



## Pupil Premium Review

September 2016 – July 2017

### School Context:

Number of pupils on roll	Total number of pupils registered for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC) or post LAC	Number of Service Children
469	48	27	21	41	2	5

Number of pupil premium pupils who speak English as an additional language:	4
Number of pupil premium pupils who are listed on the special needs register:	5
Proportion of higher ability pupil premium pupils in KS1:	3/11
Proportion of higher ability pupil premium pupils in KS2:	7/34
Percentage attendance of pupil premium pupils last academic year (2015-16):	95.8% (Whole School Attendance: 97.2%)
Estimated Funding:	To 31/03/17: £44, 426 Estimated for the 2016-17 academic year: <b>£76, 160</b>
Dates of internal reviews of this strategy:	January 2017 March 2017 July 2017

### Summary of Barriers to Educational Achievement for Eligible Pupils:

- lower on-entry attainment in EYFS and Year 1;
- attainment gap in writing in Year 1 and upper Key Stage Two;
- rates of progress in Maths are lower than that of their peers;
- ensuring higher ability children are supported to make good progress and develop an awareness of the opportunities available to them;
- some pupils have social and emotional difficulties which affect their readiness to learn;
- some pupils have low levels of resilience and self-efficacy.

### Summary and Explanation of Approach:

A large proportion of the pupil premium grant is to be spent on staffing costs. This includes dedicated deputy headteacher time to plan our strategy and monitor its impact on pupils so we are always confident that it is effective. Staffing costs are also used to fund an additional teacher, and for teaching assistants to run intervention programs. The quality of this teaching and pupil outcomes are regularly monitored to ensure pupils are making good progress, and interventions are chosen from evidence-based evaluations. They include First Class at Number & Writing, Pirate Writing, Success at Arithmetic, EAL pre-teaching groups and 1:1 tuition. Higher ability children are also given targeted support by the additional teacher. In addition, subject leaders for Maths and English are given release time to develop the quality of teaching for all pupils in the school. Raising the standard of teaching has been shown to have a significant affect on disadvantaged pupils. Children with higher levels of need are supported by 1:1 adults. These children have individual learning plans, and the support enables them to succeed and also allows the class teachers to work with a range of pupils in the class where necessary. Funding for a play leader, school trips, clubs, musical instrument tuition and milk helps to develop pupil wellbeing and ensures equity of opportunity for all children, regardless of their background. The school is also focussing on developing resilience for all pupils, through staff development and subsequent teaching to pupils with planned experiences to develop this skill.

**How we intended to spend our pupil premium grant for the 2016-17 academic year, and the impact:**

Item/Project	Cost	Desired Outcomes	How impact will be measured
To fund Deputy Headteacher dedicated release time for Pupil Premium: 0.5 days a week	£5, 900	To ensure the school spends pupil premium grant effectively.	The pupil premium grant is used to improve attainment for disadvantaged pupils (termly in-school assessment information)

**Impact:**

This funding has allowed the Deputy Headteacher to carry out:

- analysis of summative assessment information each term for pupil premium pupils
- reviews of the impact of interventions each term
- monitoring of the standards and progress of pupil premium pupils in their ongoing work
- collaboration with other schools in the Ely Schools Partnership, joint-chairing half-termly meetings of the Pupil Premium Focus Group.

**EYFS Attainment**

Subject	Pupil Premium EYFS 2017 (3 pupils)	Non Pupil Premium EYFS 2017 (57 pupils)
Reading	Emerging: 67% Expected: 33% Exceeding: 0%	Emerging: 23% Expected: 53% Exceeding: 25%
Writing	Emerging: 67% Expected: 33% Exceeding: 0%	Emerging: 23% Expected: 72% Exceeding: 5%
Number	Emerging: 0% Expected: 100% Exceeding: 0%	Emerging: 18% Expected: 72% Exceeding: 11%

**Year 1 and Year 2 Phonics Screening Check**

	Pupil Premium Achieving Standard	Non Pupil Premium Achieving Standard
By the end of Year 1	43% (7 pupils)	90% (52 pupils)
By the end of Year 2	100% (4 pupils)	100% (53 pupils)

**KS1 Attainment and Progress**

Subject	Pupil Premium EYFS 2015 (4 pupils)	Pupil Premium KS1 2017 (4 pupils)	Non Pupil Premium KS1 2017 (53 pupils)	Average Progress EYFS – KS1 (Pupil Premium)	Average Progress EYFS – KS1 (Non-Pupil Premium)
Reading	Below ARE: 75% At ARE: 0% Above ARE: 25%	Below ARE: 50% At ARE: 25% Above ARE: 25%	Below ARE: 17% At ARE: 51% Above ARE: 32%	+5.3	+5.7
Writing	Below ARE: 75% At ARE: 0% Above ARE: 25%	Below ARE: 75% At ARE: 25% Above ARE: 0%	Below ARE: 19% At ARE: 60% Above ARE: 21%	+4.8	+5.7
Maths	Below ARE: 75% At ARE: 0% Above ARE: 25%	Below ARE: 0% At ARE: 100% Above ARE: 0%	Below ARE: 19% At ARE: 64% Above ARE: 17%	+6.5	+5.7
Science	At ARE: 50%	At ARE: 75%	At ARE: 90%	N/A	N/A

