

Pupil Premium Strategy 2017-18

Evaluation

Pupil Premium Strategy at Canonbury Primary School 2017-18

Developing Quality First Teaching	Developing Inclusion and Specific Interventions	Overcoming barriers to learning and enrichment
<ul style="list-style-type: none"> • Senior Leadership focus in Key Stage 1 leading teaching and learning to ensure improved progress between Reception and Year 2 • Phase Leadership in Lower and Upper Key Stage 2 to support effective implementation of English and Maths initiatives and to lead consistent, sustained best practice for pupils eligible for pupil premium • Subject leader initiatives to support quality first teaching in line with school priorities and the needs of pupils identified from assessment information. • Additional provision and support in Y2 and Y6 to secure good and better progress towards age expectation and higher • Rigorous assessment for learning 	<ul style="list-style-type: none"> • Senior Leadership of Inclusion to identify individual and common needs and renew school Provision Map with interventions that are proven to be effective for specific needs • Targeted interventions that are consistent, time bound, monitored and evaluated • Strategic training and deployment of support staff to deliver effective interventions • Structures to support good and better progress over time: <ul style="list-style-type: none"> - Learning Conferences to support ambitious targets and effective provision focus pupils eligible for Pupil Premium - Inclusion Meetings to identify and plan to overcome barriers to learning for specific pupils - Pupil Progress Reviews to monitor and plan for progress of all pupils 	<ul style="list-style-type: none"> • Senior Leadership of pastoral care to ensure that families are supported effectively at school level and participate in tailored wider support where appropriate • Learning Mentor support for vulnerable pupils to address social and emotional barriers and develop a readiness to learn • Opportunities for all pupils, including disadvantaged pupils, to participate in enrichment activities and events that deepen learning and increase engagement: Residential visits, educational visits, extended school.

Achievement 2017-18 Academic Year

Canonbury End of EYFS Assessment 2018	Pupil No.	% GLD and above	% Exceeding GLD
NATIONAL – All Pupils	n/a	72	n/a
All Pupils	60	70	0
Eligible for Free School Meals	21	52	0
Not Eligible for Free School Meals	39	80	0

Canonbury End of KS1 Attainment 2018	Pupil No.	Reading		Writing		Mathematics	
		EXS+	Above	EXS+	Above	EXS+	Above
NATIONAL – All Pupils	n/a	76	25	70	16	76	21
All Pupils	59	76	28.8	66	14	71	24
Eligible for Pupil Premium	23	65	13	52	4	61	9
Not Eligible for Pupil Premium	36	83	39	75	19	79	33

Canonbury End of KS2 Attainment 2018	Pupil No.	Attainment									
		Reading		Writing		GPS		Maths		Combined	
		100+	110+	At +	Above	100+	110+	100+	110+	At +	Above
Canonbury Progress All		0.49		-1.68				-0.09			
Canonbury Progress PP		-1.91		-4.17				-2.46			
NATIONAL – All Pupils	n/a	75	28	78	20	78	34	76	24	64	10
All Pupils	58	81	35	74	22	83	45	81	29	64	17
Eligible for PP	23	61	9	48	0	61	13	57	0	30	0
Not Eligible for PP	35	94	51	91	37	97	66	97	49	86	29

Quality of Teaching and Learning, Targeted Support

Phase	Approximate Cost	Item, Objective	Outcome
Whole School	£6,700	Extend opportunities for English and Maths Leaders to develop and monitor teaching and learning -effective Guided Reading lessons -effective Phonics, Spelling and Grammar teaching -effective implementation of Concrete/Pictorial/Abstract Maths strategy, (incl. 5 days Islington School Improvement Support for Maths) - lesson visits to monitor consistency -continue to develop the assessment for learning cycle to sharpen focus on Pupil Premium pupils	Pupils make targeted progress to Secure and Secure +
	£2,231		Increased percentage of good and better teaching demonstrates continuous improvement of subject knowledge Consistent implementation of practice and expectations
	£5,000	Improve assessment for learning -termly tests with gap analysis to support precise identification of need	Pupils make targeted progress to Secure and Secure +
	£31,500	Continue DHT Inclusion role to include leadership of provision for pupils eligible for Pupil Premium -continuously improve identification of specific needs and provision of right teaching strategies and support for pupils -Ensuring increased effectiveness of support staff in lessons -Training for support staff in specific interventions -Ensuring effective, time bound intervention -Rigorous monitoring and adjustment of input to secure impact	Good and better progress of pupils working below the expectation of their age group that is sustained over time
	£4,440	Release for class teachers to conduct progress reviews, moderation and standardisation of Reading, Writing and Maths : Termly class progress reviews Inclusion meetings to identify specific barriers to learning, plan and review strategies to address them	Accurate assessment for learning Identified pupils make good and better progress over time
	£2,200	Increasing engagement of parents in learning: Release for Teachers to have structured conversations with parents re pupil progress and actions	Identified pupils make good and better progress over time
	£1,600	Provide regular reading and discussion activities with adults, via Reading Volunteers	Pupils make good and better progress over time in Reading

