

Pupil Premium - End of Year Report 2016 -17

Number of pupils on roll and number eligible for pupil premium grant

Number of pupils on roll	639
Number of pupils currently eligible for pupil premium	205
FSM (KS2)	74
Ever6 (KS2)	65
Amount of funding received per pupil	£1320
Attendance R-Yr6 (government expectation + 95%) School expectations +97%	93.08%

Year group	Total number of pupils	Number eligible for PP
Nursery	44	12
Reception	90	20
Year 1	90	12
Year 2	84	22
Year 3	86	32
Year 4	85	34
Year 5	80	33
Year 6	80	40

Performance of disadvantaged pupils (% on track compared to non PP)

	Reading		Writing		Maths	
	PP	NON PP	PP	NON PP	PP	NON PP
Nursery - working at expected level	92%	93%				
Reception	57%	77%	57%	73%	57%	77%
Year 1	55%	76%	27%	67%	27%	69%
Year 3	60%	70%	43%	59%	47%	64%
Year 4	60%	57%	60%	64%	73%	79%
Year 5	56%	71%	53%	75%	63%	71%

Summary:

Nursery PP children are in line with non PP nursery children. Speech and language interventions will continue. Reception PP children have made significant progress however are still not quite achieved all ELGs. Speech and language interventions continue to target Nursery, Reception and Year 1 to support literacy skills. Year 1 without SEN are in line for reading. Receiving on-going maths and writing interventions for PP children. Year 3 without SEN are in line for reading. Receiving on-going maths and writing interventions for PP children. Year 4 in line or exceeding for all subjects. Year 5 without SEN are in line for maths. Receiving on-going writing and reading boosters as well as before and after school tuition.

**Performance of disadvantaged pupils over the last three years KS1 SATs
(PP children vs national average)**

	2015	National	2016	National	2017	National
% of pupils making age expected attainment in Reading	82%	82%	46%	74%	77%	74%
% of pupils making age expected attainment in Writing	79%	72%	9%	65%	64%	65%
% of pupils making age expected attainment in Mathematics	85%	82%	42%	73%	64%	73%
% of pupils making age expected attainment in GPS	%	%	47%	%	%	%
% of pupils making age expected attainment (combined)	-	-	%	%	55%	%

Summary

PP performance has increased from 2016 to 2017 in all areas. PP children are in line with or exceeding national average for Reading and Writing. PP without SEN were in line with or exceeding national average for all subjects

(R – 85%, W – 70%, M – 70%).

Reading and writing were target areas for Year 2 this year and the impact of this can be seen in the increase in data from 2016 to 2017. The children were targeted with booster sessions, phonics and in class focus groups. The data is now in line with or exceeding national average.

PP children working at greater depth KS1 (PP children vs national average)

Reading		Writing		Maths		GPS	
PP	National	PP	National	PP	National	PP	National
14%	24%	9%	13%	18%	18%	5%	%

**Performance of disadvantaged pupils over the last three years KS2 SATs
(PP children vs national average)**

	2015	National	2016	National	2017	National
% of pupils making age expected attainment in Reading	96%	89%	43%	66%	55%	71%
% of pupils making age expected attainment in Writing	96%	87%	62%	74%	75%	76%
% of pupils making age expected attainment in mathematics	100%	87%	69%	70%	78%	75%
% of pupils making age expected attainment in GPS	85%	80%	72%	72%	53%	61%
% of pupils making age expected attainment (combined)	93%	80%	34%	53%	75%	77%

Summary

Data from 2016 to 2017 improved in all areas. PP children are in line with or exceeding national average standards in Writing and Maths and combined.

Reading continues to be a priority for year 6. However PP data for reading is in line with whole school data.

When SEN is taken out of PP data, the percentage is closer to national (63%). Some SEN children have been new to the school and despite progress being made, they had not yet made age related expectations.

Writing has been specifically targeted this year and data is not in line with national with more children achieving greater depth.

PP children working at greater depth KS2 (PP children vs national average)

Reading		Writing		Maths		GPS	
PP	National	PP	National	PP	National	PP	National
5%	19%	10%	15%	10%	17%	18%	%

Performance of disadvantaged pupils in Phonic check KS1

(PP children vs national average)

	2015	National	2016	National	2017	National
% of pupils meeting required standard of phonic decoding	68%	77%	86%	81%	%	%

Summary

Those who did not pass were SEN. All PP pupils who were not SEN did pass.

Year 1s who did not pass last year have received additional phonics in year 2. All but 1 PP pupil passed in year 2. This support will continue next year for the children in year 1 who did not pass.

The children PP children who continued to struggle with phonics in year 2 will be supported by a targeted intervention in Year 3 for reading and spelling. Alternative spelling and reading programs will be introduced if phonics is not found to be appropriate.

Mentoring and counselling

Summary:

Pupil premium children have had regular access to mentoring and counselling this half term with our 2 learning mentors. 14 children have had regular involvement from the learning mentors. Improvements have been seen in social confidence and self esteem. This has in turn improved learning attitudes in these pupils. Attendance concerns have been addressed and monitored with 6 families. Glen Knight is continuing to mentoring a group of year 5 boys with particular focus on 2 pupil premium boys. Additional social skills groups have been added in to support 4 PP pupils in year 1 and 2.

Some pupil premium children are benefiting from drama workshops and lego therapy to improve confidence, social skills and team work.

3 PP families attended the parent NVR course to support with behaviour at home.

Attendance

Summary:

Attendance is at 93%. The PP children with the poorest attendance have been targeted by the learning mentors and letters have been sent and meetings arranged. 60% of these families have improved their attendance. Continuous monitoring and support will be offered again next year.

7 PP families have been highlighted to the attendance manager and learning mentor as having 'attendance cause for concern' from summer term monitoring.

26 PP children will continue to be closely monitored next year although attendance has been steadily improving.

Key objectives for use of the pupil premium for 2017/2018

PP children to continue to be in line with or exceeding national average (reflected in Year 2 and 6 SATs results)

To close the gap between PP children and non PP children in reception and target with early interventions when necessary.

To increase the amount of PP children working at greater depth across the curriculum.

To monitor and improve attendance to 96-97%.

Overview of expenditure and impact 2016/2017

Category of spend	Example of spend	Purpose/objective	Provision offered and Impact of expenditure
<p>Raising attainment (interventions and quality first teaching)</p> <p>71%</p>	<p>Academic staff (including LSAs and non class based teachers)</p> <p>Tuition</p>	<p>To raise standards in English and Maths.</p>	<p>Pupil premium / inclusion teacher targeted some of the most vulnerable children across the school (PP and SEN) providing them with an accessible curriculum – accelerated progress seen. Additional sets have been taught by intervention teachers across all year groups. Teachers / SMT supported planning and teaching across the school. Greater depth groups for Year 2 and 6 have also taken place this year - % of PP children achieving GD has increased. SATs results for PP children continues to improve to in line or exceeding national average in most areas.</p>
<p>Mentoring and counselling</p> <p>20%</p>	<p>Mentoring and counselling staff (including learning mentor, sports mentor)</p>	<p>To support the emotional and social wellbeing of the child.</p> <p>To monitor and increase attendance.</p> <p>To support both child and family.</p>	<p>One to one mentoring/counselling. Wider family support is also offered by the learning mentor. Attendance is monitored daily. This term has seen another block of successfully mentoring session by Glen Knight targeting year 5 boys. Lego therapy is delivered by a qualified LSA for both PP and SEND children. Behaviour improvements of some PP children has been seen allowing them to access a full curriculum within class with less support.</p>
<p>Enrichment and Wellbeing</p> <p>8%</p>	<p>Trips, workshops, courses, uniform, holiday clubs etc.</p>	<p>To provide the opportunities that socially disadvantaged children may not typically experience.</p>	<p>A number of PP children had trips and swimming lessons provided. School uniform has been given to families. Drama teachers run sessions and workshops across all year groups and children have taken</p>

			part in productions throughout the year – increased confidence has been seen.
Resources/ external support 1%	Equipment to support learning or wellbeing, travel, staff CPD.	To provide a range of resources/support to facilitate both the wellbeing and academic progress of the child. To provide staff with CPD to support pupil premium children effectively.	A teacher has undertaken forest school training and is targeting specific groups of vulnerable children. Children are offered out of classroom experiences to facilitate holistic development.

Overview of intended expenditure and impact for 2017/2018

Category of spend	Example of spend	Purpose/objective	Intended provision and use of funding
<p>Raising attainment (interventions and quality first teaching)</p> <p>71%</p>	<p>Academic staff (including LSAs and non class based teachers)</p> <p>Tuition</p>	<p>To raise standards in English and Maths.</p> <p>To continue PP achievement in KS1 and KS2 SATs so that PP pupils are in line with or exceeding national average.</p>	<p>Pupil premium / inclusion teacher to target some of the most vulnerable children across the school (PP and SEN) and provides them with an accessible curriculum (daily). Continue to raise the profile of narrowing the gap for PP children. Additional sets taught by intervention teachers with PP focus. Teachers and SMT will support planning and teaching across the school.</p>
<p>Mentoring and counselling</p> <p>20%</p>	<p>Mentoring and counselling staff (including learning mentor, sports mentor)</p>	<p>To support the emotional and social wellbeing of the child.</p> <p>To monitor attendance.</p> <p>To support both child and family.</p>	<p>One to one mentoring/counselling. Wider family support is also offered by the learning mentor. Parent groups to continue to be run. Daily monitoring of attendance. Social skills interventions. Mentoring with Year 5 boys by Glen Knight. Behaviour support across the school to be given by ESMH LSA. Lego therapy to continue to be delivered by a qualified LSA for both PP and SEND children.</p>
<p>Enrichment and Wellbeing</p> <p>8%</p>	<p>Trips, workshops, courses, uniform, holiday clubs etc.</p>	<p>To provide the opportunities that socially disadvantaged children may not typically experience.</p>	<p>Trips, swimming, uniform. Summer camps run by BEST or Sports connection foundation. Homework clubs / tuition – before and after school. Forest school club before school to encourage attendance, punctuality and eating breakfast. Drama teachers including running of workshops and productions.</p>

Resources/ external support 1%	Equipment to support learning or wellbeing, travel, staff CPD.	To provide a range of resources/support to facilitate both the wellbeing and academic progress of the child. To provide staff with CPD to support pupil premium children effectively.	CPD that will have a direct impact on PP children. Resources that will have a direct impact on PP children.
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Total pupil premium received in 2016/17	£224,730
Total pupil premium spent in 2016/17	£224,730
Estimated amount to be received 2017/2018	£230,000

