

PUPIL PREMIUM FUNDING - YEAR 2019-2020

1. Summary Information for 2019-2020					
School	Cayton School				
Academic Year	2019/20	Total PP Budget	£47,600	Date of Most Recent PP Review	09/2019
Total Number of Pupils	198	Number of Pupils Eligible for PP	33	Date of Next Internal Review	11/2019

We receive additional funds from the Government based on those pupils who are:

- in receipt of Free School Meals or at any point in the last 6 years (Forever 6).
- if they are in the care of the Local Authority, looked after or adopted
- if they are from service families

The funding is in order to support these children and enhance their educational experiences, reducing any gaps between their attainment / progress and that of the rest of the School population. We are required to account very carefully for these funds and have to publish a brief summary of how funds have been used each year and the impact that they have.

2 Barriers to Future Attainment (for Pupils Eligible for Pupil Premium Including High Attaining)
<p>We have high aspirations for all our children and we believe no child should be left behind. We are determined to ensure all our children are given every opportunity to realise their maximum potential, ensuring the highest expectations for all. At Cayton School Pupil Premium funding represents a good proportion of our school budget and we are committed to ensuring it is spent to maximum effect.</p> <p>Our key objective in using the Pupil Premium grant is to narrow the gap between pupil groups. Through quality first teaching and targeted interventions we are working to eliminate barriers to learning and progress. The above data for 2018-2019 indicates the positive impact PP funding has had on pupil performance with PP children broadly attaining better than non-PP and gaps between categories ultimately narrowing.</p> <p>There is no such thing as a typical PP child but below are some possible barriers to learning.</p> <ul style="list-style-type: none"> • Speech and language difficulties • Self-esteem, resilience and independence • Low resilience • Lack of sleep and nutritious food • Mental health related issues • Parents unsure of how to support children with schoolwork • Attendance

2.1 In-School Barriers	
A	Speech and language difficulties
B	Self-esteem, resilience, independence, low resilience and mental health

2.2 External Barriers	
C	Lack of nutritious food – North Yorkshire Health Questionnaire details
D	Parents unsure of how to support children with schoolwork
E	Attendance rates – Data shows a higher % of children entitled to PP have attendance of less than 90% compared to children not entitled to PP

3 Planned Expenditure 2019-2020 £47,600
--

Project	Expected Outcome	Indicative Cost	Anticipated Impact – We Hope to Show.....
<p>(A) Speech and Language</p> <ul style="list-style-type: none"> Whole School initiative with a focus on early intervention to improve and expand children’s language skills. Additional TA support to screen and implement intervention programmes using Speech Link. 	<ul style="list-style-type: none"> Further staff receive training from SALT on language rich classrooms. Children are screened by trained staff who implement support programmes in order to meet children’s S&L needs. 	£6,600 (TA support)	<ul style="list-style-type: none"> Speech Link tool results in the number of children in need of in-school intervention (class based) continuing to reduce year on year. School based SALT works with ‘identified’ children on a 1-1 to improve their language capabilities. Children have greater understanding of and participation in the whole curriculum. Children’s confidence levels improve.
<p>(B and F) Self-esteem, resilience and independence(mental health)</p> <ul style="list-style-type: none"> Pastoral support teacher to continue to provide support and guidance to vulnerable children and their families. For PP children to attend residential and day trips by subsidising the cost. Free extra-curricular activities at lunch times and after School. 	<ul style="list-style-type: none"> Children are more confident, have better attendance and approach their work positively. Parents support their children effectively at home. All PP children have the opportunity to attend – evidence which shows adventurous activities have moderate impact on PP outcomes although hard to measure. PP children are actively encouraged to participate. 	<p>£4,600</p> <p>£3,000</p>	<ul style="list-style-type: none"> Continue to narrow the performance gap between PP and non-PP children throughout the School. All children are included. Improves academic / social outcomes and opportunities for our children. Children develop a sense of self-worth and broadens their opportunities within and beyond the local community.

