



## Pupil Premium Funding Review 2018/19



### School Context:

Pleasant Street is a diverse, single form entry community primary school - that includes a speech and language unit, of average size, in the heart of inner city Liverpool. The school provides a secure, stimulating and enriched environment where pupils develop positive personal qualities, social awareness and understanding.

The school promotes independence, self-esteem, academic achievement and a desire to learn. It is a place where children of all races and religions find safety and respect for themselves, their families and their traditions. The school is inclusive providing for the needs of all pupils regardless of ability, gender or background.

*"Pupils at Pleasant Street Primary School make good, and often significant, progress from their starting points. Disadvantaged pupils make better progress and attain particularly well, due to high-quality teaching and targeted academic, social and emotional support."*

Ofsted, June 2017

	% of pupils eligible for FSM	% of pupils with EAL	% of pupils from minority ethnic groups	% of pupils with SEN Support	School deprivation indicator
School	39.7	72.3	88.1	17.9	0.3
National	15.8	21.2	33.5	12.4	0.2

*IDSR Nov 2018 & School Pupils and their Characteristics January 2019 (DfE)*

### Mobility:

The proportion of pupils joining or leaving the school other than at the beginning of the school year is significantly above average. There are also a significant number of pupils who join the school for a short stay period or return to home countries on a regular basis.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
New to school during current Key Stage	42% of pupils	13% of pupils	32% of pupils	23% of pupils	28% of pupils	28% of pupils	43% of pupils

*Data calculated April 2019*

### Impact:

The data below shows the positive impact of the school's approach to how we use our Pupil Premium funding...

Aim/Proposal:	Impact:
Deployment of 3 teachers (50%) to support learning and interventions in each phase (Early Years, LKS2 & UKS2).	Improved teacher knowledge and understanding and confidence in delivery resulting in raising of standards across the school.
Deployment of 1 Learning Support Assistant to administer intervention programs facilitated by the Intervention Manager across KS1.	Vulnerable and under-performing children identified and timed, measurable interventions in place. Improved percentages of Age Related Expectations across the school.
Investment in classroom upgrades Early Years to enhance the learning environment.	Reception classroom investments to make learning more accessible and personalized.
Booster sessions to raise attainment of vulnerable and under-performing pupils.	Targeted pupils to meet Age Related Expectations at the end of Year 6.
Continue to subsidise residential visits as well as educational school day trips.	An improving enriched curriculum with all pupils to experience hands-on learning experiences. Children's interests and imagination ignited. Creative writing opportunities.
Shylowen Stables to deliver inter-personal activities to small groups and individual pupils.	Children will have opportunities to develop empathetic skills and awareness of needs of those other than themselves (including animals).
Renew counsellor time to work with vulnerable pupils for 1 day per week.	Opportunity for vulnerable pupils to share their worries and concerns. Family involvement. Improved home/school relationships.
Attendance initiatives to improve attendance of all pupils; including home / school pick up.	Reduced Persistent Absenteeism across the school. To push attendance rate over 96% and nearer school target of 97%. Short term rewards / links.
Continue to subsidise breakfast club to further improve attendance and punctuality.	To increase the number of pupils attending breakfast club. Children starting the day with a healthy breakfast. Improved attendance and punctuality. Social interaction.
Family Support worker to support families for $\frac{1}{2}$ day per week	Identification and support of those families and pupils who are experiencing emotional and social adversity.

### EYFS Context:

46% of the cohort have achieved GLD (13/28), 11% of the cohort (3/28) are exceeding in all areas.

The percentage of children achieving GLD has dropped by 8%; this is primarily due to 50% of the cohort (14/28) being summer born. Of the 14 who were not summer born 64% of the cohort (9/14) achieved GLD. 29% (5/14) of the summer born pupils achieved GLD. Of the 71% of summer born pupils who did not achieve GLD, 57% (8/14) will not turn 5 until at least June 2019 and 21% (3/14) will not turn 5 until August 2019.

21% of the cohort are Pupil Premium (6/28) of which 67% (4/6) achieved GLD. 17% of Pupil premium (1/6) achieved exceeding in all areas. 43% of the cohort are boys (12/28) of which 42% (5/12) have achieved GLD. 57% of the cohort are girls (16/28) of which 50% (8/16) have achieved GLD. The three pupils exceeding in all areas were girls.