Evaluation Whole School	PPG Pupils Year2-Year6 (123 pupils)	Reading	Writing	Mathematics	Average
	Progressed by 6 steps or more	102 (82.9%)	100 (81.3%)	100 (81.3%)	100.7 (81.8%)
	Progressed by 5 steps	9 (7.3%)	12 (9.8%)	14 (11.4%)	11.7 (9.5%)
	<p>6 steps is the progress expected for pupils working in the national curriculum for their age, without special educational needs. For the year 2017-18, the vast majority of pupil premium eligible (PPE) pupils across the school made expected progress from their starting points at the beginning of the year. Whole School Objectives in Assessment, English, Maths and Intervention have supported this consistent progress across the school. Lessons learned this year: While most pupils make good progress from their starting points at the end of the year, there remains:</p> <ul style="list-style-type: none"> - a significant minority making 5 steps who need to make the extra step that ensures they are 'working within' the curriculum objectives for their age and on track to be 'secure' in time - a significant minority making 6 steps progress from starting points just below 'secure' who need to make faster than expected progress to reach national expectation for their age <p>In 2018-19</p> <ul style="list-style-type: none"> - investment in pupil progress review processes so that leaders and teachers meet on a 'little and often' basis to plan/do/review Quality First Teaching provision and specific intervention for identified pupils - work on effective application of a wider range of age-appropriate grammar in writing - further investment in strategic deployment of teaching assistants 				

Years 5/6	£9,000	<p>Phase Leader with release time to develop and monitor consistent, effective implementation of SIP priorities</p> <ul style="list-style-type: none"> • Share best practice, via team teaching, focussed peer observations • Ensure effective, sustained implementation of School Improvement priorities: <i>-Spelling, writing and grammar</i> <i>-implementation of Concrete, Pictorial, Abstract strategy for Maths</i> <i>-effective lesson types for Maths</i> • Ensure implementation of agreed best practice for Learning Overview focus pupils • Carry out monitoring and moderation that sharpens focus on Pupil Premium pupils • Ensure Teaching Assistants are being deployed effectively in lessons 	<p>Pupils make targeted progress to Secure and Secure + due to consistent application of teaching and learning policy</p> <p>Increased % of children working at or above age related expectations</p> <p>Identified pupils make targeted progress to national Expectation and above</p> <p>Identified pupils make targeted progress to national expectation and above</p>
	£1,100	<p>Maths Leader-led Boosters 2x per week</p>	<p>Identified pupils make targeted progress to national expectation and above</p>
	£3,000	<p>Additional Maths, English and GPS Boosters: Address gaps in Maths and English learning , reinforcing concepts and skills needed to reach age expectation/ be secondary ready</p>	<p>Identified pupils make targeted progress to national expectation and above</p>
	£18,000	<p>Additional Teaching Assistant in Year 6 to provide capacity for intervention and booster groups in English and Maths</p>	<p>Pupils make expected progress and above from KS1 to KS2</p>

Evaluation Years 5-6	Canonbury End of KS2 Attainment 2018	Pupil No.	Attainment									
			Reading		Writing		GPS		Maths		Combined	
			100+	110+	At +	Above	100+	110+	100+	110+	At +	Above
	Canonbury Progress All		0.49		-1.68				-0.09			
	Canonbury Progress PP		-1.91		-4.17				-2.46			
	NATIONAL – All Pupils	n/a	75	28	78	20	78	34	76	24	64	10
	All Pupils	58	81	35	74	22	83	45	81	29	64	17
	Eligible for PP	23	61	9	48	0	61	13	57	0	30	0
	Not Eligible for PP	35	94	51	91	37	97	66	97	49	86	29
Year 6 PPG Pupils (24 pupils)				Reading		Writing		Mathematics		Average		
Progressed by 6 steps or more				21 (87.5%)		22 (91.7%)		22 (91.7%)		21.7 (90.3%)		
Progressed by 5 steps				2 (8.3%)		1 (4.2%)		0 (0%)		1.0 (4.2%)		
Year 5 PPG Pupils (26 pupils)				Reading		Writing		Mathematics		Average		
Progressed by 6 steps or more				23 (88.5%)		23 (88.5%)		21 (80.8%)		22.3 (85.9%)		
Progressed by 5 steps				2 (7.7%)		1 (3.8%)		4 (15.4%)		2.3 (9.0%)		
<p>Progress from End of Key Stage One (Year 2) to End of Key Stage Two (Year 6) was below national average for PPG pupils and this was significant in Writing and Maths. In Year 6 many pupils made more than 6 steps within the year in every area. Further work is needed to ensure pupils make more than 'expected' progress prior to Year 6 during Key Stage Two.</p> <p>The vast majority of pupils made 'expected' progress of 6 steps during the academic year in Year 5.</p> <p>The extra teaching assistant support in Year 6 had high impact because they were deployed effectively to address specific gaps in learning, completing tasks designed by teachers and building on them. Boosters were time-limited and teacher-led during the school day with a little and often approach that ensured good in-year progress.</p> <p>Lessons learnt for 2018-19</p> <ul style="list-style-type: none"> - A strategic approach for the learning journey from the beginning of Y5 to end of Y6, including Senior Phase Leader with more time to develop this, would establish more consistent acceleration of progress throughout Upper Key Stage Two - Further development of expert teaching assistant support to lead group and 1:1 support during quality first teaching and through intervention, addressing gaps. 												

Years 3/4	£6,000	<p>Phase Leader with release time to develop and monitor consistent, effective implementation of SIP priorities</p> <ul style="list-style-type: none"> • Share best practice, via team teaching, focussed peer observations • Ensure effective, sustained implementation of School Improvement priorities: <ul style="list-style-type: none"> -Spelling, writing and grammar -timely challenge for all pupils in Maths -effective lesson types for Maths • Ensure implementation of agreed best practice for Learning Overview focus pupils • Carry out monitoring and moderation that sharpens focus on Pupil Premium pupils • Ensure Teaching Assistants are being deployed effectively in lessons 	<p>Pupils in phase make sustained good and better progress from starting points towards to Secure and Secure + due to consistent application of teaching and learning policy</p> <p>Pupils make good and better progress towards Secure and Secure +</p>			
		Year 3 PPG Pupils (32 pupils)	Reading	Writing	Mathematics	Average
		Progressed by 6 steps or more	26 (81.3%)	28 (87.5%)	26 (81.3%)	26.7 (83.3%)
		Progressed by 5 steps	3 (9.4%)	3 (9.4%)	5 (15.6%)	3.7 (11.5%)
		Year 4 PPG Pupils (18 pupils)	Reading	Writing	Mathematics	Average
		Progressed by 6 steps or more	15 (83.3%)	13 (72.2%)	16 (88.9%)	14.7 (81.5%)
		Progressed by 5 steps	2 (11.1%)	4 (22.2%)	2 (11.1%)	2.7 (14.8%)
<p>The majority of PPG pupils made 'expected' progress of 6 steps during the academic year. Further work is needed to ensure pupils who make 5 steps are secure in the fundamentals that support them in reaching the expectations for end of Year 4.</p> <p>Lessons learnt:</p> <ul style="list-style-type: none"> - More impact could be achieved by an increase in leadership time to fully develop, review, adjust and embed practice that improves progress for PPG pupils in danger of falling behind. Senior Leader for Teaching and Learning in place for 2018-19 with capacity to lead and support teachers in developing the learning journey for Years 3 and 4. 						

