



Pupil Premium Impact Statement (2018-2019)

1. Summary information					
School	Lewis Street Primary School				
Academic Year	2018-19	Total PP budget	£200,900	Date of most recent PP Review	Sep 18
Total number of pupils	382	Number of pupils eligible for PP	150	Date for next PP Strategy Review	Sep 19

2. Current attainment of Y6 pupils 2019				<i>* To be included when available.</i>
	<i>Pupils eligible for PP</i>	<i>All Pupils</i>	<i>*National Other Pupils</i>	
% achieving national standard in reading, writing and mathematics	56%	57%	65%	
% achieving higher standard in reading, writing and mathematics	11%	7%	11%	
Pupils' progress score in reading	+1.8	+1.5		
Pupils' progress score in writing	+2.8	+3.1		
Pupils' progress score in mathematics	+1.0	+1.0		
Pupils' average scaled score in reading	103	102	104	
Pupils' average scaled score in mathematics	103	103	105	

A.

Outcomes	Success Criteria								
<p>To raise the attainment of the PPG in CLL in the EY. This will be measured each term by the school’s EY tracking system and by the speech & language team’s assessments.</p>	<ul style="list-style-type: none"> • 70% PPG achieve GLD. • 100% of PPG to move up at least one Blank Level and 65% of PPG to be Blank Level 4 by July 2018. 								
Action	Impact								
<ul style="list-style-type: none"> • Nursery screening – use the WellComm assessment tool to screen children’s speech and language skills and provide immediate targeted support where needed. To use the resources to enhance the skills of those children whose speech is developing along normal lines. To provide group reports for comparative purposes and also individual reports to support tailored interventions. • Use Blank Level TALC (Test of Abstract Language Comprehension – ELKLAN). 	<p>Pre-intervention data (September 2018):</p> <table border="1" data-bbox="1108 710 1904 957"> <thead> <tr> <th data-bbox="1108 710 1310 901">Blank 1</th> <th data-bbox="1310 710 1512 901">Blank 2</th> <th data-bbox="1512 710 1713 901">Blank 3 (working towards ARE)</th> <th data-bbox="1713 710 1904 901">Blank 4 (ARE)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1108 901 1310 957">12/51 = 24%</td> <td data-bbox="1310 901 1512 957">20/51 = 39%</td> <td data-bbox="1512 901 1713 957">8/51 = 16%</td> <td data-bbox="1713 901 1904 957">1/51 = 2%</td> </tr> </tbody> </table> <p>Post intervention - Reception end of year data TALC/SALT data (July 2019):</p> <p>2/53 = 4% working at blank level 1 14/53 = 26% working at blank level 2 14/53 = 26% working at blank level 3 (working towards ARE) 23/53 = 43% working at blank level 4 (ARE)</p> <p>100% of pupils have made progress 12/23 = 53% made accelerated progress</p>	Blank 1	Blank 2	Blank 3 (working towards ARE)	Blank 4 (ARE)	12/51 = 24%	20/51 = 39%	8/51 = 16%	1/51 = 2%
Blank 1	Blank 2	Blank 3 (working towards ARE)	Blank 4 (ARE)						
12/51 = 24%	20/51 = 39%	8/51 = 16%	1/51 = 2%						

	<p>Speech and language has had a positive impact on our pupils. The groups are assessed by a SALT and delivered by a SALT LSA. The SALT monitors and updates staff weekly.</p> <p>GLD = 61% PPG GLD = 58%</p>
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B.

Outcomes	Success Criteria															
To close the gap between boys and girls in reading, writing and number in Reception and phonics in Year 1.	<ul style="list-style-type: none"> 80% PPG to achieve phonics check in Year 1 90% PPG to achieve phonics check in Year 2 															
Action	Impact															
<ul style="list-style-type: none"> Introduce and embed 'Helicopter Stories' to develop spoken vocabulary to support reading and writing. Model weekly 'Story Scribe' sessions to develop sentence structure to support reading and writing. Embed maths mastery approaches to link with speaking and reasoning. Establish 'journaling' as part of maths mastery provision to support problem solving. Increase % of children to be at Band D RWI by the end of Reception. 	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>42% (boys)</td> <td>67% (girls)</td> <td>86% (boys)</td> <td>50% (girls)</td> </tr> <tr> <td>National</td> <td>65% (boys)</td> <td>78% (girls)</td> <td>65% (boys)</td> <td>75% (girls)</td> </tr> </tbody> </table> <p>Talk is given a high priority and is used as a model towards 'say it, write it'. 'Helicopter Stories' training gives children the opportunity to scribe short personal stories and act them out. Impact on writing ELG, moving forward, will be heightened as interest increases. The analysis will help bridge gaps and define areas, groups and pupils to target for intervention.</p> <p>P4C training and lesson delivery aid speech and reasoning confidence in children.</p>		2018		2019		School	42% (boys)	67% (girls)	86% (boys)	50% (girls)	National	65% (boys)	78% (girls)	65% (boys)	75% (girls)
	2018		2019													
School	42% (boys)	67% (girls)	86% (boys)	50% (girls)												
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<p>To increase the % of children passing the phonics screener in Year 1 and 2.</p>	<p>“Super sentences” used to model CVC words which can then develop into a short sentence.</p> <p>Breakfast phonics and catch-up sessions were delivered to match need at the earliest instance to elevate phonic knowledge and blending for writing. There was an increase in the number of children attending as the year progressed and an increase was seen in all children’s phonics screener scores.</p> <p>Areas are enhanced to promote writing to engage boys more readily. Outdoor area is a favourite with the boys so captures their enthusiasm.</p> <p>Family Learning/ Superman Learning/Czech parental workshops were attended by 22 parents in total, anecdotal evidence showed that families benefitted greatly from the 1-1 interactions with their child.</p> <p>Early workshops in EY were attended by 10 families and all of these children were below on entry baseline but achieved ARE by the end of the year. Homework showed that families used and built on knowledge shared.</p>
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C.

