

Lowther Primary School Pupil Premium Evaluation of Expenditure 2018-2019

Analysis of impact of PPG funding

The information on the table below show the objectives we've had for our PPG pupils, alongside the actions we've taken and then the outcomes for our pupils. We have also included our action points for the current school year. All PPG pupils have full access to a full range of clubs, including breakfast and after school care and a diverse range of clubs e.g. chess, football, Lego. This also includes support in transition to secondary school. This leads to full inclusion and a sense of belonging in a community. Small group and individual targeted interventions enable children to make progress in line with their peers. Internal tracking shows progress of children eligible for the grant make progress at least in line with their peers throughout the school.

Objective: Improve Pupil Premium attendance levels

Absence monitoring	
Action taken:	
<ul style="list-style-type: none"> All class teachers closely track individual attendance Phone calls made on the first day of absence Create positive links with families Work with the EWO to support and challenge children with attendance below 90% Weekly updates of class and individual attendance by Deputy Deputy and SENDCO meet weekly to discuss attendance and address concerns 	
Absence of Lowther PPG pupils	5.9% (+1.5% on Lowther average, + 2.2% on National average)
Absence of Lowther Pupils	4.4%
Absence average nationally	3.7%
Persistent absentee Lowther PPG	15% (+6.4% on Lowther average, + 6.3% on National average)
Persistent absentee of Lowther Pupils	8.6%
Persistent absentee nationally	8.7%
Action for 2019/20:	
<ul style="list-style-type: none"> The rates of attendance to continue to improve for disadvantaged pupils by further sharp tracking and monitoring. Work alongside EWO to support vulnerable families Headship team to work with teachers and PPG champion to identify and support vulnerable families further 	

Objective: To provide opportunities to develop potential and participate in all aspects of school life

Wider School life opportunities	
Actions taken:	
<ul style="list-style-type: none"> All children eligible for the grant were supported to participate in a wide range of activities across the school curriculum Providing pastoral support and positive relationships to enhance children's experience at school with opportunities above and beyond the basic curriculum. The provision aims to boost social development, improves learning, build life skills, underpins better behaviour and encourages creativity. 	
After school clubs	20 PPG children supported
Breakfast club	5 PPG children supported
After School club (fit for sport)	3 PPG children supported
School trips and visits	£400 allocated per year group
Uniform and school equipment	10 PPG children supported
Residential trips	6xY4 and 4xY6 PPG children supported
Pastoral support to reduce the frequency of behaviour incidents which restrict learning of target children and the wider school community	12 PPG children supported



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Action for 2019/20:

- Monitor and analyse more carefully the impact of pastoral provisions through case-studies and tracking
- Provide ELSA opportunities for pupils through training of team member and careful identification of vulnerable pupils.

Objective: Improve Pupil Premium achievement in core subjects in the lower school whilst maintaining strong attainment and progress in Key Stage 2.

Y1 Phonics

Actions taken:

- Assuring the best possible learning experiences in the classroom
- Having targeted support for pupils without GLD from EYFS
- Provide targeted support for Pupils in Y2 who didn't achieve the pass score in the screening check in Y1 (daily reading and phonics)
- To close the gap in attainment for PP pupils in phonics
- Provide pupils with the opportunity to focus on aspects of the core curriculum which require further teaching or consolidation

Percentage of pupils achieving the expected standard at Lowther	88%
Percentage of PPG pupils achieving the expected standard at Lowther	56% (5/9 pupils)
Percentage of pupil achieving the expected standard nationally	82%

Action for 2019/20:

- Work with families to support reading.
- Targeted interventions in EYFS and Y1 to further boost Phonics.
- Purchase and use of decodable texts

Y2 Reading, Writing and Maths combined

Actions taken:

- Assuring the best possible learning experiences in the classroom
- Having targeted support for pupils without GLD from EYFS
- Provide targeted support for Pupils in Y2 who didn't achieve the pass score in the screening check in Y1 (daily reading and phonics)
- To close the gap in attainment for PP pupils in the core subjects of Reading, Writing and Maths
- To provide opportunities to develop potential and participate in all aspects of school life. To help support engagement in learning in the core subjects alongside links to other areas of the curriculum
- Provide pupils with the opportunity to focus on aspects of the core curriculum which require further teaching or consolidation

Percentage of pupils achieving the expected standard at Lowther	74%
Percentage of PPG pupils achieving the expected standard at Lowther	29% (2/7pupils)
Percentage of pupils achieving the expected standard nationally	65%

Action for 2019/20:

- Pupils' attainment at the end of Key Stage 1, to be maintained, so they are in line with national standards or higher



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Y6 Reading, Writing and Maths combined

Actions taken:

- Assuring the best possible learning experiences in the classroom
- Provide support tailored to develop confidence and participation in larger groups
- Provide targeted support for Pupils in Y6 who didn't achieve the expected standard in Y2
- To close the gap in attainment for PP pupils in the core subjects of Reading, Writing and Maths
- To provide opportunities to develop potential and participate in all aspects of school life to support engagement in learning and links to other areas of the curriculum
- Provide pupils with the opportunity to focus on aspects of the core curriculum which require further teaching or consolidation

Percentage of pupils achieving the expected standard at Lowther	78%	
Percentage of PPG pupils achieving the expected standard at Lowther	79%% (11/14 pupils)	
Percentage of non-PPG pupil achieving the expected standard nationally	65%	
PPG Reading Scaled score 106.1 National average (all pupils) 101.9	PPG Writing Scaled score 102.7 National average (all pupils) 99.0	PPG Maths Scaled score 108.3 National average (all pupils) 102.5

Action for 2019/20:

- School focus groups to maintain accelerated progress in order for them to continue to diminish the difference to national expectations
- Develop our system of case studies to support accurate tracking of progress and well-being of all pupils. Focus on specific target groups including PPG

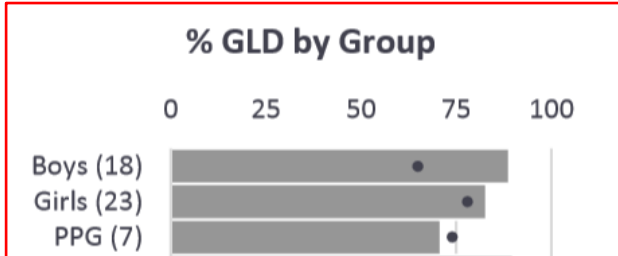


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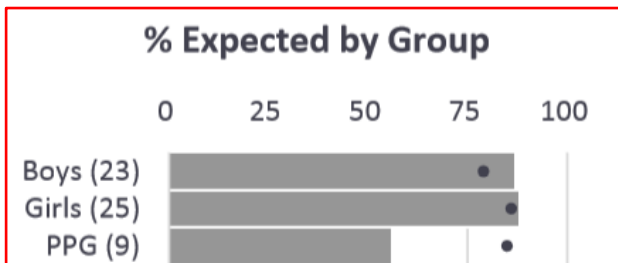
The tables, graphs and commentary below provide a summary of the academic attainment and progress of pupils in receipt of the pupil premium grant at Lowther Primary School.

Early Years



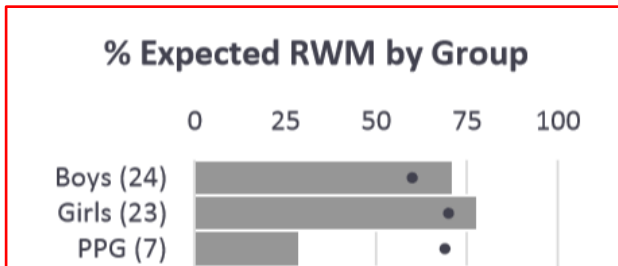
There were seven disadvantaged pupils in Reception this year. Of these, five (71%) achieved a good level of development, which compares to the national average of 74% for non-disadvantaged pupils.