### Good Level of Development EYFS Annual Trends:

2014	2015	2016	2017	2018	2019
23%	27%	33%	46%	54%	46%

### Year 1 Context:

There are 30 pupils in Y1. In the Year 1 class, 63% are EAL (19/30). 4 Children within the class are on the SEN Register (21%). 10 of the 30 children are Pupil Premium (33%). 26 out of the 30 pupils have been at Pleasant Street since Reception (87%).

### Year 1 Phonics Scores 2014-2018

2014	2015	2016	2017	2018	2019
34 %	66%	76%	82%	83%	90%

27/30 (90%) of the class reached the required standards for phonics screening and 10/10 (100%) Pupil Premium children reached the standard.

### Year 1 RWM Combined:

Overall	Overall without new joiners (in year)	Stability	Pupil Premium	Boys	Girls
73% (22/30)	81% (21/26)	81% (21/26)	70% (7/10)	65% (11/17)	85% (11/13)

Year 2 Context:

There are 24 pupils in Y2. In the Year 2 class, 75% are EAL (18/24). 5 Children within the class are on the SEN Register (21%). 10 of the 24 children are Pupil Premium (42%). 18 out of the 24 pupils have been at Pleasant Street since Reception (75%).

Year 2 RWM Combined:

Overall	Stability	Pupil Premium	Boys	Girls
46% (11/24)	50% (9/18)	50% (5/10)	44% (7/16)	50% (4/8)

Year 3 Context:

There are 30 pupils in Y3, split between 15 boys (50%) and 15 girls (50%). In the class, 24 pupils are EAL (80%). There are 7 children on the SEN Register (23%). 4 of the 30 children are Pupil Premium (13%). 13 out of the 30 pupils have been at Pleasant Street since Reception (43%)

Year 3 RWM Combined:

Overall	Overall without new joiners (in year)	Stability	Pupil Premium	Boys	Girls
30% (9/30)	38% (8/21)	54% (7/13)	0% (0/4)	33% (3/9)	66% (6/9)

Year 4 Context:

There are 25 pupils in the Year 4 cohort. 22 out of the 25 are EAL (88%). 5 children within the class are on the SEN Register (20%). 10 of the 25 children are Pupil Premium (40%). 15 out of the 25 pupils have been at Pleasant Street since Reception (60%)

Year 4 RWM Combined:

Overall	Overall without new joiners (in year)	Stability	Pupil Premium	Boys	Girls
52% (13/25)	57% (12/21)	67% (10/15)	60% (6/10)	40% (4/10)	60% (9/15)

### Year 5 Context:

There are 29 pupils in Y5. In the Year 5 class, 50% are EAL (15/30). 7 Children within the class are on the SEN Register (24%). 17 of the 30 children are Pupil Premium (57%). 12 out of the 29 pupils have been at Pleasant Street since Reception (41%).

### Year 5 RWM Combined:

Overall	Overall without new joiners (in year)	Stability	Pupil Premium	Boys	Girls
48% (14/29)	51% (14/27)	58% (7/12)	53% (9/17)	57% (8/14)	40% (6/15)

### Year 6 Context:

There are 30 pupils in the 2018-19 cohort of which 17% (5/30) can be dis-applied due to being new in the country at various times since the beginning of Y5; of which 60% (3/5) joined in Y6. 43% of the Y6 class is new to the country during KS2 (13 pupils).

Additionally, 77% of the cohort is EAL (23/30), 20% of the children are on the SEN register (6/30) and 33% of the children are Pupil Premium (10/30). The mobility within the school is always very high; within Year 6 class only 40% of the pupils have attended Pleasant Street since Reception (12/30) and 57% of pupils (17/30) have attended Pleasant Street throughout KS2.

### Year 6 RWM Combined:

Overall	Stability	Pupil Premium	Boys	Girls
64% (16/25)	76% (13/17)	70% (7/10)	53% (8/15)	80% (8/10)

### Whole School RWM Combined (Overall against Pupil Premium):

	Overall (Cohort)	Pupil Premium	PP (+ or -)
Reception	46%	67%	+23%
Year 1	73%	70%	-3%
Year 2	46%	50%	+4%
Year 3	30%	0%	-30%
Year 4	52%	60%	+8%
Year 5	48%	53%	+5%
Year 6	64%	70%	+6%

Pupil Premium Children performed better than class cohorts in 5 out of 7 classes in achieving the Age Related Expectations in Reading, Writing and Mathematics.