

Archibald Primary School

Pupil Premium Funding 2018 - 2019

For this academic year the school received £320,000 to help us to close the gap in attainment between those less advantaged pupils and the school and national expectations of attainment. Pupil Premium is calculated on the number of pupils in school who have been entitled to free school meals at any time during the last 6 years, those pupils who are in the care of the local authority and those who are children of armed forces personnel.

Main barriers to educational achievement for disadvantaged pupils

Archibald Primary School has over twice the national average level of deprivation with similarly high numbers of pupils in receipt of free schools meals. The majority of our children live in Ayresome Green and Gresham wards where there is a high level of overcrowding and very few adults have accessed higher education, despite the close proximity of the university. This tends to reflect the fact that the majority of our children do not come from homes where education is prioritised.

The school community is predominantly white British; however an increasing number of our children are from minority ethnic groups who have English as an additional language. Central Middlesbrough houses many asylum seekers, refugees and economic migrant workers. They are a very transient and fluid population and the children enter Archibald throughout the year into all year groups from Nursery to Y6 with little or no English. We work in partnership with the Ethnic Minority Team to support these families through the Newport Hub and personalised support in school. Inward mobility is increasing amongst all groups of pupils in all year groups.

How we will spend our Pupil Premium in 2018-19

The school has chosen to spend the bulk of the pupil premium money on enhancing existing school provision in order to increase staff to pupil ratios, employing additional teachers and teaching assistants to create a 'team around the child'. This equates to extremely personalised learning for each child in every year group and is geared to meet the additional learning needs of every pupil in the school. Pupil premium is also used to enrich the children's learning by widening their experiences; through extensive school trips, activities in school delivered by external providers and our own staff, by providing a broad range of activities, including after school activities for children of all age ranges and by supporting and engaging vulnerable pupils and their families (PSA).

In 2018-19 we will plan to continue to:

- Address identified gaps in attainment of pupils who receive pupil premium funding.
- Engage vulnerable pupils and their families in learning.
- Improve provision of targeted intervention at wave 2 and 3.
- Improve pupil: teacher ratios in KS2 in order to facilitate learning pathways – the lowest attaining pupils have the best ratios in order to further personalise their learning.
- Improve pupil: teacher ratios in KS1 in order to facilitate progress groups targeting the lowest attaining pupils.
- Improve pupil: adult ratios in Reception in order that targeted support is available to pupils.
- Provide DIRT – dedicated improvement and reflection time in KS2 and to facilitate teaching by subject specialists (eg science, PE, music)
- Ensure children are on track to make expected (or better) progress in terms of attainment and average points score by the end of each Key Stage.
- Widen experiences through music, drama (RSC Associate School Programme), a planned programme of visits, including residential visits, and visitors throughout the school.

How we will measure impact?

- We will measure impact by looking at attainment and progress data for disadvantaged pupils and compare to other pupils within school.
- At end of key stage (EYFS, Y2 and Y6) we will compare with comparator groups nationally : to determine if disadvantaged pupils at Archibald attain at least equal to or better than comparator groups and disadvantaged pupils make at least the same progress as other pupils . We will also compare similar data with Y1 Phonics Screening outcomes.

How Ofsted evaluate our use of pupil premium

1. Inspectors are required to consider the impact of the pupil premium
2. Inspectors will look at the achievement of pupils eligible for the pupil premium
3. Pupils eligible for the pupil premium should be making sustained progress
4. School leaders should ensure that the pupil premium is being used effectively

During the 2018– 2019 this funding will be used to fund:-

<p>Enhanced teaching provision in Foundation Stage, KS1 and KS2 through:-</p> <ul style="list-style-type: none"> • the employment of additional teaching staff to facilitate smaller classes and to target children in order to close the gap in attainment between those less advantaged pupils and the school and national expectations of attainment. • the employment of additional support staff to facilitate interventions and personalised learning programmes. 	<p>£273,546</p>
<p>Engaging vulnerable pupils and their families:- Mentoring support Attendance support Additional SEN provision Additional EAL provision</p>	<p>£32,867</p>
<p>Widening experiences through music and a planned programme of visits, including residential visits , from Reception to Y6</p>	<p>£14,000</p>
<p style="text-align: right;">TOTAL</p>	<p>£320,413</p>

