



New Delaval Primary School

Pupil Premium Evaluation Report 2017 - 2018

The Government is concerned that, nationally, there is an attainment gap between those who are eligible for benefits based Free School Meals (FSMs) and those who are not. The Pupil Premium Grant is designed to support schools in narrowing that gap.

48% of pupils across the school were in the Pupil Premium group (including Reception)

Pupil Premium funding allocated to the school (including Pupil Premium pupils in EYFS) was £109,000

The information below is an evaluation of how pupil premium was used at New Delaval Primary School during 2017-2018.

See website for detailed planned expenditure.

The Pupil Premium funding that is received by the school annually is used in a variety of ways in order to improve pupil attainment and to help overcome any barriers to learning. We have utilised a variety of strategies that have been researched and analysed extensively, to inform us of the best ways to use this money.

Information Technology:

A large amount of money has been spent this year to purchase more IT equipment including ipads, ipods and software to help in the assessment of pupil learning and in helping to track the progress of children across the school.

Subscriptions to My Maths, Bug Club, Maths Whizz and Lexia (direct link on this website) enable all pupils to access exciting safe online learning activities either at school or at home to further their education.

Specific interventions by key stage.

Early Years

EYFS children are screened to identify vulnerable groups and ensure they are supported in class, through targeted intervention. Additional staffing within EYFS at Nursery is in place to improve adult/child ratio. We also run 2 year old provision which is well staffed with experienced personnel. It is clear that those children joining NDPS nursery from 2 year olds are more ready to learn and settle more quickly as a result. Additional staff in Reception has allowed children to develop the skills to be Year 1 ready. A greater number of children achieved the GLD this year than in previous years. School is in line with National. This also enabled more intensive and targeted work around the basics in early reading and maths.

There has been additional support to address speech/language and social skills issues at a much earlier stage and work with parents this year.

We have funded release time for a member of staff to run several courses around school readiness for parents and eligible children. A Toddle Talk course has also been run by Sure Start and Mrs Duff our 2 year old lead.

Reception staff report that new intake appear to be better prepared to start in their new class than in previous years.

Key Stage 1

Additional funding has been used specifically at key stage 1 to address phonics by maintaining a high adult/pupil ratio to enable daily phonics and reading activities in smaller groups. A higher focus on phonics and additional staff to deliver targeted support has resulted in 87% of pupils in Y1 achieving the threshold this year.

A key stage 1 member of staff is trained in the delivery of First Class at Number and funding has enabled them to work with small groups on a rigorous and regular programme of support. Indications are that the impact of this has been great and a significant number of those on the programme made rapid progress.

A breakfast club is in place to support some of our vulnerable families. This is having an impact upon attendance in some areas.

A variety of enrichment visits and visitors to school including the author Guy Bass have taken place.

Richard Rothwell from Cycle Generation has worked with children and parents this year on a cycling project across school. In lower school this was around learning to ride a bike without stabilisers.

Key Stage 2

1-2-1 tutoring and small group tutoring:

Lessons have been timetabled to allow individual tutoring for vulnerable groups in the afternoon and after school. Areas of focus have again been around the core skills of reading, writing and maths. Key staff have delivered interventions that have been tailored for individual need. The focus for this has mainly been upper key stage 2.

Cycle Generation have worked in key stage 2 on a healthy living initiative; cooking and geography based activities within the classroom as well as regular cycle activities. This has been a good success in helping to foster stamina, encourages children to try new experiences, set personal goals as well as developing a can do attitude.

Additional provisions open to pupils across the school:

Pupil Premium has contributed towards special events such as visits to and work alongside an artist in residence in the summer term.

Breakfast club – this provision is heavily subsidised and open to all. Pupils in receipt of the grant are eligible to attend at no cost.

Subsidised residential trips have been organised to allow Key Stage 2 children to spend time in Wooler. The school did not unfortunately attend High Borrans this year. The school will visit next year. There have been a vast range of visits to other settings including Newcastle University, Canoeing and kayaking centres that have all proved beneficial to develop pupil confidence, team work and social skills. This growing confidence outside the classroom we feel translates into enthusiasm and motivation inside the classroom. These visits enable pupils to experience activities and places they would not ordinarily have access to and gives pupils a whole world perspective on learning.

Children are taught Music each week by a Music specialist and they learn to sing and have the opportunity to learn to play a musical instrument. Every term there is an opportunity for them to perform to an audience. Part of this cost has been funded via the grant. Specialist teachers to enrich the music curriculum in terms of instrument tuition are funded.

