



## Lane End Primary Pupil Premium Strategy Evaluation of Impact Statement 2018 - 2019

| 1. Summary information        |                         |                                           |                                                                              |                                                              |          |
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| <b>School</b>                 | Lane End Primary School |                                           |                                                                              |                                                              |          |
| <b>Academic Year</b>          | 2018/19                 | <b>Total PP budget</b>                    | £121,440* (PP)<br>£723 per term =<br>£5903* (EYPP)                           | *These figures were those correct at time of budget setting. |          |
| <b>Total number of pupils</b> | 340                     | <b>Number of pupils eligible for PP</b>   | 93* (though 108 pupils were identified as PP eligible and supported as such) | <b>Reviewed on:</b>                                          | Jan 2019 |
|                               |                         | <b>Number of pupils eligible for EYPP</b> | 7*                                                                           |                                                              |          |

| 2. Attainment                                                        |                                                                                      |                                                                                      |                                                       |                                                      |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------|
|                                                                      | <i>Lane End Pupils eligible for PP</i>                                               | <i>Lane End Pupils not eligible for PP</i>                                           | <i>Pupils eligible for PP (National average 2018)</i> | <i>Pupils not eligible for PP (National average)</i> |
| <b>% achieving GLD (End of EYFS)</b>                                 | 2017 – 2018 – 37%<br>2018 – 2019 -                                                   | 2017 – 2018 – 62.5%<br>2018 – 2019 -                                                 |                                                       |                                                      |
| <b>% achieving Age Related Expectations in Reading (End of KS1)</b>  | 2017 – 2018 – 34.5%<br>GDS: 10.3%<br>2018 – 2019 – EXS 41.2%<br>GDS 12.1%            | 2017 – 2018 – 64.3%<br>GDS: 21.4%<br>2018 – 2019 – EXS 37.2%<br>GDS 16.3%            | 60.3%<br>(Lane End -7.1% to National non PP)          | 77.9%                                                |
| <b>% achieving Age Related Expectations in Writing (End of KS1)</b>  | 2017 – 2018 – 38.9%<br>GDS: 3.4%<br>2018 – 2019 – EXS 52.9%<br>GDS 0%                | 2017 – 2018 – 53.6%<br>GDS: 3.6%<br>2018 – 2019 – EXS 34.9%<br>GDS 9.3%              | 53.3%<br>(Lane End -0.4% to National non PP)          | 72.4%                                                |
| <b>% achieving Age Related Expectations in Maths (End of KS1)</b>    | 2017 – 2018 – 37.9%<br>GDS: 10.3%<br>2018 – 2019 – EXS 44%<br>GDS 25%                | 2017 – 2018 – 60.7%<br>GDS: 32.1%<br>2018 – 2019 – EXS 30.2%<br>GDS 18.6%            | 60.9%<br>Lane End (+9% to National non PP)            | 78.6%                                                |
| <b>% making good or better rates of progress in reading (Year 2)</b> | 2017 – 2018 – 100%<br>Accelerated: 44.8%<br>2018 – 2019: 93.8%<br>Accelerated: 31.3% | 2017 – 2018 – 96.4%<br>Accelerated: 28.6%<br>2018 – 2019: 100%<br>Accelerated: 37.2% |                                                       |                                                      |
| <b>% making good or better rates of progress in writing (Year 2)</b> | 2017 – 2018 – 100%<br>Accelerated: 44.8%<br>2018 – 2019: 93.8%<br>Accelerated: 18.8% | 2017 – 2018 – 100%<br>Accelerated: 21.4%<br>2018 – 2019: 97.7%<br>Accelerated: 37.2% |                                                       |                                                      |
| <b>% making good or better rates of progress in maths (Year 2)</b>   | 2017 – 2018 – 100%<br>Accelerated: 48.3%<br>2018 – 2019: 100%<br>Accelerated: 43.8%  | 2017 – 2018 – 100%<br>Accelerated: 50%<br>2018 – 2019: 100%<br>Accelerated: 32.6%    |                                                       |                                                      |

