

Dene House Primary School Pupil Premium Spend 2018-19

Focus	Area	Detail	VFM/Impact	Cost
Early Language development; social and emotional development	EYFS	Additional staffing in this area of school means that there is a low child to adult ratio. Specific interventions are implemented in this phase to enhance prime and specific areas of learning. This support occurs across the week. TAs effectively support play while teachers provide focused teaching to small groups of children of similar abilities	GLD for all increased from 64% - 2018 to 69% - 2019. Outcomes for those in receipt of PP in reading, writing and number are below those achieved last year (2018 - R50%, W50%, N67%)(2019 - R46%, W46%, M54%). However in 2019, 31% of children in receipt of PP were also on the SEN register compared to 18% in 2018. Pupils in receipt of PP who do not have additional needs made 100% expected/better than expected progress from starting points in writing and maths and 78% made expected/better progress in reading. Attainment of pupils without SEN: R=67%, W=67%, M=56%. Intervention success rate - 75%.	17100
Early literacy intervention programmes	KS1	Small group support in reading, writing and numeracy is provided for children who experience barriers to learning. Targeted support is provided through small homogenous RWI groups.	Early phonics intervention has proven successful with 81% of children in receipt of PP passing the phonics check in 2019. This is in line with PP nationally and shows a marked increase from 47% in 2018. End of KS1 results in reading, writing and maths are in line with those achieved at starting points (EYFS 2016) and have increased within maths. Attainment is lower than that achieved by those in receipt of PP nationally (NA 2018). 45% of those in receipt of PP are also on the SEN register. Interventions have been more successful in developing basic skills in Y1-82% success rate, than in Y2-63% success rate.	42003
"Catch up" and intervention programmes	LKS2	Small group support both in class and through intervention programmes.	Catch up and intervention programmes have supported pupil's social and emotional development as well as the development of basic skills. Intervention success rate: Y3 - 91%.	45290
		Small group support both in class and through intervention programmes.	Catch up and intervention programmes have supported pupil's social and emotional development as well as the development of basic skills. Intervention success rate: Y4 -78%.	
"Catch up" and challenge	UKS2	In class small group support in reading, writing and numeracy is provided for children who experience barriers to learning.	Catch up and intervention programmes have supported pupil's social and emotional development as well as the development of reading, writing and maths skills. Intervention success rate: Y5 -93%. Attainment of disadvantaged children, for reading, writing and maths, in Y5 is in line with disadvantaged children nationally (NA 2018).	52462
		Small group support in reading, writing and numeracy is provided for children who experience barriers to learning.	KS2 SAT results show that pupils in receipt of PP are in line with those achieved nationally (NA 2019) for writing, maths and RWM combined. Progress of pupils in receipt of PP is above NA in reading and writing and falls within the confidence interval for maths. Catch up and intervention programmes have supported pupil's social and emotional development as well as the development of basic skills. Intervention success rate: Y6 -86%.	
Total Spend				156855
Pupil Premium Funding				150920
LAC PP funding				4175
Difference				-1760

Overspend

Dene House Primary School Pupil Premium Spend 2018-19: Staff costs

Position	Detail	VFM/Impact	Cost
Various	Additional staffing employed to support the most vulnerable children both in school and beyond the school day: disadvantaged and/or SEND. Small group interventions and in class support provided in overcoming social, emotional and mental health barriers to education.	Behaviour logs show a reduction in behaviour incidents from 2018-19. 80% of small group interventions and 83% of interventions provided to support children in receipt of PP, in overcoming social, emotional and mental health barriers, were successful over the last year. Reading attainment and progress, of SEND pupils, improved at the end of KS2 2019 compared to 2018.	53000
EYFS HLTA	Additional staffing in this area of school means that there is a low child to adult ratio. Specific interventions are implemented in this phase to enhance prime and specific areas of learning. This support occurs across the week. TAs effectively support play while teachers provide focused teaching to small groups of children of similar abilities. Interventions provided for overcoming issues with early literacy and language.	GLD for all increased from 64% - 2018 to 69% - 2019. Outcomes for those in receipt of PP in reading, writing and number are below those achieved last year (2018 - R50%, W50%, N67%)(2019 - R46%, W46%, M54%). However in 2019, 31% of children in receipt of PP were also on the SEN register compared to 18% in 2018. Pupils in receipt of PP who do not have additional needs made 100% expected/better than expected progress from starting points in writing and maths and 78% in reading. Within, interventions 75% of pupils achieved targets set.	17100
KS1 TA	Small group support in reading, writing and numeracy is provided for children who experience barriers to learning. Targeted support is provided through small homogenous RWI groups.	Early phonics intervention has proven successful with 81% of children in receipt of PP passing the phonics check in 2019. This is in line with PP nationally and shows a marked increase from 47% in 2018. End of KS1 results in reading, writing and maths are in line with those achieved at starting points (EYFS) and have increased within maths. Attainment is lower than that achieved by those in receipt of PP nationally. 45% of those in receipt of PP are also on the SEN register. Interventions have been successful in developing basic skills Y1-82% success rate, Y2-63% success rate.	42003
KS1 HLTA	Small group support in reading, writing and numeracy is provided for children who experience barriers to learning. Targeted support is provided through small homogenous RWI groups.	Early phonics intervention has proven successful with 81% of children in receipt of PP passing the phonics check in 2019. This is in line with PP nationally and shows a marked increase from 47% in 2018. End of KS1 results in reading, writing and maths are in line with those achieved at starting points (EYFS) and have increased within maths. Attainment is lower than that achieved by those in receipt of PP nationally. 45% of those in receipt of PP are also on the SEN register. Interventions have been successful in developing basic skills Y1-82% success rate, Y2-63% success rate.	
LKS2 TA	Small group support both in class and through intervention programmes.	Catch up and intervention programmes have supported pupil's social and emotional development as well as the development of basic skills. Intervention success rate: Y3 - 91%.	45290
LKS2 TA	Small group support both in class and through intervention programmes.	Catch up and intervention programmes have supported pupil's social and emotional development as well as the development of basic skills. Intervention success rate: Y4 -78%.	
UKS2 HLTA	In class small group support in reading, writing and numeracy is provided for children who experience barriers to learning.	Catch up and intervention programmes have supported pupil's social and emotional development as well as the development of reading, writing and maths skills. Intervention success rate: Y5 -93%.	52462
UKS2 HLTA	Small group support in reading, writing and numeracy is provided for children who experience barriers to learning.	KS2 SAT results show that pupils in receipt of PP are in line with those achieved nationally (NA 2019) for writing, maths and RWM combined. Progress of pupils in receipt of PP is above NA in reading and writing and falls within the confidence interval for maths. Catch up and intervention programmes have supported pupil's social and emotional development as well as the development of basic skills. Intervention success rate: Y6 -86%.	
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