

# Pupil premium strategy statement (2018-2019)

1. Summary information					
<b>School</b>	Conisbrough Ivanhoe Primary Academy				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£125070.00	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	317 (+47 F1)	<b>Number of pupils eligible for PP</b>	80 (+13 F1)	<b>Date for next internal review of this strategy</b>	

2. Current attainment		
	<b>Pupils eligible for PP</b>	<i>Pupils eligible for PP (national average)</i>
<b>% achieving expected standard in reading/writing/maths at KS1</b>	58/50/67	62/55/63
<b>% achieving expected standard in reading, writing and maths at KS2</b>	69	51
<b>Y1 phonics screening</b>	75	70
<b>EYFS GLD</b>	89	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Children enter school (or F1) with very poor communication and language development which impacts upon successful development in all other areas of learning	
<b>B.</b>	Attainment of PP children throughout school	
<b>C.</b>	Educational motivation and engagement of eligible pupils, particularly around reading and reading at home	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Poor attendance, punctuality and 'readiness to learn'	
<b>E.</b>	Poor parental involvement in supporting children's learning	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase the number of eligible pupils achieving GLD in EYFS in order to continue to progress and attain at the expected level throughout school	% of eligible pupils who achieve GLD has increased
<b>B.</b>	Increase the % of eligible pupils who make at least expected progress and are working at ARE in all year groups	% of eligible pupils who have made expected progress throughout the year, and who are at ARE

<b>C.</b>	Increase the number of eligible pupils who read regularly at home and complete homeworks and revision tasks	% of eligible pupils reading regularly at home and completing weekly homeworks set has increased
<b>D.</b>	Eligible pupils attend school in line with school attendance targets, and lateness is reduced. Children are ready to start their school day having got everything they need to do so successfully	Attendance rates for eligible pupils has increased. Lateness for eligible pupils has decreased. Eligible pupils have correct equipment and have had basic needs met, before the start of school.
<b>E.</b>	Parents have a better understanding of how they can help their children and the impact this has. Parents feel involved in their children's education and have the resources they need to support their children.	At least 50% of eligible children's parents/carers attend parent workshops/class events. The % of eligible pupils in EYFS and KS1 who read regularly at home, and who complete homeworks regularly has increased.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018-2019</b>			
The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>Teaching and Learning initiatives (including motivation and engagement)</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Costing</b>	<b>When will you review implementation?</b>
<b>A. GLD attainment</b> <b>B. PP attainment</b>	<b>Independent Speech and Language Therapy Services</b> School will 'buy in' S&L services at least one day per week to assess and support children with S, L and communication needs. The service will devise support sessions to be delivered to children individually and in groups on a daily basis. The service also includes staff training services.	<b>EEF Toolkit: Early Years intervention (+5 months)</b> Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.  <b>EEF Early Years Toolkit (+6 months)</b> Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	<ul style="list-style-type: none"> <li>An increase in progress and attainment in Communication and Language in EYFS</li> <li>Staff will be more effective in identifying children who are in need of S&amp;L support</li> <li>Staff will be more effective in using strategies in the classroom to support children's SLC needs</li> <li>Eligible pupils make at least expected progress in EYFS C&amp;L and PSED areas.</li> </ul>	<b>£6,800 (AC)</b>	<b>Half termly meetings are held with SENCo and SALT to review progress and discuss new cases for referral.</b>  <b>Half termly PP meetings held with Ass Co and class teachers.</b>

		It is widely accepted that children’s speech, language and communication development, is key to attainment in all other areas of development. By tackling any issues early, we can support those children to make best possible progress in order that they may attain in line with peers.			
<p><b>A. GLD attainment</b></p> <p><b>B. PP attainment</b></p> <p><b>C. Motivation and engagement</b></p>	<p><b>Pupil support worker</b> Support pupils with SLC needs and social, emotional or behavioural needs, including 1:1 and group delivery of SLC programmes prescribed by SALT, and evidence based interventions such as lego therapy etc.</p>	<p><b>EEF Toolkit: Early Years intervention (+5 months)</b> Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p><b>EEF Toolkit: Behaviour interventions (+3 months)</b> Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.</p> <p><b>EEF Toolkit: Social and Emotional Learning (+4 months)</b> On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<ul style="list-style-type: none"> <li>• Children identified as requiring intervention for SLC or behaviour or PSED needs, will have sessions daily/weekly that are timetabled and are protected</li> <li>• A reduction in behaviour incidents reported in CPOMS for those children receiving support</li> <li>• An increase in the quality of children’s social interactions for those receiving lego therapy</li> </ul>	£23,500 (AC)	<p><b>Half termly meetings are held with SENCo and PSW to review progress and discuss new cases for referral.</b></p> <p><b>Half termly PP meetings held with Ass Co and class teachers.</b></p>
<p><b>A. GLD attainment</b></p> <p><b>B. PP attainment</b></p> <p><b>C. Motivation and engagement</b></p>	<p><b>EY Support worker</b> To support EY and Y1 pupils who are in need of some quality 1:1 or paired work in phonics and/or reading.</p>	<p><b>EEF Toolkit: Early Years intervention (+5 months)</b> Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly</p>	<ul style="list-style-type: none"> <li>• Eligible pupils will make at least expected progress in Reading and phonics</li> <li>• Increased % of eligible pupils attaining the expected standard in ELG’s and Y1 phonics screen</li> <li>• Increased confidence in reading for eligible pupils</li> </ul>	£2,500 (AC)	<p>Discussions held weekly with EYSW and EYFS leader to discuss progress and impact.</p> <p>Half termly PP meetings with Ass Co and class teachers.</p>