| 3. Barriers to future attainment of the pupil premium eligible cohort   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| In-school barriers <b>Evaluation statements and outcomes July 2019</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| A.                                                                      | Language and communication skills are lower for pupils eligible for PP at the start of EYFS (F1).<br>In Nursery (F1), PP at age related expectations at baseline: 28.6% both Understanding and Speaking 62.5% for both areas in July 2019<br>In Reception (F2), PP at age related expectations at baseline: 16% at 40-60 months (64% at 30-50 mnths) % Understanding and Speaking 72.9% for both areas in July 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| B.                                                                      | EYFS GLD (See table on first page)<br>Continue to maintain and increase highest % of pupils who are eligible for PP are making 'good or better' rates of progress in comparison to those achieving 'expected' levels or progress in all year groups in Reading, Writing and Maths<br>93.8% of PP pupils made expected rates of progress in Reading, 93.8% Writing and 100% Maths in KS1 SAT year. Accelerated rates were strong also: Reading 31.3% Writing 18.8% Maths 43.8%<br>Lower % of pupils, than local and national comparators*, are attaining age related expectations at the end of KS1 – particularly in Reading (See table above)<br>Pattern of improvement. Improvements in Writing attainment : 2017 - 37.3% 2018 - 44.1% 2019 – 52.9% Maths attainment: 2017 - 44.1 2018 - 47.5% 2019 – 69% Reading attainment: 2017 44.1% 2018 - 47.5% 2019 – 53.3% |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| C.                                                                      | 41.7% of the PP cohort have identified personal, social or emotional needs which are barriers to these children achieving their full potential, and if unsupported/addressed, will have a detrimental effect on their academic progress. 10.2% of these are at a very high risk rating. As the cohort continues to change (with mobility) and the needs can be wide ranging and complex, this will continue to be an area that will require ongoing and sustained support, with the aim that these factors reduce as a barrier, where possible.                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| External barriers <b>Evaluation statements and outcomes July 2019</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| D.                                                                      | Attendance rates for pupils eligible for PP are 94% (FFT Aspire data 2018). 47.2% of the Lane End PP cohort 17-18 were at Red (below 92% or unacceptable patterns evident) with 8.3% at Amber Level (below 94%).This reduced their school hours and causes them to fall behind with their learning.<br>PP cohort (18 – 19) 29.4% were at Red, with 5.9% at Amber levels. 63% of pupils had improved their attendance rating also. This was very successful area of support and intervention, and will remain an area for focus in the next Pupil Premium strategy plan.                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| E.                                                                      | A significant % of parents and families for pupils eligible for PP are known to school to be facing, and coping with, a range of challenges in the home, including situations of crisis, and are being supported by the Pastoral Team (41.7%, with 10.2% at the higher levels of support). A number of families find it more difficult to work in the most effective learning partnerships with school also. These factors impact on children's readiness for learning each and every day.<br>Supported families reduced to 36.7%, with 7% at the higher levels of support. Although there have been a number of successes for individual children and families, this will remain an area for focus in the next Pupil Premium strategy plan.                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 4. Desired outcomes <b>Evaluation statements and outcomes July 2019</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                         | <i>Desired outcomes and how they will be measured</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>Success criteria</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| A.                                                                      | Improve communication skills and continue to diminishing differences in language development since in baseline in F1, ensuring pupils eligible for PP are effectively accessing the curriculum as they move through the EYFS, and into KS1.<br>Successful attainment outcomes in EYFS, particularly in Nursery – investment in focus in all provision, specialist communication support and early intervention is having a positive impact and will support progress in learning as the children move up school.                                                                                                                                                                                                                                                                                                                                                     | Pupils eligible for PP in Early Years make early rapid progress in Communication and Language so that 40%+ pupils eligible for PP meet age related expectations.<br>Nursery Speaking and Understanding – PP pupils at ARE July 2019 : 62.5%<br>Reception: Speaking and Understanding – PP pupils at ARE at July 2019 72.9%<br>The differences between lower attaining pupils than their peers in KS1, as a result of stage of language development (including multilingual pupils eligible for PP), are diminished, as evidenced in improving reading and writing outcomes.<br>(See B) |

