

Concord Disadvantaged Learners Review & Evaluation 2019 – 2020



Summary information

School	Concord Junior School				
Academic Year	2019 / 2020	Total PP budget	£133,320	Date of most recent PP Review (external)	2018
Total number of pupils	209	Number of pupils eligible for PP	1091	Date of most recent PP Review (BLT)	NA

Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A	Poor oral language skills
B	Poor and declining progress measures in writing and maths at end of key stage
C	Poor and declining writing and numeracy skills for pupil premium pupils
D.	Increasing number of PP pupils with additional needs

External barriers *(issues which also require action outside school, such as low attendance rates)*

E	High numbers of pupils becoming Persistently Absent
F	Poor attendance for many PP pupils
I	High rates of mobility

2.Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	To improve outcomes for PP children in maths from 38.1% to 60% closing the gap to national in year 6 40% to 50% in year 5 and to national disadvantaged group in Y4 with a clear focus on multiplication	Y6 SATS results 2020 (+ NFER end of year scores for Y5/3) Y4 multiplication test results
B.	Reduced gap to national for PP pupils in writing at the end of KS2 when compared to national disadvantaged group and in school gap in each year group	Y6 SATS results 2020
C.	To improve average scaled scores for disadvantaged pupils in SATS /PIRA/PUMA	KS2 average scaled scores 2020 End of year PIRA/PUMA scaled scores for years 3,4,5
D.	To reduce the gap to national in reading for PP pupils moving into Y6 by the end of Y6 from 32% to 58% working at expected and in school gap in years 3,4,5	Y6 SATS results 2020 (+NFER end of year scores for other year groups) End of year PIRA attainment
E.	To increase the % of PP pupils who achieve GD in Y6 from 4.8% to national To increase the number of PP pupils work at GD in each year group by at least 3 pupils	Y6 SATS results 2020 (TA other year groups) PIRA Scores and Accelerated reader results

Review of expenditure 19/20

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
To increase the % of PP pupils who achieve GD in Y6 from 4.8% to national	Online games and activities for pupils to tackle at their own level	The % of Y6 PP pupils on track for achieving Greater Depth in maths surpassed the national % for 2019.	The learning platforms proved highly successful during lockdown and were well used by the pupils who had the resources at home to make use of them – we will continue to use them and promote their use at home to support children across school.	£2500
To increase the number of PP pupils work at GD in each year group by at least 3 pupils	SATS Companion	The % of Y6 PP pupils on track for achieving Greater Depth in reading surpassed the national % for 2019.		£2344
	Accelerated Reader			£1209.60
To increase the % of PP pupils who achieve GD in Y6 from 4.8% to national	Rockstar Maths			£2500

<p>To increase the number of PP pupils work at GD in each year group by at least 3 pupils</p> <p>To improve average scaled scores for disadvantaged pupils in SATS /PIRA/PUMA</p> <p>To reduce the gap to national in reading for PP pupils moving into Y6 by the end of Y6 from 32% to 58% working at expected and in school gap in years 3,4,5</p>	<p>Supported usage by staff for pupils who are struggling or don't have access at home-as a result of tracking</p>	<p>SATs scores for PP pupils raised during practice.</p> <p>Achievement at Greater Depth in other year groups did not move as successfully as in Y6</p>	<p>We need to embed remote learning for all pupils and all year groups quickly and ensure all pupils and families are able to access them if they have appropriate resources – pupils who do not have the appropriate resources given additional opportunities at school.</p>	
<p>To improve outcomes for PP children in maths from 38.1% to 60% closing the gap to national in year 6 40% to 50% in year 5 and to national disadvantaged group in Y4 with a clear focus on multiplication</p> <p>Reduced gap to national for PP pupils in writing at the end of KS2 when compared to national disadvantaged group and in school gap in each year group</p> <p>To improve average scaled scores for disadvantaged pupils in SATS /PIRA/PUMA</p>	<p>Y6 Push Groups Assembly and afternoons</p>	<p>The projected attainment and attainment at practice SATs all indicate that the gap between PP pupils and national would have narrowed at the end of Y6.</p>	<p>50% of Y6 pupils engaged regularly with the after school boosters - in future we need to ascertain which children will engage in this way and target in school support to those who are unable to engage after school.</p> <p>All teaching staff engaged in the boosters and were rewarded with a day's leave of absence- this methodology would ensure that we are able to continue to run boosters at minimal cost.</p>	<p>£4923.07</p>