Archibald Primary School

Pupil Premium 2018 -2019

Total allocation for 2018 - 19 £320,000

Enhanced Provision Close Learning Gap	School Budget £ 2018 - 19	Pupil Premium £ 2018 - 19	Total Costs	Outcome					
				Impact					
Additional Staffing in Y6:-			0						
1.0 teacher Closing the gap		39,406	39,406	% EXP	RWM	Read	Write	Maths	
1.0 teacher)Closing the gap	39,406		39,406	All	65.5	55.7	57.4	54.1	
1.0 TA3	5,000	8,645	13,645	PP	72.8	63.6	72.7	63.6	
1.0TA2		12,906	12,906	Gap	7.3	7.9	15.3	9.5	
				% GDS	RWM	Read	Write	Maths	
				All	6.6	19.7	24.6	23	
				PP	3	18.2	21.2	18.2	
				Gap	-3.6	-1.5	-3.4	-4.8	
Y6 Dirt time .1		3,940	3,940						
Additional Staffing in Y5:-			0						
1.0 teacher Closing the gap		38,565	38,565	% EXP	RWM	Read	Write	Maths	
1.0TA2	12,906		12,906	All	74.6	69.5	67.8	76.3	
				PP	82.4	85.3	79.4	85.3	
				Gap	7.8	15.8	11.6	9	
				% GDS	RWM	Read	Write	Maths	
				All	1.7	16.9	8.5	8.5	
				PP	2.9	14.7	5.9	8.8	
				Gap	1.2	-2.2	-2.6	0.3	
1.0 TA2		10,201	10,201						
Additional Staffing in Y4:-			0						
1.0 Additional teacher Closing the gap		39,406	39,406						

1.0 TA2	13,455		13,455	<table border="1"> <thead> <tr> <th>% EXP</th> <th>RWM</th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>72.4</td> <td>75.9</td> <td>70.7</td> <td>81</td> </tr> <tr> <td>PP</td> <td>77.1</td> <td>77.1</td> <td>71.4</td> <td>74.3</td> </tr> <tr> <td>Gap</td> <td>4.7</td> <td>1.2</td> <td>0.7</td> <td>-6.7</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>% GDS</th> <th>RWM</th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>5.2</td> <td>12.1</td> <td>8.6</td> <td>8.6</td> </tr> <tr> <td>PP</td> <td>5.7</td> <td>11.4</td> <td>11.4</td> <td>8.6</td> </tr> <tr> <td>Gap</td> <td>0.5</td> <td>-0.7</td> <td>2.8</td> <td>0</td> </tr> </tbody> </table>	% EXP	RWM	Read	Write	Maths	All	72.4	75.9	70.7	81	PP	77.1	77.1	71.4	74.3	Gap	4.7	1.2	0.7	-6.7	% GDS	RWM	Read	Write	Maths	All	5.2	12.1	8.6	8.6	PP	5.7	11.4	11.4	8.6	Gap	0.5	-0.7	2.8	0
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Gap	0.5	-0.7	2.8	0																																								
1.0 TA2 (K Terrigan)		12,623	12,623																																									
Additional staffing in Y3:-			0																																									
Closing the gap teacher teacher(S Kearns)		42,127	42,127	<table border="1"> <thead> <tr> <th>% EXP</th> <th>RWM</th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>70</td> <td>62.3</td> <td>65.6</td> <td>63.9</td> </tr> <tr> <td>PP</td> <td>82.9</td> <td>80</td> <td>82.9</td> <td>77.1</td> </tr> <tr> <td>Gap</td> <td>12.9</td> <td>17.7</td> <td>17.3</td> <td>13.2</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>% GDS</th> <th>RWM</th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>11.7</td> <td>23</td> <td>16.4</td> <td>18</td> </tr> <tr> <td>PP</td> <td>11.4</td> <td>17.1</td> <td>11.4</td> <td>17.1</td> </tr> <tr> <td>Gap</td> <td>-0.3</td> <td>-5.9</td> <td>-5</td> <td>-0.9</td> </tr> </tbody> </table>	% EXP	RWM	Read	Write	Maths	All	70	62.3	65.6	63.9	PP	82.9	80	82.9	77.1	Gap	12.9	17.7	17.3	13.2	% GDS	RWM	Read	Write	Maths	All	11.7	23	16.4	18	PP	11.4	17.1	11.4	17.1	Gap	-0.3	-5.9	-5	-0.9
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Gap	-0.3	-5.9	-5	-0.9																																								
1.0TA2(J Leckonby)	12,623		12,623																																									
1.0 TA2 (SJ Harkness)		12,623	12,623																																									
Additional Staffing in Y2:-			0																																									
0.6 Closing the gap teacher (J Cutter)		23,643	23,643	<table border="1"> <thead> <tr> <th>% EXP</th> <th>RWM</th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>56.9</td> <td>51.7</td> <td>55.2</td> <td>56.9</td> </tr> <tr> <td>PP</td> <td>69</td> <td>69</td> <td>65.5</td> <td>69</td> </tr> <tr> <td>Gap</td> <td>12.1</td> <td>17.3</td> <td>10.3</td> <td>12.1</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>% GDS</th> <th>RWM</th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>17.2</td> <td>25.9</td> <td>19</td> <td>19</td> </tr> <tr> <td>PP</td> <td>6.9</td> <td>13.8</td> <td>10.3</td> <td>6.9</td> </tr> <tr> <td>Gap</td> <td>-10.3</td> <td>-12.1</td> <td>-8.7</td> <td>-12.1</td> </tr> </tbody> </table>	% EXP	RWM	Read	Write	Maths	All	56.9	51.7	55.2	56.9	PP	69	69	65.5	69	Gap	12.1	17.3	10.3	12.1	% GDS	RWM	Read	Write	Maths	All	17.2	25.9	19	19	PP	6.9	13.8	10.3	6.9	Gap	-10.3	-12.1	-8.7	-12.1
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1.0 TA2 (Rachel McTeer)	12,906		12,906																																									
Additional Staffing in Y1			0																																									
0.5 Closing the gap teacher (S Cowgill)	29,623		29,623	<table border="1"> <thead> <tr> <th>% EXP</th> <th>RWM</th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>64.4</td> <td>55.9</td> <td>66.1</td> <td>67.8</td> </tr> </tbody> </table>	% EXP	RWM	Read	Write	Maths	All	64.4	55.9	66.1	67.8																														
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All	64.4	55.9	66.1	67.8																																								
1.0 TA2 (S Leader)		14,523	14,523																																									