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| <p><b>B.</b></p> | <p>Maintain, and where possible, increase rates of progress across KS1, (and all other year groups) significantly in Reading and Writing, so that higher % achieve at a 'good' level, and that % are in line in Maths with non-eligible peers.</p> <p>Raise the % of pupil achieving Age Related Expected at the end of Year 1 and Year 2, and particularly in Reading, so that is comparable with other core subjects</p> <p>End of KS1 pattern of improvement maintained and built upon.<br/>PP pupils outperformed non PP in Reading in KS1 SATS at EXS levels (41.2% compared with 37.2%) and attained 12% at GDS level also (non PP 16.3%).</p> <p>Will remain a focus of school development to ensure this continues and any remaining gaps are addressed.</p> | <p>'Good and better' rates of progress of (80% plus) are achieved by pupils eligible for PP in Writing across KS1, and comparable in maths with non-eligible peers.</p> <p>Over 93% of PP pupils made expected rates of progress in all 3 core subjects, and was comparable than non PP pupils in Maths, and only slightly lower in reading and Writing. There was good performances of PP pupils compared with Non PP at accelerated rates of progress in Maths: PP 43.8%% v 32.6%. Writing has the biggest gap at accelerated levels (18.8% compared with 37.2%) but attainment was much higher (EXS/+ PP 52.9%, non PP 44.2%) and very strong comparison with national PP figures for writing (Nat 53.3%, Lane End 52.9%)</p> <p>Age related expectations in Reading at the end of Y1 and Y2 is above 45%, and continue a pattern of improvement in Writing and Maths.</p> <p>PP pupils did attain above significantly above 45%, and there is was no significant gap with non PP – in fact there is higher performances in all areas.</p> <p>Pattern of improvements:<br/>Writing attainment : 2017 - 37.3% 2018 - 44.1% 2019 – 52.9%<br/>Maths attainment: 2017 - 44.1 2018 - 47.5% 2019 – 69%<br/>Reading attainment: 2017 44.1% 2018 - 47.5% 2019 – 53.3%</p> |
| <p><b>C.</b></p> | <p>Build on pupils' personal, social and emotional development through enrichment experiences, which will impact on self-esteem, self-control and positive attitudes. Personal, social and emotional needs of pupils eligible for EYPP/ PP are supported effectively, so are less of a barrier to successful learning experiences.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Reduced incidents of emotional, behavioural support or nurture sessions needed/ recorded for identified pupils. Increased improvement in RAG rated levels of support assessed. <b>Both personalised sessions/programme and lunchtime provision have supported pupils – this has seen in a reduced support rating at red levels form 16.7% last year, to 13.3% this year.</b></p> <p>Higher levels of involvement in enrichment opportunities, and increased engagement with school ethos initiatives/projects. <b>Achieved and will continue to be built upon.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>D.</b></p> | <p>To support and engage parents, so as to increase attendance and punctuality rates for pupils eligible for EYPP/PP.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Reduce the % of current EYPP/PP pupils at Red level by 20% and by 5% at Amber level (both to below 15%).</p> <p>Overall PP attendance is 94.3% and is slightly below non PP pupils at 95.7%<br/>75.2% of PP pupils have attendance of at least 93%, an improvement of 3.1% in 2017 – 2018, however there still remains 23.6% of pupils with attendance under 92% (new, higher threshold for intervention). This will continue as an area for focused support.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>E.</b></p> | <p>Engage all parents, develop and strengthen effective parent-school partnership working and family support so as to remove or lessen potential barriers to learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Improve links with multilingual families, to increase involvement in wider school community and events, and to support home-school learning partnership. Improved uptake in family learning programmes – with focused invitation for participation, and child care/crèche support. To be built upon next year.</p> <p>Parents will access school learning support or ESOL classes locally, following signposting. Continued strong attendance at school learning focused events. Improved attendance at events such as Share the Learning (with pupil invites), Stay and Read, workshops, Book at Bedtime and Parent information sharing sessions. Early Words Together was particularly successful.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |