance is above 95% for 18/21 children. Independence, resilience, perseverance and concentration for these children has improved and the impact of children's personal contexts has been lessened by timely targeted intervention.

Evaluation: Effective parent-school relationships are essential in supporting children who present with difficulties both in and outside of the classroom. The Parent Link provides detailed knowledge of the personalities and histories of children at the school as well as expertise in terms of outside resources and agencies for onward referrals. The relationships which exist

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<p>the school staff for the future.</p> <p>Evaluation: Although this provision has been beneficial to children on the PP register, and others throughout school, the SALT has decided to retire. School will continue to use the SALT for ad-hoc support when needed, as well as engaging with the Local Authority provided Speech and Language Therapist for support with children in KS1.</p>	<p>between the parents of these children and the Parent Link are integral in ensuring clear and open lines of communication between parents and school, enabling school to support families more effectively. The number of high-profile Safeguarding Cases (Child In Need, Single Assessment Framework, Child Protection) has decreased compared to last year's figures.</p>
<p>1:1 and Small Group Intervention (£3,500) Purpose: To directly benefit the 17 disadvantaged children in the school through smaller group sizes, more targeted teaching and high quality interventions delivered by TAs or CTs, to improve progress and attainment. Impact: Academic – For groups taking part in interventions, progress was measured throughout the year and actions assessed for impact. All children on the Pupil Premium register received support in this way at various points in the year. Academic progress of these children is detailed above.</p> <p>Evaluation: School continues to use carefully chosen interventions to boost children with their learning and this has proven to be a viable spend based on the academic results achieved by the children.</p>	<p>Funding for breakfast and afterschool clubs (£1,100) Purpose: to provide support for families in need of regular or irregular childcare due to difficult home circumstances. Impact: This has been used for one family in particular and has enabled the child to be looked after in school, relieving pressure in a difficult home situation. The child shows a high level of motivation and engagement in school and is currently at ARE for reading, writing and maths, whereas without this support there is a strong possibility that his attendance and engagement would have suffered.</p> <p>Evaluation: For some families, this is an essential support that can mean the difference between a child's attendance or non-attendance at school. It increases parental engagement, encouraging parents to look to the school for support at times of difficulty and preserves the engagement of children who might otherwise struggle should their attendance decrease.</p>
<p>Reading Assistant (£3,406) Purpose: to deliver reading interventions to accelerate progress in reading. Interventions are individualised to their reading gaps, as well as running a lunchtime Homework Club to increase confidence and engagement at school, supporting progress in reading, writing and maths. Impact: Academic: 14 out of 17 have made good progress in reading</p>	<p>Funding for trips (£315) – 1 pupil has received subsidies to assist them to attend the Mill on the Brue school trip. Purpose: to ensure that finances are not a barrier to children taking part in school trips. Impact: Inclusion – children are included in all aspects of life at Pucklechurch.</p>



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<p>and are attaining at expected levels. Importantly, engagement with reading, concentration, finding own texts and use of the library have improved following these interventions. 5 disadvantaged pupils benefitted from a place at Homework Club. Of these 5, all show good progress in at least one subject (reading, writing and maths). All demonstrate improved quality of homework and more regular completion (cf Homework attendance log)</p> <p>Evaluation: Supporting children with additional opportunities to develop their reading skills has resulted in increased engagement with reading and increased progress and this is a provision which is planned to continue in some form next year. School are aware that some disadvantaged children have difficulty completing homework at home for a variety of reasons. Providing a place for this to happen in school encourages engagement and ensures that progress is not affected by inability to practise key skills at home.</p>	<p>Evaluation: Providing funds to allow all children to access key school events such as trips prevents children from feeling disenfranchised and allows them to engage with the same learning journey as their peers.</p>
<p>Outside Agency Support (£812) Purpose: Additional support from Inclusion Support Service and Educational Psychology Service to support school in assessing and meeting needs of children Impact: Behaviour for Learning – 2 children were assessed by the Educational Psychologist during this academic year, to support children who are demonstrating significant barriers in their learning against which a range of classroom strategies had not been successful enough to lead to good progress. The Educational Psychologist reports provided further strategies which were implemented by school. Of the 2 children, both have shown an increased motivation in class and responded well to recent new strategies. Academic – Of these children, one child has since made good progress in reading and writing, and one child has made good</p>	<p>Resources - £500 – School hoodies were bought for all PP children for use as part of their PE kit Purpose: to increase engagement in PE lessons, remembering kit at school and to increase confidence and sense of belonging. Impact: Children's participation in PE lessons increased and pupil voice and parent voice show that the hoodies have been a welcome boost to positive feeling and engagement towards school. Evaluation: Where possible, carefully selected resources can be a good boost to children's self-esteem and confidence and enabled PP children to feel included at school, amongst other children whose parents had bought the hoodies for them.</p>



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progress in maths.

Evaluation: Continued support from outside agencies is invaluable in supporting the school to identify ways to support children to overcome barriers to their learning. Reports are part of how the school builds up a full picture of a child as a learner and implements the assess-plan-do-review approach to promote good progress and attainment.