



Downs Infant School

Pupil Premium Report 2016-17

Pupil Premium funding is delegated to the school to ensure that disadvantaged children are making good or better progress and that their attainment is closer to Age Related Expectations (ARE). This report details how Downs Infants has used its Pupil Premium allocation for the academic year 2016/17 and the impact of that spending. Pupil Premium Plus is additional funding allocated for children who are adopted or live under special guardianship arrangements.

This report should be read in conjunction with our Pupil Premium Policy.

1. Contextual information 2016/17

Total number of pupils on roll		360
Total number of pupils eligible for Pupil Premium		44
<i>Of which, at January 2017 census:</i>	Free School Meals (Ever 6)	36
	Adopted	6
	Special Guardianship	1
	Looked After (LAC) children	1
	Forces	0
Pupils living in the 10% most deprived area		15
Pupils living in the 20% most deprived area		24
Pupils living in the 30% most deprived area		66

Pupil Premium Allocation 2016/2017

Number of pupils eligible for Pupil Premium/Pupil Premium Plus	45
Amount of Pupil Premium received per pupil	£1320
Total Pupil Premium funding	£47,520
Amount of Pupil Premium Plus received per pupil	£1900
Total Pupil Premium Plus funding	£13,300
Total funding	£60, 820



2016-17 Y2 cohort

In 2016-17 there were 13 Disadvantaged pupils in Year 2. Provision for these children was tailored individually according to their specific needs. Of the 13, one child also has English as an additional language, and 7 children (58%) are on the SEN register (2 of them with EHCP/Statements). One child with significant SEN needs arrived at the school in Year 2.

Of the 12 for whom there is EYFS data, 5 (42%) did not meet the Good Level of Development standard at the end of EYFS.

2. Attainment and progress for disadvantaged pupils at the end of KS1

Attainment and progress is very closely monitored throughout the year, with assessment data collected half-termly and recorded on individual records. Children's achievements and ongoing needs are monitored and provision reviewed in regular Pupil Progress Meetings and/or SEN review meetings.

The table below shows the attainment of Pupil Premium pupils compared to the national figure for pupils **not eligible** for PP support. :

Y2	2016 % achieving ARE or ARE+			2017 % achieving ARE or ARE+		
	School PP/PP+	National (all pupils)	Difference	School PP/PP+	National (all pupils)	Difference
Reading	61%	78%	-17	64%	74%	-10
Writing	44%	70%	-26	64%	65%	-1
Mathematics	56%	77%	-21	57%	73%	-16

Though an attainment gap exists, it has narrowed considerably this year. New strategies introduced this year will be continued and built upon for 2017-18.

Attainment at the end of Year 1

Y1	2016 % achieving ARE or ARE+			2017 % achieving ARE or ARE+		
	School PP/PP+	School Non PP	Difference	School PP/PP+	School Non PP	Difference
Reading	42%	68%	-26	75%	85%	-10
Writing	50%	63%	-13	70%	75%	-5
Mathematics	50%	66%	-16	80%	82%	-2



Once again, the attainment gap has narrowed appreciably this year, and changes in practice plus new intervention groups will be continued in 2017-18.

Attainment of pupils in the Y1 phonics screen

The table below shows the attainment of Pupil Premium pupils at Downs Infant School in the end of Y1 Phonic Screening.

2016 12 eligible pupils			2017 13 eligible pupils		
PP	National <i>(ALL pupils)</i>	Difference	PP	National <i>(ALL pupils)</i>	Difference
44%	81%	-37	79%	81%	-2

The school successfully all but closed the substantial attainment gap which existed last year for the Y1 phonics screen.

Attainment of pupils in Y2 phonics screen

2016 12 eligible pupils			2017 13 eligible pupils		
PP	National <i>(ALL pupils)</i>	Difference	PP	National <i>(ALL pupils)</i>	Difference
90%	91%	-1	78%	81%	-3

Results for the Y2 repeat phonics screen showed a significant improvement on the same pupils' performance in Y1 (see Y1 2016); the attainment gap closed by 34% points.

Attendance of PP pupils 2016-17

2017 (13 pupils)		
PP	Non PP	Difference
95.4%	96.7%	-1.3%

There continues to be minimal difference between the attendance of PP and non PP children.

The sickness absences of one of this year's PP children, who has a serious health condition, largely account for this year's marginal gap.



3. What are the main barriers to educational achievement faced by eligible pupils at our school?

- Speech, language and communication difficulties - leading to difficulty processing information/ instructions, expressive language problems and poor working memory
- Social and emotional difficulties (including financial hardship) - leading to difficulties engaging with the curriculum
- Attachment difficulties - leading to difficulties engaging with the curriculum.

Addressing the barriers

The school is committed to **Quality First Teaching** for all pupils, with aspirations as high for vulnerable groups as for the rest of the school population. To this end, we have used the school's 'Learning Hero' characters and their favourite 'speech bubbles' to embed a shared language of learning which encourages and values resilience, collaboration, learning from mistakes and relishing challenge. These learning characteristics are actively and visibly promoted throughout the school and in communications to parents. We will continue to build on this programme.

We have carefully reviewed skills acquisition and progression, so that learning gaps could be intelligently closed before new learning was introduced, and also used a series of **targeted interventions** to support disadvantaged pupils' progress. We have, for example, used funding to pay for extra staff to cover classes while teachers worked 1:1 or in small groups with PP children; and we have also introduced a wide range of **new intervention groups** to target specific skills. These approaches will continue in 2017-18.

Individual pupil records for disadvantaged children were successfully introduced in 2016-2017. These records raised the profile of PP children amongst teaching staff, ensured regular (half termly) reflection on pupils' individual needs and challenges, and gave an additional focus for rigorous PP accountability and monitoring in class Pupil Progress Meetings. Their use will be continued in 2017-18.

The services of an **Attendance Officer** play an important role in monitoring disadvantaged pupils' attendance and addressing any patterns of absence as they arise. This has been a successful strategy - as evidenced by the minimal gap between PP and non PP attendance - and will continue in 2017-18.

A **family group** for parents/carers of Pupil Premium Plus children meets regularly with the Inclusion Manager both to share information about school provision and to facilitate a supportive social network.

Measures used in the academic year 2016-17 have significantly narrowed the attainment gap for PP children.



4. How Pupil Premium funding was spent

School Attendance Officer	£12,936
Interventions for pupils (including 1:1 support for 2 children)	£38,805
Teaching Resources	£823
2 x teachers -1 dayx18 weeks	£5940
1 x TA - 6 hrs per week x 18 weeks	£3577
Additional Staffing Costs - total	£9517
Financial support for transport to/from school	£496
Out of school provision (After school/holiday clubs/provision of free school milk/enrichment activities)	£765
Total	£63,342

5. Analysis of impact and next steps

New strategies introduced this academic year have had a significant impact on outcomes for our disadvantaged pupils (see attainment data):

- Using additional staffing to free up teachers for 1:1 or small group sessions - allocated according to a thorough analysis of need in each class - has been a particularly successful strategy, as it eliminated 'transfer' time for communication between staff and facilitated a seamless continuity of provision.
- Also highly successful were a number of additional short term but regular focused intensive interventions for specific aspects such as phonics, spelling and basic maths work.
- Individual PP pupil records and repeated triangulation visits ensured that disadvantage had a continuously high profile throughout the year.
- Creating speech bubbles for our Learning Hero characters promoting key learning behaviours meant that the whole school population could share the same language of learning. The statements were introduced in whole school assemblies, reinforced by teachers and TAs in their daily practice and increasingly used by the children themselves. Attitudes towards making mistakes and relishing



Looking ahead to 2017-18

For the next academic year, Downs Infants will continue to ensure that Pupil Premium funding is used productively and effectively to promote good outcomes. As our approach this year has yielded encouraging results - and narrowed attainment gaps significantly - we will retain many elements of this year's approaches in meeting the needs of disadvantaged pupils in 2017-18.

We will continue with:

- New, proven targeted interventions
- Individual PP pupil records which give a rounded picture of each child, and which are reviewed half termly, to continue to keep disadvantage 'high profile' for teaching staff
- Providing extra staffing to cover 'release' time for teachers to work with PP children 1:1 or in small groups
- Further embedding our messages about effective learning behaviours; eg. individual songs are being composed for each character to reinforce key points
- Promoting aspiration for everyone, regardless of background or circumstances.