PP	71.4	60.7	71.4	78.6
Gap	7	4.8	5.3	10.8

% GDS	RWM	Read	Write	Maths
All	3.4	13.6	5.1	11.9
PP	0	14.3	3.6	7.1
Gap	-3.4	0.7	-1.5	-4.8

Additional Staffing in Rec

% EXP	GLD	Read	Write	Maths
All	75.8	75.8	75.8	77.4
PP	80	80	80	80
Gap	4.2	4.2	4.2	2.6

1.0 TA2 (N Zaman) 14,938 14,938

1.0 Mentor (H Clark) 14,391 14,391

1.0 Mentor (K Greet) 17,601

1.0 PSA (S Featherstone, S Walker) 17,879 17,879

1.0 Attendance (A Smith) 15,266

Educational Welfare officer (H Davis IEWO) 4,100 4,100

0.2 SEN Assessments (C Marley) 15,763

1.0 SEN Support Incl Reading Recovery (M Jackson) 15,136 15,136

EMAT Team Support (SLA) 2,310 2,310

Music teacher (0.3) 9,130 9,130

Widening experiences 11,000 11,000 22,000

RSC Associate Schools 3,000 3,000

TOTAL

215628

320,413

2018 – 2019 8 fixed term exclusions
 2015- 2016 94.3% attendance
 2016-2017 95.1% attendance
 2017-2018 95.8% attendance
 2018-2019 96.3% attendance. PP attendance
 Assessments and observations undertaken and reports submitted
 Targeted pupils supported, assessments undertaken and reports submitted
 3 X TAs working with target pupils for 1 session each
 All classes taught music by subject specialist, including weekly lessons in Reception and Y2
 Residential Visits – 2
 Other visits:
 Number – 90
 Participants:2640
 RSC Case studies to demonstrate impact