Project	Expected Outcome	Indicative Cost	Anticipated Impact – We Hope to Show.....
<p>(C) Higher rates of progress across KS2 for vulnerable pupils eligible for PP in Maths, Reading and Writing</p> <ul style="list-style-type: none"> • Through robust monitoring, continue to provide additional Teaching support implemented as soon as a pupil is identified as not achieving their trajectory. • Continue the Reading Club staffed by SLT and TA at lunchtimes for 30 minutes to accelerate reading progress. 	<ul style="list-style-type: none"> • Children in need of additional support are identified quickly and support put in place. • PP children participate in the Reading Club and enjoy their participation. • PP children continue to at least match the progress made by non-PP children. 	<p>£33,400</p>	<ul style="list-style-type: none"> • School data will again show the positive impact additional teaching support provides on attainment and progress. • Data will show those children who attend the Reading Club make at least the same scaled score gains in their termly PIRA tests as their peers who do not attend.
<p>(D) Lack of nutritious food and sleep</p> <ul style="list-style-type: none"> • Through NYCC County Caterers provide toast, fruit and juice (subsidised where appropriate) and milk at lunchtimes. • Whole School Food Culture project • Daily exercise – Mile a Day 	<ul style="list-style-type: none"> • Snack is readily available for children to access to ensure that proper nutrition, which is critical for maximising brain function and learning. • Children take part in healthy curriculum and extra-curricular cookery • All children participate on a daily basis 		<ul style="list-style-type: none"> • All children have access to ‘snack’ to sustain brain function which contributes to overall attainment and progress. • Children know what is a healthy balanced diet and how this along with exercise impacts positively on attitude, resilience and academic ability
<p>(E) Parents / carers unsure of how to support children with schoolwork</p> <ul style="list-style-type: none"> • We will run again, phonics, reading, writing and maths afternoons (EYFS) to give parents / carers the skills and confidence to support their children. • Staff continue support parents at termly parent consultation meetings on how best to support their children in meeting Age Related Expectations. 	<ul style="list-style-type: none"> • Parents attend sessions and develop skills and confidence to support their children at home. 		<ul style="list-style-type: none"> • Parental involvement has a significant effect on pupil achievements throughout their time at School, contributing to good progress and narrowing of performance gaps between PP and non-PP children.

4 Pupil Premium Current Attainment – Check Point 1 - 23 October 2019 (Data Pending)			
Key Stage 1	Pupils eligible for PP (3 in KS1)	Pupils not eligible for PP (49 in KS1)	Current Gap
% on track in reading across the school	Data Pending	Data Pending	Data Pending
% on track in writing across the school	Data Pending	Data Pending	Data Pending
% on track in maths across the school	Data Pending	Data Pending	Data Pending
Key Stage 2	Pupils eligible for PP (12 in KS2)	Pupils not eligible for PP (104 in KS2)	Current Gap
% on track in reading across the school	Data Pending	Data Pending	Data Pending
% on track in writing across the school	Data Pending	Data Pending	Data Pending
% on track in maths across the school	Data Pending	Data Pending	Data Pending

REVEIW OF PUPIL PREMIUM FUNDING - YEAR 2018-2019

1 Review of Data Outcomes for 2018-2019

1.1 End of Key Stage Two Attainment 2018-2019			
	Pupils Eligible for PP (5 pupils) (National)	Pupils Not Eligible for PP (14 pupils) (National)	Gap Between Eligible and Non Eligible: School (National)
% achieving Expected Standard+ in Reading, Writing and Maths	80% (51%) Diff of +19%	64% (71%) Diff of -7%	16% (20%)
% achieving Expected Standard+ in Reading	100% (62%) Diff of +38%	64% (78%) Diff of -14%	36% (16%)
% achieving Expected Standard+ in Writing	80% (68%) Diff of +12%	79% (83%) Diff of -4%	1% (15%)
% achieving Expected Standard+ in Maths	80% (67%) Diff of +13%	86% (84%) Diff of +2%	6% (17%)
% achieving Expected Standard+ in GPS	80% (67%) Diff of +13%	71% (83%) Diff of -12%	9% (16%)

1.2 End of Key Stage Two Attainment 2018-2019			
	Pupils Eligible for PP (5 pupils) (National)	Pupils Not Eligible for PP (14 pupils) (National)	Gap Between Eligible and Non Eligible: School (National)
% achieving Higher Standard in Reading, Writing and Maths	0% (5%) Diff of -5%	21% (13%) Diff of +7%	21% (8%)
% achieving GD in Reading	0% (17%) Diff of -17%	21% (31%) Diff of -10%	21% (14%)
% achieving GD in Writing	20% (11%) Diff of +9%	29% (24%) Diff of +5%	9% (13%)
% achieving GD in Maths	20% (16%) Diff of +4%	43% (31%) Diff of +12%	23% (15%)
% achieving GD in GPS	40% (24%) Diff of +16%	29% (41%) Diff of -12%	11% (17%)