		<p>beneficial for children from low income families.</p> <p><b>EEF Toolkit: Phonics (+4 months)</b> Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p><b>EEF Toolkit: Small group tuition (+4 months)</b> Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>			
<p><b>A. GLD attainment</b></p> <p><b>B. PP attainment</b></p>	<p><b>RWInc development programme, resources and training</b> The school invests in the development programme and all associated materials for RWInc so that the programme may be delivered at the highest quality. The programme is staffed so that children are taught in smaller groups (between 8-16)</p>	<p><b>EEF Toolkit: Phonics (+4 months)</b> Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<ul style="list-style-type: none"> <li>• Observations of RWInc teaching and learning are at least 'good'</li> <li>• Termly development sessions show continuous improvement</li> <li>• Phonics progression tracking shows children making at least expected progress</li> <li>• Increase in % of pupils making the expected standard in Y1 phonics screen</li> <li>• Increase in % of pupils making expected standard in Y2 reading</li> <li>• Increase in % of pupils making expected standard in Reading ELG's</li> </ul>	£9,691.42 (AC)	Half-termly RWInc Assessments will be discussed with
<p><b>C. GLD attainment</b></p> <p><b>D. PP attainment</b></p> <p><b>E. Motivation and engagement</b></p> <p><b>E Parental involvement</b></p>	<p><b>Reading incentive</b> A whole school reading incentive with stamps that are gained each time a child reads at home that can then be exchanged for prizes. Children who read on average 4 times per week over the whole academic year, receive a</p>	<p><b>EEF Toolkit: Parental engagement (+3 months)</b> Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p>	<ul style="list-style-type: none"> <li>• Increase in % of pupils reading regularly (more than 3 times per week) at home</li> <li>• Increase in % of pupils making at least expected progress in reading across the school</li> <li>• Increase in % of pupils working at ARE across school</li> <li>• Increase in % of pupils achieving the expected standard in reading at ELG, Y2 and Y6</li> </ul>	£1200 – (prizes, reading challenge sweatshirts, bookmarks, stickers)	

	reading champions school sweatshirt.	Children who read regularly for pleasure at home are more likely to develop a 'love for reading' and have increased fluency. Fluency is a great determiner of levels of comprehension. Disadvantaged pupils have a large 'vocabulary gap' compared to non-disadvantaged pupils, and it is thought that reading is one way of exposing children to new vocabulary. Our own experience tells us that many disadvantaged pupils do not read regularly, are dysfluent and lack comprehension skills and vocabulary knowledge.			
<b>A. GLD attainment</b> <b>B. PP attainment</b> <b>C. Motivation and engagement</b>	<b>Classroom libraries</b> A reading area in each classroom with new books purchased to provide quality, engaging reading materials for pupils.	Children who read regularly for pleasure are more likely to develop a 'love for reading' and have increased fluency. Fluency is a great determiner of levels of comprehension. Disadvantaged pupils have a large 'vocabulary gap' compared to non-disadvantaged pupils, and it is thought that reading is one way of exposing children to new vocabulary. Our own experience tells us that many disadvantaged pupils do not read regularly, are dysfluent and lack comprehension skills and vocabulary knowledge. Children will be more likely to want to read where there are reading materials that are matched to their interests and reading abilities.	<ul style="list-style-type: none"> <li>• Increase in % of pupils reading regularly (more than 3 times per week) at home</li> <li>• Increase in % of pupils making at least expected progress in reading across the school</li> <li>• Increase in % of pupils working at ARE across school</li> <li>• Increase in % of pupils achieving the expected standard in reading at ELG, Y2 and Y6</li> <li>• Individual reading time in classes will be more effective as children will be engaged in appropriate, quality texts</li> </ul>	£1971.60 (AC)	
<b>A. GLD attainment</b> <b>B. PP attainment</b> <b>C. Motivation and engagement</b>	<b>Visit subsidy</b> School subsidises visits for pupils	To ensure all pupils access the wider curriculum to support learning in school.	<ul style="list-style-type: none"> <li>• All eligible pupils will access all educational visits available to them</li> </ul>	£3,500 (25% of £14,000 spend)	

