

Expenditure and Impact of PPG: September 2016 to August 2017

Background

The Pupil Premium Funding is a Government initiative that targets extra money from disadvantaged backgrounds to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

Aims

The Headteacher, Leadership Team and Governing Board will be responsible for pupil premium provision, with specific delegated responsibilities taken by individual members, where appropriate. We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. However, in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. All pupil premium children benefit from the funding, not just those who are underperforming. Underachievement at all levels is targeted (not just lower attaining pupils).

Total number of pupils on roll	453
Total number of PP FSM Ever 6 pupils	109
Amount received per PP FSM Ever 6 pupil	£1320 (total - £143,880)
Amount received for LAC and Service Children	£6600
Total amount of PP funding received	£150,480 (including Service and LAC)
Next review date	July 2017

Summary of main barriers for eligible pupils

- Poor language skills
- Lack of support at home with reading and homework
- Fewer enrichment experiences out of school
- Issues with social and emotional development
- Learning behaviours are not developed

The table below explains how we will overcome these barriers and the rationale behind it.

<u>Objective</u>	<u>Action and cost</u>	<u>Rationale</u>	<u>Impact</u>
To close the attainment gap between the disadvantaged and non-disadvantaged	<p>1 day intervention teacher to support across KS1 (£7626)</p> <p>1 SSA for support in the Foundation Stage (£17,430)</p> <p>1 intervention teacher to support high PP in year 6 (£42,147)</p> <p>1 LSA SEN (£18,049)</p>	Our aim is for disadvantaged children to make good progress across school and reach age related expectations. Any barriers to learning are identified and provision is personalised through the use of additional intervention teachers and LSAs. This will help ensure that children achieve academic success and any differences are diminished. Our more able disadvantaged children are immersed in high expectations and challenged through additional sessions (and within the classroom).	<p>The analysis below shows that the gaps in attainment and progress are closing and in many cases the disadvantaged outperform (Appendix 1,2 and 3).</p> <p>Whole school progress data shows disadvantaged pupils make similar (and in writing, better) progress as non-disadvantaged. (Appendix 3)</p> <p>Official external data shows that disadvantaged pupils performed better than non in almost all areas in KS1, and in Reading at KS2.</p>

To support the transition from KS1 to KS2	1 LKS2 LSA Support to support transition from KS1 to KS2 (£8,919)	The new Year 3s are a particularly challenging cohort with high levels of PP and additional needs. Extra support will enable pupils to settle quickly. Interventions will be used to plug gaps and raise attainment.	In Year 3, intervention has enabled the disadvantaged to outperform non in maths and significantly increase their attainment from the end of KS1.
To provide social and emotional support across school	BLIS (behaviour specialists) (£4710)	Social, emotional, communication and nurture work will help children to develop greater resilience and a more positive mindset. This will enable them to become better learners and more settled generally.	Monitoring indicates that social, emotional, communication and nurture work has helped children to develop greater resilience and a more positive mindset. This has enabled them to become better learners and more settled generally. There has been a reduction in serious incidents recorded in School Log and a reduction in low level incidents recorded in Class Logs.
To diagnose and address speech and language issues within FS and KS1	Speech and Language Therapist (Sept - Dec: £5668)	Poor speech and language skills are a severe barrier to learning. Addressing these issues early will directly impact on phonics, reading and writing.	In reception, disadvantaged pupils made better progress than non in Reading. In Year 1, disadvantaged pupils made more than expected progress in reading and writing. Then in Year 2, disadvantaged pupils outperformed non-disadvantaged pupils in both reading and writing at expected.
To provide social and emotional support across school	Learning Mentor (£19,981)	Social communication and nurture work will help children to develop greater resilience and a more positive mindset. This will enable them to become better learners and more settled generally.	The behaviour log shows that the number of serious incidents (lost Always badges) has decreased across the year. Teachers report that most targeted pupils are more ready to learning.
To address attendance and punctuality issues	Educational Welfare Officer (£1890)	Attendance and lateness is an issue for some of our disadvantaged pupils and directly impacts upon their learning.	Attendance and lateness figures improve for PP in particular.
To provide enrichment activities through musical and cultural activities	Mini Music with Jan Stone (£4329)	The development of the whole child is promoted through social, moral, spiritual and cultural experiences (working together, self-confidence, and enjoyment).	Child conferences show that children have developed confidence and teamwork skills. All disadvantaged pupils were confident enough to perform with their instrument at our end of term assembly.
To provide enrichment activities through chess	Chess with Graham Andrews (£1,224) Chess registration fee (£50)	Children will develop reasoning and thinking skills.	Disadvantaged pupils outperform non in maths at expected and greater depth in Year 4. In Year 5, the gap has narrowed between disadvantaged and non in maths.

To provide opportunities for ICT to be used to engage in homework activities	Education City Software (£2,700)	Disadvantaged pupils are provided with opportunities to access learning at home with their parental support. This helps to practice and consolidate learning skills.	Teachers report that homework is being completed well by the majority of disadvantaged pupils. The appendices below show that the gaps in attainment and progress are closing and in many cases the disadvantaged outperform.
Additional school activities to provide enrichment	Attendance/participation at Robinwood for Y6 (£1,300) 1 coach per year group for class trips, contributions towards educational trips and breakfast supplies for our most vulnerable children (£5,760)	The development of the whole child is promoted through SMSC (working together, self-confidence, and enjoyment).	Child conferences show that children have developed confidence and teamwork skills. End of year questionnaires suggest that children find the trips enjoyable and enriching with many citing them as their 'best bit' of the year.
To address priorities specific to SIP	Additional release days, training, monitoring and coaching for teachers and leaders (£8697)	The gap between the attainment of disadvantaged and non-disadvantaged pupils is diminished in reading, writing and maths. An increase in disadvantaged pupils attaining GLD at the end of Foundation Stage, the Expected+ standards for KS1 and KS2.	The analysis below shows that the gaps in attainment and progress are closing and in many cases the disadvantaged outperform (Appendix 1,2 and 3). Whole school progress data shows disadvantaged pupils make similar (and in writing, better) progress as non-disadvantaged. (Appendix 3) Official external data shows that disadvantaged pupils performed better than non in almost all areas in KS1, and in Reading at KS2.

Total received £150,480

Total spent £ 150,480

APPENDIX 1

End of Year 2017 Attainment Summary – **DISADVANTAGED / NON-DISADVANTAGED**

% at expected+ / greater depth		Reading		Writing		Maths		SPAG	
(no. of pupils)		Exp +	GD						
	End of 2017	61.2 79.1	24.7 32.2	54.1 71.9	15.3 26.0	61.2 76.6	15.3 31.2	53.5 71.9	12.7 24.2

KEY STAGE 1

% at expected+ / greater depth		Reading		Writing		Maths		SPAG	
(no. of pupils)		Exp +	GD	Exp +	GD	Exp +	GD	Exp +	GD
Year 1	END OF EY DATA	38.5	7.7	46.2	0	46.2	0		
	Oct 2016	71.4	0	7.1	0	0	0	9.1	0
	March 2017	25	0	12.5	12.5	6.3	0	18.8	0
	End of 2017	43.8 83.3	25.1 50	37.5 78.6	31.3 45.2	50 88.4	25 58.1	40 78.1	0 0

Year 2	END OF EY DATA	33.3		33.3		66.7			
	Oct 2016	44.4	0	44.4	0	0	0	66.7	0
	March 2017	55.6	0	55.6	0	44.4	0	55.6	0
	End of 2017	88.9	33.3	66.7	0	77.8	11.1	66.7	0
		75	26.9	65.4	21.1	76.9	25	82.8	13.7
	N A	74%	24%	65%	13%	73%	18%		

KEY STAGE 2

% at expected+ / greater depth		Reading		Writing		Maths		SPAG	
(no. of pupils)		Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD
Year 3	END OF KS1 DATA	76.3%	10.2%	61%	5.1%	71.2%	6.8%		
	Oct 2016	42.1	0	21.1	0	36.8	0	21.1	0
	March 2017	31.6	0	21.1	0	47.4	0	31.6	5.3
	End of 2017	68.4	15.8	57.9	10.5	84.2	5.3	57	14.3
		81.1	32.4	67.6	27	73	28.9	64.3	35.7
Year 4	END OF KS1 DATA	80%	27%	58%	15%	80%	25%		
	Oct 2016	63.6	9.1	45.5	0	72.7	0	63.6	9.1
	March 2017	72.7	18.2	45.5	9.1	54.5	18.2	45.5	18.2
	End of 2017	81.8	45.5	63.6	27.3	81.8	36.4	63.6	27.3
		71.4	26.5	63.3	18.4	65.3	30.6	61.2	22.5
Year 5	END OF KS1 DATA	73%	25%	65%	15%	73%	23%		
	Oct 2016	27.3	0	18.2	9.1	27.3	0	27.3	9.1
	March 2017	54.5	0	27.3	9.1	27.3	0	36.4	9.1
	End of 2017	60	20	50	20	70	20	40	20
		85.7	30.6	71.4	26.5	83.7	26.5	73.5	30.6
Year 6	END OF KS1 DATA	74%	23%	60%	11%	75%	16%		
	Oct 2016	15.8	0	21.1	10.5	5.3	0	0	0
	March 2017	21.1	5.3	26.3	0	21.1	5.3	21.1	10.5
	End of 2017	73.7	10.5	68.4	5.2	57.9	5.2	68.4	10.5
		67.6	43.2	78.4	37.8	64.9	43.2	75.7	40.5

APPENDIX 2

Gorse Hall Primary and Nursery School
(Provisional) **END OF YEAR Results 2016-2017**
Disadvantaged



EYFS (Disadvantaged)

	Expected	Exceeded
Reading	66%	0%
Writing	0%	0%
Maths	33%	0%

Key Stage 1 (Disadvantaged)

	Expected+ (non- disadvantaged)	Expected+ (disadvantaged)	Greater depth (non- disadvantaged)	Greater depth (disadvantaged)
Reading	75%	89% ↑14%	27%	33%
Writing	65%	67% ↑2%	21%	0%
Maths	77%	78% ↑1%	25%	11%

Key Stage 2 (Disadvantaged)

	Expected+ (non- disadvantaged)	Expected+ (disadvantaged)	Greater depth (non- disadvantaged)	Greater depth (disadvantaged)
Reading	70%	74% ↑4%	44%	11%
Writing	78%	68% ↓10%	38%	5%
Maths	65%	58% ↓7%	43%	5%



APPENDIX 3

Disadvantaged End of Year Progress 2016-2017

1.0 TP (tracking point) is equivalent to 4 months

Expected progress – 0.0

Year	Reading		Writing		SPAG		Maths	
	Disadvantage _d	Non-disadvantage _d						
Whole school	+0.3	+0.3	+0.1	0.0	-0.2	+0.1	+0.1	+0.2
Reception	+1.2	+0.5	-0.5	-0.4	-	-	+2.4	0.0
Year 1	+1.0	+1.2	+0.3	+1.0	-1.1	-0.4	+0.8	+1.6
Year 2	+0.5	+0.0	-0.8	-1.0	-0.5	+0.6	+0.1	+0.1
Year 3	-0.1	+0.4	+0.2	+0.5	+0.5	+0.5	+0.2	-0.1
Year 4	-0.2	+0.1	-0.2	0.0	-0.1	0.0	+0.2	+0.1
Year 5	+0.2	+0.6	+1.4	+0.3	+0.2	+0.5	+0.2	+0.1
Year 6	+0.0	-0.4	-0.2	-0.2	-0.1	-0.5	-1.1	-0.3