There is a programme for children in Key Stage 2 to participate in swimming during their time with us and Pupil Premium ensures that all children can take part. The ability to swim is a life skill and one that the Governors feel is vital to the children of New Delaval as we are in a seaside town.

The Place2be charity have worked 2 days each week with us and support both vulnerable children and their families to address emotional and social difficulties. This service has enabled some of our more vulnerable pupils to develop the skills necessary to build good working relationships with their peers and go on to have space to be able to achieve academically.

Impact:

As a result of this additional funding the school has been able to provide a greater variety of opportunities/services for pupils and we have been able to address the needs of individuals and groups more effectively. We have a staff with many skills that are required to support our pupils and school community as a whole. Resources within school are well targeted to need and the grant has enabled the school to further enrich the curriculum.

The feedback from parents has been positive. Parents are invited to attend information/ help at home sessions. These will continue throughout the year.

Attendance at school has continued to improve and the children have been enthusiastic about the extra learning opportunities provided. There has been an improvement in the way our parents now liaise with school regarding attendance matters. A member of staff is identified to work closely with the EWO team to support and address those families who are struggling.

There has been progress made to 'diminishing the difference' between groups of pupils this year. This area is closely monitored by Governors and senior leaders. We have a Governor with responsibility for Pupil Premium. Overall, it can be concluded that, there were differences in the progress and/ or attainment in some year groups of those eligible for the grant when compared with their non-eligible peers. Where differences exist staff have provision in place to help pupils catch up. The number of children entering the school has increased significantly over recent years. With this increase has come an increasing number of pupils eligible for the grant. Parents report they are pleased with the strategies that the school has implemented.

Impact of the Pupil Premium Grant 2017-2018 on pupil attainment and progress

In Early Years:

- By the end of the Reception year the attainment gap between the Pupil Premium group and non - Pupil Premium group is 6.3% in relation to GLD. This is a positive improvement on 2016/2017. In 2017/2018 pupils eligible for FSM perform better at New Delaval than their peers nationally.

In Year One:

Both groups made accelerated progress in all areas of Reading, Writing and Maths.

- In Reading the progress of pupils receiving Pupil Premium (2.88) was better than that of pupils not in the Pupil Premium group (2.83). The gap was less than 1 point of progress. The gap from the end of EYFS has narrowed as a result of reading/phonic intervention. There has been some mobility within the cohort from the end of reception.
- In Writing, the progress of Pupil Premium (2.72) pupils was in line with that of pupils not in the Pupil Premium group (2.67).
- In Maths the progress of pupils receiving Pupil Premium (3.59) was in line with that of their peers (3.58).

At this time there is still a deficit in terms of attainment and high quality intervention will continue to ensure that this gap closes as the children move into Year 2.

- In Year 1 there was a difference in the attainment of DA/NDA in Phonics, however DA phonics at New Delaval was close to the national DA.

In Year Two

- By the end of the year there was attainment for the eligible group was above NDA and ahead of National in Reading, in line in Writing and Maths.

From starting points the Pupil Premium cohort made better progress in Reading and Writing. In Maths they were slightly down on end of EYFS.

In Year Three

There are slight differences in the progress of the two groups in Maths and Reading. Eligible pupils outperform their peers in Writing.

- This cohort were below in Reading and Writing at KS1 and have caught up in Y3 as a result of targeted teaching and intervention.

- DA pupils made accelerated progress.

In Year Four

- There is no difference generally in the attainment between the two groups in Maths and Writing. There is a slight difference in Reading with DA pupils behind their peers.

In Year Five

Both groups made better than expected progress in all areas. Eligible pupils generally progressed in line with their non-eligible peers. There are some slight differences in the attainment of both groups.

In Year Six

- At this time limited data is available to schools to enable them to make comparisons between the progress and attainment of the Pupil Premium group data for the Local Authority and the National data for 2017. At a school level it is possible to report the following:

Reading

- (DA) pupils eligible for the grant performed less well than their (Non DA) peers.

Writing

- (DA) pupils performed less highly than their peers. DA cohort progress was higher than NDA

Maths

- (DA) (64% ARE) pupils performed broadly in line in maths with their peers (67% ARE).

Summary

The Pupil Premium funding continues to be used as and when needed to ensure that pupils receive high quality teaching consistently and timely tailored interventions with highly trained, skilled staff.

Pupil Premium meetings will be held before half term with team leaders and class teachers to monitor the progress of individual pupils receiving the funding. The impact of intervention will be evaluated and further intervention put into place if required, to ensure that rapid progress is made towards identified attainment targets.

D Worrall

September 2018