<p><b>A. GLD attainment</b></p> <p><b>B. PP attainment</b></p> <p><b>C. Motivation and engagement</b></p>	<p><b>Additional Y6 class</b> The school will pay for the running of a small Y6 class (10 pupils) (including teacher and LSA) in order to reduce pupil numbers in classes and improve the support available to children from staff.</p> <p>Children in the small class we able to work with Teacher or LSA in small groups (2 or 3) on tailored intervention strategies</p>	<p><b>EEF Toolkit: Reducing class size (+3 months min)</b> The strongest evidence comes from research into primary schools in the USA where the benefits appear to be sustained for three to four years when classes are reduced below 18. There is some evidence that pupils in disadvantaged areas in the UK benefit from classes of fewer than 20 pupils in primary schools.</p> <p><b>EEF Toolkit: Small group tuition (+4 months)</b> Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	<ul style="list-style-type: none"> <li>• All eligible pupils in Y6 will make at least expected progress in all subject areas</li> <li>• An increase in eligible Y6 pupils working at ARE throughout the year</li> <li>• An increase in the % of eligible pupils who reach the expected standard by the end of Y6</li> </ul>	<p>£56,571 – staffing (AC)</p>	
<b>Total budgeted cost</b>					<b>£105,734.02</b>
<b>Social, Emotional and Wellbeing initiatives</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Costing</b>	<b>When will you review implementation?</b>
<p>D. Attendance, punctuality and readiness to learn</p> <p>E. Parental involvement</p>	<p><b>Parent Liaison Officer</b> Support pupils with behavioural and emotional difficulties, and those with issues at home. Support parents to liaise with relevant agencies where necessary and work with parents to improve attendance and punctuality of children.</p>	<p><b>EEF Toolkit: Behaviour interventions (+3 months)</b> Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.</p> <p><b>EEF Toolkit: Parental engagement (+3 months)</b> Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p>	<ul style="list-style-type: none"> <li>• Reduction in behaviour incidents for eligible pupils receiving support</li> <li>• Children will know who they can go to for pastoral support</li> <li>• Increase in engagement from eligible pupils' parents</li> <li>• Attendance and punctuality of eligible pupils is improved as recorded in SIMS</li> </ul>	<p>£28,500</p>	

D. Attendance, punctuality and readiness to learn	<b>Breakfast club Provision</b> The school pays for breakfast club for targeted eligible pupils to attend Breakfast club during term time.	<b>EEF Toolkit: Extending the school day (+3 months)</b> The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers	<ul style="list-style-type: none"> <li>• Decrease in number of eligible pupils arriving late to school</li> <li>• Decrease in number of eligible pupils who take time out of morning lessons to have breakfast</li> <li>• Increase in attendance for eligible pupils</li> <li>• Increase in % of eligible pupils who make expected progress across subjects</li> <li>• Increase in % of eligible pupils who are working at ARE throughout the year</li> </ul>	£800	
<b>Total budgeted cost</b>					<b>£29,300.00</b>
<b>Parental Engagement initiatives</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Costing</b>	<b>When will you review implementation?</b>
A. GLD attainment B. PP attainment C. Motivation and engagement D. Parental involvement	<b>Parent workshops</b> EYFS Phonics, reading and Maths workshops with homebased learning packs to be given out at each workshop. Y1 phonics/reading workshop.	<b>EEF Toolkit: Parental engagement (+3 months)</b> Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	<ul style="list-style-type: none"> <li>• At least 3 out of 4 eligible parents will have attended the workshops</li> <li>• Increase in % of eligible pupils who read regularly at home in the reception year</li> <li>• Increase in % of pupils who complete homework in the reception year</li> <li>• All eligible pupils make at least expected progress</li> <li>• Increase in % of pupils who make expected standard at ELG</li> </ul>	£400	
B. PP attainment D. Motivation and engagement E. Parental involvement	<b>Times tables rockstars</b>	<b>EEF Toolkit: Digital Technology (+4 months)</b> Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.  <b>EEF Toolkit: Parental engagement (+3 months)</b>	<ul style="list-style-type: none"> <li>• All eligible pupils have accessed the system</li> <li>• Increase in % of eligible pupils who have fluent times tables knowledge</li> </ul>	£237.35 (AC)	

		Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.				
					<b>Total budgeted cost</b>	<b>£637.35</b>
					<b>PP allowance received</b>	<b>125,070.00</b>
					<b>Total budget spend</b>	<b>135,671.37</b>
					<b>Amount to be subsidised from school budget</b>	<b>10,601.37</b>

<b>6. Review of expenditure</b>				
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<b>Previous Academic Year</b>	
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<b>i. Quality of teaching for all</b>				
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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

<b>ii. Targeted support</b>				
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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

<b>iii. Other approaches</b>				
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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

<b>7. Additional detail</b>				
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