1.3 End of Key Stage Two Averaged Scaled Score 2018-2019			
	Pupils Eligible for PP (5 pupils) (National)	Pupils Not Eligible for PP (154pupils) (National)	Gap
Reading	103.4 (101.9)	103.4 (105.5)	0.0 (3.6)
Writing	102.6 (99)	102.4 (102.9)	0.2 (3.9)
Maths	102.8 (102.5)	108.4 (106.1)	5.6 (3.6)
GPS	107.2 (103.8)	106.6 (107.4)	0.6 (3.6)

Indicates narrowing of the gap between Pupil Premium / Non-Pupil Premium / School / National

2 Review of Expenditure and Impact 2018-2019

Academic Year	2018/19	Total PP Budget	£44,840
Total Number of Pupils	196	Number of Pupils Eligible for PP	31

Project	Outcome / Impact	Cost
Speech and Language <ul style="list-style-type: none"> Whole School initiative with a focus on early intervention to improve and expand children's language skills. Additional TA support to screen and implement intervention programmes using Speech Link. 	<ul style="list-style-type: none"> All staff attended training from SALT on language rich classrooms (October 2018), this was incorporated in to classroom practice. Monitored through pupil voice – children had improving confidence to talk about the learning. Children were screened (EYFS) and re-screened if they had been already identified the previous year. Support plans were implemented by TA support and overseen by the link teacher and S&L therapist on their weekly visits. The number of S&L children has reduced since we first started and referrals are fewer. 	£6,200 S&L therapist as part of the New Opportunities Funding x 1 day per week (no cost to School)
Self-esteem, resilience and independence (mental health) <ul style="list-style-type: none"> Pastoral support teacher to provide support and guidance to vulnerable children and their families. For PP children to attend residential and day trips by subsidising the cost Free extra-curricular activities at lunch times and after School. 	<ul style="list-style-type: none"> Children were more confident around School. Children had greater resilience to their work. Although not consistent, there is evidence of improved attendance as children did not miss School due to anxiety. All PP children had the opportunity to attend residential visits with subsidised costs though some chose not to. It is believed that adventurous activities can have moderate impact on PP outcomes although this is hard to measure. PP children have actively been encouraged to participate although take-up was relatively low (37%) 	£2,640 £1,600 (underspend of £400 from the original £2,000 budget)

<p>Higher rates of progress / attainment across KS2 for vulnerable pupils eligible for PP in Maths, Reading and Writing</p> <ul style="list-style-type: none"> Through robust monitoring, additional Teaching Assistant support implemented as soon as a pupil is identified as not achieving their trajectory. Reading Club staffed by SLT and TA at lunchtimes for 30 minutes to accelerate reading progress 	<ul style="list-style-type: none"> Children in need of additional support were identified quickly with support put in place. See data above which clearly shows the impact - PP children attaining better than non-PP in all areas at Expected Standard+ and in all except Reading at Higher Standard. Data was above the National average in many areas. PP children who participated in the Reading Club improved their reading ability which indirectly may have contributed to their attainment in the Reading KS2 test. 	<p>£34,000</p>
<p>Lack of nutritious food</p> <ul style="list-style-type: none"> Through NYCC County Caterers provide toast, fruit and juice (subsidised where appropriate) and milk at lunchtimes. 	<ul style="list-style-type: none"> Snack has been readily available for children to access to ensure that proper nutrition, which is critical for maximising brain function and learning is available. There is consistent uptake, particularly with KS1 children (67%), EYFS children have their own fruit and drink arrangements. We no longer have children who complain of feeling hungry during lesson times which enables them to concentrate better on their work, contributing to overall attainment and progress. 	<p>No cost</p>
<p>Parents / carers unsure of how to support children with schoolwork</p> <ul style="list-style-type: none"> Phonics, reading, writing and maths afternoons (EYFS) to give parents / carers the skills and confidence to support their children. Staff support parents at termly parent consultation meetings on how best to support their children in meeting Age Related Expectations. 	<ul style="list-style-type: none"> Parents attended available sessions, feedback was positive with parents commenting that they had developed skills and confidence to support their children at home. Staff continue to advise parents about their children's strengths and what they need to focus on next in order to maximise their learning – end of year in-house data indicates the majority of children are attaining Age Related Expectations in core subjects. 	<p>No cost</p>