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	<p>TA support in Numeracy and Literacy daily</p>	<p>The pupils who received targeted support in class all made good progress.</p>	<p>We will continue to deploy TAs in this manner but will look into research to best utilise our TAs moving forwards.</p>	

<p>To increase the % of PP pupils who achieve GD in Y6 from 4.8% to national To increase the number of PP pupils work at GD in each year group by at least 3 pupils</p>				
<p>To reduce the gap to national in reading for PP pupils moving into Y6 by the end of Y6 from 32% to 58% working at expected and in school gap in years 3,4,5</p>	<p>Differentiated teaching in small cross school class</p>	<p>The pupils in the new arrivals group were making good personal progress</p>	<p>We will compare progress for these pupils during the time they are in class bubbles due to Covid and make a decision moving forwards as to how best to support their progress.</p>	<p>£25,652.20</p>
<p>To increase the % of PP pupils who achieve GD in Y6 from 4.8% to national To increase the number of PP pupils work at GD in each year group by at least 3 pupils To improve average scaled scores for disadvantaged pupils in SATS /PIRA/PUMA To reduce the gap to national in reading for PP pupils moving into Y6 by the end of Y6 from 32% to 58% working at expected and in school gap in years 3,4,5</p>	<p>Purchasing requested texts for PP pupils Purchase class texts from a range of genera and subjects to build a comprehensive collection of non-fiction texts which broaden children’s knowledge of their world Phonic based catch up reading scheme</p>	<p>Y3 male pp pupils who had not enjoyed reading enjoyed the Tree House Series books purchased specifically to interest them The % of Y6 PP pupils on track for achieving Greater Depth in reading surpassed the national % for 2019. The gap to national was reduced for PP pupils in reading. The LAP PP pupils (and other LAP pupils) were really enjoying reading the new phonic scheme and making excellent progress.</p>	<p>We will continue to build the library with pupil requests and recommendations- to build a love of reading. In addition to class texts which build pupils love of reading we purchased an online library which is levelled for each pupils individual abilities which has proved invaluable we will continue to pay this subscription. We will also continue to build our library of text books. The reading scheme together with phonics teaching was supporting progress – the scheme extends further and we need to purchase these to take all children to reading for</p>	<p>£300 £5000 £1457</p>

			learning rather than learning to read.	
<p>To improve outcomes for PP children in maths from 38.1% to 60% closing the gap to national in year 6 40% to 50% in year 5 and to national disadvantaged group in Y4 with a clear focus on multiplication</p> <p>To reduce the gap to national in reading for PP pupils moving into Y6 by the end of Y6 from 32% to 58% working at expected and in school gap in years 3,4,5</p>	<p>Training for TAs to implement quality interventions</p>	<p>The % of Y6 PP pupils on track for achieving Greater Depth in maths surpassed the national % for 2019.</p> <p>The attainment in maths increased from 38.1% to 68% in our predictions for PP pupils. The attainment of Y5 pupils increased to 44% but not the aimed for 50% - which may have been achieved had we undertaken our full plan and children had covered the full curriculum in the summer term.</p>	<p>Quality training to upskill our TAs will continue to improve our interventions and increase pupil support.</p>	<p>£5000</p>
<p>To improve outcomes for PP children in maths from 38.1% to 60% closing the gap to national in year 6 40% to 50% in year 5 and to national disadvantaged group in Y4 with a clear focus on multiplication</p> <p>Reduced gap to national for PP pupils in writing at the end of KS2 when compared to national disadvantaged group and in school gap in each year group</p>	<p>Lexia- phonics and reading intervention</p> <p>Motor skills program for PP pupils</p> <p>Multisensory Program for dyslexia PP pupils</p> <p>RWI Phonics catch up program for PP pupils</p> <p>Rainbow Reading</p>	<p>The SEN children were making good progress in their interventions prior to lockdown - we had not completed the assessments of impact.</p> <p>The RWI phonics catch up program was supporting new arrivals and LAP pupils to make progress in their phonics and apply it in their learning.</p>	<p>We will continue to provide appropriate interventions to meet the specific needs of our PP pupils who are SEN.</p>	<p>£2435+£2437.32</p> <p>£625.86</p> <p>£425+£312.93</p> <p>£4693.95</p> <p>£625.86</p>