Year 1 Phonics



There were nine disadvantaged pupils in Year 1 this year. Of these, five (56%) achieved the expected standard, which compares to the national average of 85% for non-disadvantaged pupils.

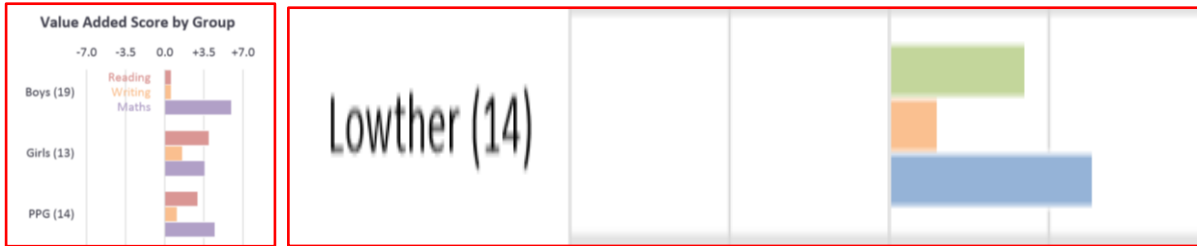
Key Stage 1



There were seven disadvantaged pupils in Year 2 this year. Of these, two (29%) achieved the expected standard in reading, writing and mathematics, which compares to the national average of 69% for non-disadvantaged pupils.

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Key Stage 2



Pupils make fantastic progress at Lowther

The school's progress scores were +2.0 in reading, +1.0 in writing and +5.0 in mathematics, indicating that pupils make stronger progress than the national average (0.0) in all three subjects.

There were 14 disadvantaged pupils in Year 6 this year. Of these, 11 (79%) achieved the expected standard or above in reading, writing and mathematics, which compares to the national average of 70% for non-disadvantaged pupils.

The progress scores for this group were +3.0 in reading (+1.0 vs non-PPG), +1.1 in writing (+0.1 vs non-PPG) and +4.5 in mathematics (-0.5 vs non-PPG), indicating that pupils make stronger progress than the national average (0.0) in all three subjects.

Percentage of Pupils achieving the Expected Standard or Above in Reading, Writing and Maths combined.

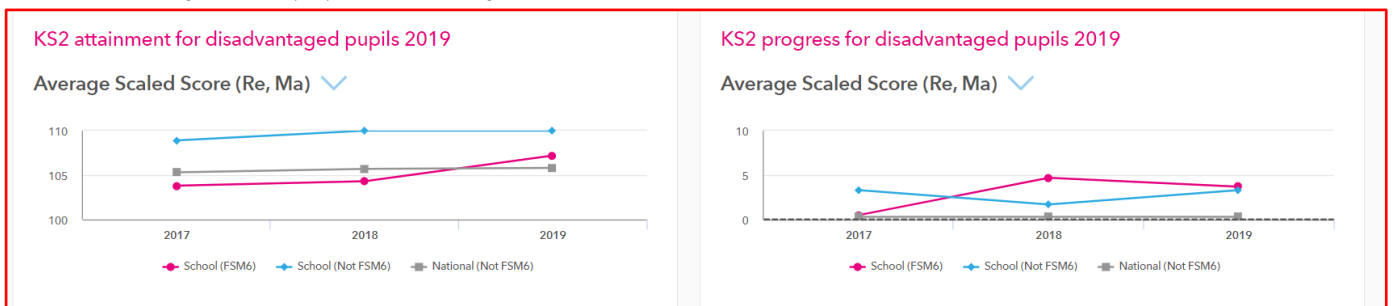
Lowther (14)



(Green Lowther, blank line national)

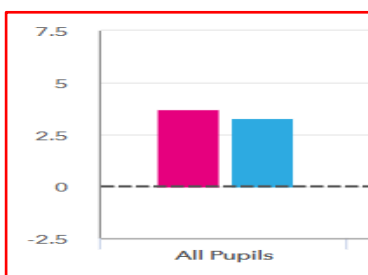
Graphs to show attainment and progress

These graphs show the exceptional attainment of PPG pupils in core subjects at Lowther – being above the national average for all pupils nationally.



Average Scaled Score

The table below shows the attainment and progress for FSM6 and non-FSM6 pupils. The "Gap" column is the difference between FSM6 and non-FSM6 students.



Pink = FSM6

Blue = Non-FSM6



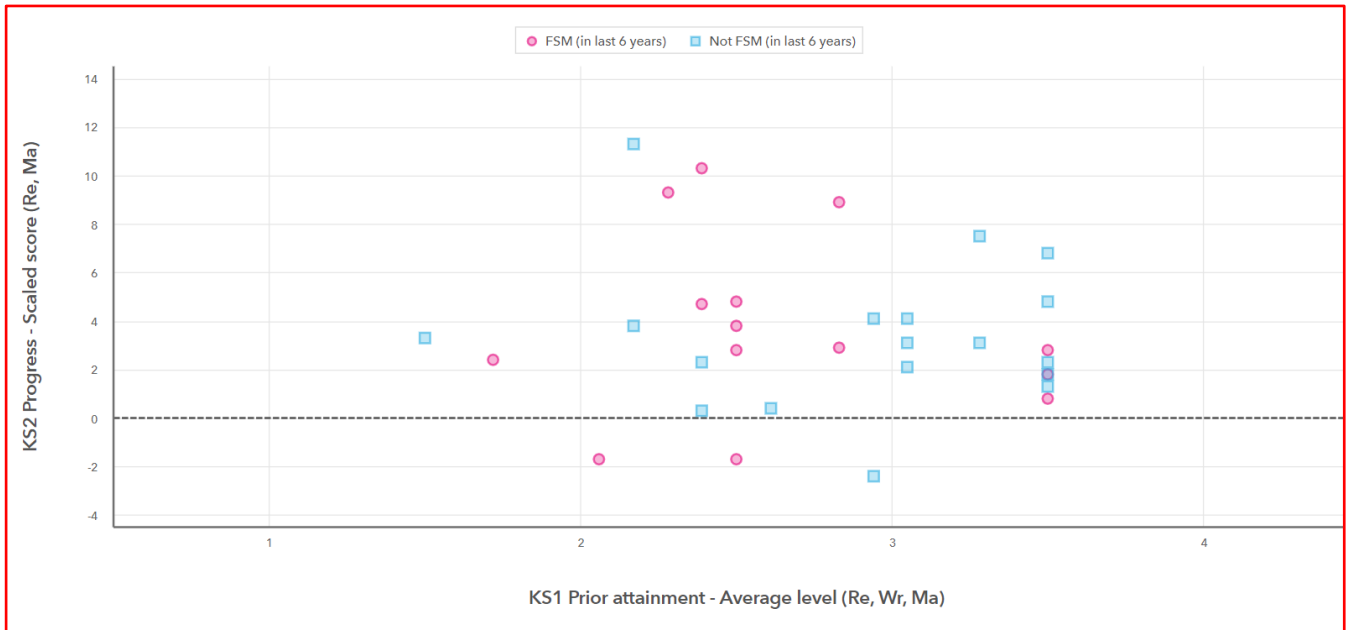
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This table shows the excellent attainment progress scores for all our pupils, including the outstanding progress (+3.7) of our pupils entitled to FSM.

		Attainment			Progress				
		Average Scaled Score (Re, Ma) ▼			Average Scaled Score (Re, Ma) ▼				
Pupils		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap		
Summary	All Pupils	14	23	107.2 ●	110 ●	-2.8	3.7 ●	3.3 ●	0.4

The scatterplot below shows that 12 of the 14 pupils entitled to FSM made better than expected progress in their time at Lowther. The two who didn't make expected progress both had poor attendance figures. This graph also shows the attainment range of pupils entitled to FSM and that all groups make good progress.



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