Outcomes	Success Criteria
<p>To increase articulation and reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum where the confidence levels of children in public speaking is increased.</p>	<ul style="list-style-type: none"> • Pupil talk prompts to be in use consistently. • All teachers and LSAs will follow the teacher talk moves to ensure consistency and minimise adult talk to increase pupil talk. • P4C embedded into all year groups across the Partnership.

	<ul style="list-style-type: none"> Children using reasoning and critical thinking vocabulary across the curriculum. Increase the percentage of PPG working at greater depth in reading writing and mathematics in KS1 and KS2.
Action	Impact
<ul style="list-style-type: none"> To embed P4C in every classroom with expectations for once a week, with flexibility within the weekly timetable. To improve the public speaking skills and confidence of all children. 	<p>P4C has been successfully embedded across the Partnership. Lessons take place once a week from Y1- Y6. Daily Question is in use in EYFS. Development in children's ability to reason has been noticed.</p> <p>Children routinely use an audible voice, due to use of Talk Promises in addition to P4C and regular opportunities to speak. Different audiences used - children speak in assembly/ accompany visitors. A recent walk through by the Talk Team showed evidence of Teacher Talk Moves being used, and Talk Promises applied, across the curriculum.</p>

D.

Outcomes	Success Criteria
To Increase the percentage of parents/carers involved in school life and their children's learning.	<ul style="list-style-type: none"> 100% up-take of target PPG in parental engagement research projects in Reception. 50% increased attendance at parental workshops for parents/carers of PPG. At least 85% attendance at Learner Review Days of PPG
Action	Impact

<ul style="list-style-type: none"> • Secure evidence to embed LPPA (Leading Parent Partnership Award). • Home visits for all new pupils to the school. • Stay and Play sessions for all Nursery and New Reception Parents and pupils. • Attend two learner review days . • Implement action research project with target PPG. • Access a weekly Parent Counselling Service through Place2Be for targeted parents / carers. • Engage in 'Fun with Food' initiative. 	<p>Objective of the Leading Parent Partnership Award for the year completed – open days to support parents/carers completing their child’s applications for Nursery/Reception/Secondary places for the next academic year. Working towards re-accreditation in March 2020.</p> <p>A home visit was made by the Children & Families Officer for every new child that joined the school during 2018/19.</p> <p>All new Nursery and Reception parents/carers attended 3 out of 5 Stay and Play sessions prior to their children joining the school.</p> <p>Parent/Carer workshops have continued to be well attended with increased participation during the year at family learning/information sessions throughout the year.</p> <p>A Superman family learning course was held for male parents/carers.</p> <p>A Czech family learning group took place and was very popular with both adults and children.</p> <p>87% parental engagement at pupil learner / review days.</p>
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E.

Outcomes	Success Criteria
First Hand Experiences - to broaden experiences of writing within a wider context.	<ul style="list-style-type: none"> • Eliminate the gap in attainment (expected or above) in writing between PPG (71% 2018) and other pupils (75% 2018).
Action	Impact

- TALK training for ALL staff.
- P4C training for all staff.
- Half termly writing tasks planned to link to experiential learning, including trips and visitors.
- Year 4 Shakespeare Project to deepen understanding of language and of audience.
- Targeted intervention / support for pupils identified during pupil progress meetings, including pre-teaching and 'fix it' sessions.
- Participation in a writing cluster group with local schools, focusing on developing key writing skills through sharing good practice

KS1:

2019 Greater depth					
Reading		Writing		Maths	
School (dis)	National	School (dis)	National	School (dis)	National
22% (12%)	25%	13% (8%)	15%	15% (8%)	22%

KS2:

2019 Greater depth					
Reading		Writing		Maths	
School (dis)	National	School (dis)	National	School (dis)	National
13% (17%)	27%	17% (11%)	20%	17% (17%)	27%

TALK strategies; TALK prompts and promises well embedded in all classrooms to give pupils opportunities to talk about their learning. High Quality Talk from Teachers and LSA's to pupils and pupil to pupil.

P4C training completed for all class teachers. Pupils are having deeper discussion through effective questioning and TALK strategies as seen in lesson observations and drop ins. Weekly P4C sessions with both no outsiders and cross curricular links.

Year 4 Shakespeare production showed a deeper understanding of language and a growth in confidence when speaking in front of an audience. 100% of pupils had a talking part of some description.

Writing cluster meetings has resulted in teachers linking quality texts to writing to enhance writing opportunities.

Targeted interventions in phonics have meant 100% of pupils have made progress.

	<p>PPA time is used to moderate books and alongside novels being used to deliver reading; writing and grammar teaching there is evidence of higher quality writing being produced for all abilities.</p> <p>Cross curricular writing opportunities to consolidate grammar and writing skills.</p> <p>Exposure to a variety of novels including archaic texts.</p> <p>Immersion in a story and text rich classroom to develop vocabulary.</p>
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F.

Outcomes	Success Criteria
To address children’s emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years.	<ul style="list-style-type: none"> • To improve attendance for PPG to 96% • To reduce persistent absenteeism of PPG • To provide emotional and therapeutic support to identified pupils and families of target PPG.
Action	Impact
<ul style="list-style-type: none"> • Children’s and Families Officer to monitor PPG attendance. • Place2Be provision for targeted pupils and their parents. • Therapeutic interventions in place including: Happy To Be Me; Pyramid Club; Fun with Food; Wild Tribe and Forest Crew. • Commissioned multi-agency support including the Education and Welfare Service. 	<p>Attendance Attendance for the year is 95.5%. Persistent absenteeism was 8.4% but this figure includes children that left early in the year and nursery children (National 8.2%). 23 fixed penalty notices issued for unauthorised holidays. 6 fixed penalty notice referrals made for poor attendance.</p> <p>Place2Be One-to-one counselling intervention for children ran at full capacity throughout 2018-19 with a total of 22 children accessing this particular part of</p>

the service with a total of 419 sessions being offered to clients. According to SDQ scores teachers are reporting that 93% of children referred to one-to-one counselling have improved in their mental health.

Place2Talk (group solution-focused therapy) sessions has also continued to be very popular at the school with 281 sessions held and 187 children seen.

Place2Think (staff consultation support) has grown this year with 29 staff members accessing the service which primarily involves consultation on children referred for one-to-one counselling.

Our parent counselling service Place for Parents has also been at full capacity with several referrals being made throughout the year. In addition, there have been a total of 35 parent partnership meetings where parents are asked to participate in their children's development during one-to-one counselling.

A total of 10 child safeguarding concerns were reported to the school following concerns raised in Place2Be interventions.

Education and Welfare

Regular meetings with the EWO, attendance panels and truancy sweeps continue to take place on a half termly basis. Half termly meetings of the Attendance and Safeguarding Cluster continue.

Therapeutic Interventions

8 Y6 children attended a respite break to CHICKS in Derbyshire.

Y6 completed an 8 week CSE programme called Real Love Rocks.

Lunchtime interventions, including Happy to be Me, started in the Summer term with Y4 and Y5.

Wild Tribe and Forest Crew ran throughout the year for Y3 and Y5 respectively.

Where the Wild Things Are (an outdoor intervention) was introduced to Reception children.

All pupils in Y4 (55 pupils) completed Happy to be Me programme.

Pyramid Club continues to be successful with 20 children accessing the after school club during the year.

6 Y6 children attended a funded respite break to CHICKS in Derbyshire.

Y6 completed an 8 week CSE programme called Real Love Rocks.

Attendance

Attendance for the year is 95.2%. Persistent absenteeism showing as 10.8% but when leavers are taken out the actual figure is 7.7% (National 8.2%). 23 fixed penalty notices issued for unauthorised holidays. 2 fixed penalty notice referrals made for poor attendance. 1 pupil underwent Fast Track to Prosecution.

Place2Be

One to one counselling has been running at full capacity throughout the year with a number of children exiting and new referrals accessing the service. Place2Talk has been very popular and continues to be over-subscribed. Some children access the service to check-in with the School Project Manager others come to discuss personal issues affecting them. Place for Parents has seen one parent exit the service although one parent continues to access the service. Other parents access through Parent Partnerships which is mainly linked to children in one-to-one counselling but is open to any parent.

Education and Welfare

Regular meetings with the EWO, attendance panels and truancy sweeps continue to take place on a half termly basis. Half termly meetings of the Attendance and Safeguarding Cluster continue.