<p>To improve average scaled scores for disadvantaged pupils in SATS /PIRA/PUMA</p> <p>To reduce the gap to national in reading for PP pupils moving into Y6 by the end of Y6 from 32% to 58% working at expected and in school gap in years 3,4,5</p> <p>All designed to help pupils catch up can progress and attain</p> <p>Additional funding is made for these programs from SEN budget</p>				
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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
Improved attendance of PP pupils and reduce PA (to ensure pupils have the opportunity to progress and achieve)	Family support and attendance worker	Attendance had improved by 2% before lockdown Family support worker was having a positive impact upon attendance by building a relationship with families.	We will retain this member of staff she is being effective and through her relationships with families she is being most effective.	£13000
All pupils are ready for learning daily	Provide breakfast, uniform and assistance with trips for pupils where finances are an inhibiting factor in school attendance	Children were able to move into class and engage in learning Target children were more emotionally stable at the beginning of the school day	We will continue to practically support our PP families – children’s primary needs must be met if they are to thrive and learn.	£5000

	Provide a TA to welcome the children into late breakfast club and support their emotional stabilisation before moving into class	All pupils felt like they belonged		£812.50
<p>To improve outcomes for PP children in maths from 38.1% to 60% closing the gap to national in year 6 40% to 50% in year 5 and to national disadvantaged group in Y4 with a clear focus on multiplication</p> <p>Reduced gap to national for PP pupils in writing at the end of KS2 when compared to national disadvantaged group and in school gap in each year group</p> <p>To improve average scaled scores for disadvantaged pupils in SATS /PIRA/PUMA</p> <p>To reduce the gap to national in reading for PP pupils moving into Y6 by the end of Y6 from 32% to 58% working at expected and in school gap in years 3,4,5</p> <p>Social and emotional stability and the ability to self-regulate</p>	<p>Ingles Pathway</p> <p>Lego Therapy for PP pupils</p>	<p>With the exception of one, the boys who engaged in these programmes had reduced behaviour incidents and were better engaged in their learning and the social side of school that they craved. They were learning and beginning to take pride in their progress.</p>	<p>We will restart the Ingles Pathway as soon as it is safe to do so. This pathway has a proven track record in supporting young people who are struggling with their decisions to help them self-regulate and this is something that a group of our pupils need to achieve their best (the majority of these pupils are PP).</p>	<p>£799</p> <p>£312.93</p>

<p>Additional money added to these interventions from SEN funding</p> <p>Ability to confidently join in with CR talk</p>	<p>Social communication Program for PP pupils</p> <p>Happy in my skin</p> <p>Tummy Full of Fireworks</p> <p>1-1Speech & language</p> <p>VIP & Nip Speech & Language Programs for P pupils</p>	<p>The SEN children were making good progress in their interventions prior to lockdown - we had not completed the assessments of impact.</p>	<p>We will continue to provide appropriate interventions to meet the specific needs of our PP pupils who are SEN.</p>	<p>£1598</p> <p>£799.90</p> <p>£1999.75</p> <p>£3116</p> <p>£1251.72</p>
Total spent				£123,994.97