Years 1/2	£16,000	DHT Teaching and Learning role - tuning Quality First Teaching to needs of Pupil Premium pupils in KS1 at all levels: -Team planning and teaching -Coaching and mentoring KS1 Teachers in Quality First teaching provision for pupils -Targeted professional development -Ensure effective TA deployment (Equivalent 1 day per week)	All pupils eligible for pupil premium make expected progress or above in Reading, Writing and Maths Teaching and learning is consistently good and better Identified pupils make good and better progress to Secure and Secure + Identified pupils make accelerated progress according to intervention timeframe
	£3,000	Y1 Consultant support for transition to Y1 -effective learning environment for children entering KS1 from EYFS -effective planning and teaching for children entering KS1 from EYFS	
	£42,000	Continue 2 additional Teaching Assistant roles in Years 1 and 2 to provide capacity for more intensive support in English and Maths - Specific guided support for pupils identified via Learning Conferences and	

Canonbury End of KS1 Attainment 2018	Pupil No.	Reading		Writing		Mathematics	
		EXS+	Above	EXS+	Above	EXS+	Above
NATIONAL – All Pupils	n/a	76	25	70	16	76	21
All Pupils	59	76	29	66	14	71	24
Eligible for Pupil Premium	23	65	13	52	4	61	9
Not Eligible for Pupil Premium	36	83	39	75	19	79	33

Pupil premium achievement at end of KS1 for 'expected' was in line with National average for Free School Meals pupils.
More PPG pupils achieved above expected, although it remains a small number, especially in Maths and Writing.
The additional support for planning and from teaching assistants ensured that PPG pupils in danger of falling behind met the expectation.

EYFS	£4,000	Develop teaching for language and communication in the inside and outside learning areas -providing professional development opportunities via Islington Advisers -release for school visits to view best practice -resources to support implementation of best practice -conducting review	High quality teaching and learning of Speech and Language, Reading, Writing and synthetic phonics
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Evaluation EYFS Pupils eligible for Free School Meals achieved in line with national average for FSM in communication and language, and higher than the overall GLD score for the group. Communication and Language was in line with achievement in the other prime areas of the EYFS curriculum and higher than Writing. Initiatives such as Pie Corbett Storytelling and Helicopter Stories developed this year are having an impact on this area.

Canonbury End of EYFS Assessment 2018	Pupil No.	% GLD and above	% Exceeding GLD
NATIONAL – All Pupils	n/a	72	n/a
All Pupils	60	70	0
Eligible for Free School Meals	21	52	0
Not Eligible for Free School Meals	39	80	0

% pupils at Expected or Exceeding	Roll	Communication
All Pupils	60	86.7
Eligible	21	66.7
Not Eligible	39	97.4

Other Approaches: Pastoral Support			
£15,500	<p>Pastoral Care Work with families to overcome social and emotional barriers to a positive learning experience for pupils</p> <ul style="list-style-type: none"> - Pastoral support planning for pupils - Parent liaison and support - Agency liaison 	<p>Reduced 'red card' incidents show improved learning behaviours</p> <p>Evidence of pupils meeting success criteria more consistently in learning tasks</p> <p>Identified pupils make good and better progress over time</p>	
£21,000	<p>Learning Mentor to provide support for social and emotional development Reinforce social and emotional development to support conditions conducive to learning</p> <ul style="list-style-type: none"> - Monitoring and supporting behaviour and well-being throughout school day - 1:1 and small group nurture sessions 	<p>Reduced 'red card' incidents show improved learning behaviours</p> <p>Evidence of pupils meeting success criteria more consistently in learning tasks</p> <p>Identified pupils make good and better progress over time</p>	
£4,000	<p>Provide ½ day counselling for pupils and parents as appropriate -CAMhS</p> <ul style="list-style-type: none"> • Reinforce social and emotional development to support conditions conducive to learning 	<p>Pupils involved show improved personal, social and emotional well-being</p>	
£2,000	<p>Art Therapist To support emotional well-being, communication</p>	<p>Pupils manage emotions in school</p>	
£7,000	<p>Senior Midday Meals Supervisor support for developing positive playground behaviour</p> <ul style="list-style-type: none"> • Develop Peer Mentors in Y5/6 -pupils taking responsibility • Develop structured, collaborative play opportunities to ensure inclusion of all children at playtimes 	<p>Pupils demonstrate effective strategies for managing social and emotional situations in both open and competitive play.</p> <p>Red card incidents are rare and the exception to the rule</p>	
£1500	<p>Mentoring support , Lunchtime</p> <ul style="list-style-type: none"> • Mentoring games/activities to improve self-esteem, self-management • Organised sports to improve teamwork 	<p>Good 'ready to learn' start to the afternoon for children. Children develop ability to make 'good choices' independently,</p>	
Evaluation:	<p>Pastoral support planning for pupils ensured that pupils were identified according to priority need and the right intervention was provided at the right time. Pupils involved were in the classroom and learning for longer periods and succeeded more often in their learning tasks. Fixed Term Exclusions were minimized. One pupil received 3 FTEs amounting to 3 days in total during one month and need was addressed successfully by intervention.</p> <p>12 PPG pupils received specific 1:1 interventions with Learning Mentor and designated Teaching Assistant for social and emotional development.. The majority of interventions resulted in improved behaviour for learning with 'red card behaviour' reducing over time. 5 pupils have complex and enduring needs and the intervention supported identification of key areas for agency support.</p> <p>3 PPG pupils received Art Therapy, with improved attendance for one pupil during the intervention and improved self-esteem for others.</p> <p>5 PPG pupils received CAMHs interventions, resulting in improved self-esteem and self-regulation.</p> <p>2 PPG pupils received mentoring support leading to improved friendships and self-esteem.</p>		

Other Approaches: Enrichment Experiences

	£1,200	Support pupils in completing homework <ul style="list-style-type: none"> Teacher/ Teaching Assistant support in timetabled weekly sessions: Homework Club 	Identified pupils complete weekly homework
	Evaluation:	Homework club succeeded in supporting 42 PPG pupils to complete homework at any point in year: 20 Boys 22 Girls 24 KS2 18 KS1 White British 13; Turkish 10; Caribbean/African 10; African/Caribbean other 9; Mixed white/Caribbean/African 3	
	£2000	Provide opportunities for more pupils to attend after school clubs, including Playcentre, Code Club, via free of charge places	Pupils' education is enriched through wider experiences Pupils can talk about and demonstrate their successes
	£1,500	Provide opportunities for more pupils to attend Breakfast Club, via free of charge places	Identified pupils' attendance and punctuality is improved Pupils start the school day settled and ready to learn
	£4,500	Provide opportunities for pupils to engage in structured, purposeful activities in summer holidays, via free of charge places to all year round holiday clubs	Improvement in learning behaviour, self esteem Pupils education is enriched through wider experiences Pupils can talk about and demonstrate their successes
	Evaluation:	5 PPG Pupils attended ASCs free of charge throughout the year: 5 boys, 0 girls, Ethnicity: 1 white, 3 Black African and 1 White/Black Caribbean, all Key Stage Two 1 pupil attended Playcentre free of charge throughout the year: 1 boy, ethnicity: white/black Caribbean, Key Stage 2 4 pupils who attended Breakfast Club free of charge throughout the year: 4 boys 0 girls, ethnicity: 3 Black African and 1 White Black Caribbean, Key Stage 2 2 pupils attended all day Holiday Club free of charge: 2 boys 0 , ethnicity 1 White and 1 White black Caribbean, Key Stage KS2	
	£1,000	Ensure inclusion for all in Class Educational Visits, via free of charge places	All pupils have equal opportunities to enrich learning via wider experiences
		Ensure inclusion for all in Y5 Farms for City Children Residential Visit, via subsidized places	Y5 Farms for City Children total subsidy was £910 : 13 PPG pupils: 5 girls, 8 boys Ethnicity: White 3, Latin/South American 2, White Black
		Ensure inclusion for all in Y6 Activity Centre Residential Visit, via subsidized places	Year 6 Activity Centre total subsidy was £1120: 14 PPG pupils: 6 girls, 9 boys

<u>Total Spend</u>	£224,471	
EYPP	£3,927	
PP	£215,740	
<u>Total PP</u>	£219,667	