**KS2 Test Results**

Subject	Pupil Premium Achieving Expected Standard (5 pupils)	Non Pupil Premium Achieving Expected Standard (52 pupils)
Grammar, Punctuation, Vocabulary and Spelling	100%	88%
Reading	100%	88%
Mathematics	80%	90%

## KS2 Attainment and Progress (Teacher Assessments)

Subject	Pupil Premium KS2 2017 (5 pupils)	Non Pupil Premium KS2 2017 (52 pupils)	Average Progress KS1- KS2 (Pupil Premium)	Average Progress KS1-KS2 (Non-Pupil Premium)
Reading	Below ARE: 20% At ARE: 60% Above ARE: 20%	Below ARE: 17% At ARE: 56% Above ARE: 27%	+12.5	+11.2
Writing	Below ARE: 20% At ARE: 80% Above ARE: 0%	Below ARE: 17% At ARE: 73% Above ARE: 10%	+13.0	+12.4
Maths	Below ARE: 40% At ARE: 60% Above ARE: 0%	Below ARE: 17% At ARE: 50% Above ARE: 33%	+12.3	+11.4
Science	At ARE: 60%	At ARE: 90%	N/A	N/A

### KS2 Attainment 2017

4 pupils



### KS2 Progress 2017

4 matched pupils



Above: FFT Aspire Disadvantaged Data Dashboard shows an improvement on 2016 performance. 2017 attainment and progress for disadvantaged pupils is in-line with the national average.

### In-Year School Data Headlines

#### Reading

- KS2 percentages, APS and key stage progress is at least in-line with expectations and non-pupil premium pupils.
- KS1 progress slightly lower for PP pupils.
- Cumulative progress in other year groups in-line with non-pupil premium pupils.
- Year 4 APS equal for PP and non-PP groups (14 PP pupils in this year group).
- Greater proportion of PP pupils in EYFS-Year 5 (less so in Year 4) working below expected standard.

#### Writing

- KS2 APS and key stage progress at least in-line with expectations and non-pupil premium pupils.
- KS1 APS and key stage progress lower for PP pupils.
- Cumulative progress in other year groups in-line with non-pupil premium pupils.
- Greater proportion of PP pupils in EYFS-Year 5 working below expected standard.

#### Maths

- End of KS1 and KS2 APS and key stage progress is at least in-line with expectations and non-pupil premium pupils.
- Cumulative progress in other year groups in-line with non-pupil premium pupils.

### Ely Schools' Partnership Pupil Premium Focus Group

Work between schools in the partnership, jointly led by the Deputy Headteacher at Ely St John's and Millfield Community Primary Schools, has resulted in:

- sharing of effective school, class and intervention strategies across schools
- development of how to measure the impact of strategies
- cross-school agreement on the principles for raising the attainment of disadvantaged pupils we aim for in each school
- joint monitoring, with learning walks focussing on the provision for disadvantaged pupils undertaken in partner schools
- enrichment opportunities for more-able disadvantaged children, including targeted pupils in Year 5 and 6 attending an access day at St John's College, University of Cambridge.

#### Interventions by Deputy Headteacher:

Group	Focus Area	Impact
Year 2 group lessons (instead of class teaching 2x a week, 2 terms): 11 identified pupils	Maths	8/11 pupils achieved the expected standard. Average progress of identified pupils: +2.9 Average progress of other pupils: +2.9
Year 6 booster (in addition to class teaching 3x a week, 1 term): 15 identified pupils	Maths	12/15 pupils achieved the expected standard. Average progress of identified pupils: +2.9 Average progress of other pupils: +2.9

Item/Project	Cost	Desired Outcomes	How impact will be measured
Employment of an additional teacher to support pupil premium pupils in KS2: 15 hours a week	£15, 000	To increase rates of progress for specified pupils in Maths and English.	Rates of progress in Literacy for children supported by this teacher to be at least in-line with non-pupil premium children (termly in-school assessment information).

#### Impact:

Group	Focus Area	Impact
Year 6: 5 identified pupils	English	All 5 pupils achieved the expected standard in Grammar, Punctuation, Vocabulary and Spelling. 3/5 pupils achieved the expected standard in Writing. 4/5 pupils achieved the expected standard in Reading. Average progress of identified pupils in Writing: +3.6 Average progress of other pupils in Writing: +3.2 Average progress of identified pupils in Reading: +3.1 Average progress of other pupils in Reading: +3.1
Year 3: 18 identified pupils	Maths	Average progress of identified pupils: +3.1 Average progress of other pupils: +2.4 Proportion of identified pupils working at greater depth in 2016: 84% Proportion of identified pupils working at greater depth in 2017: 63%
Year 4/5: 5 identified pupils	Reading	All these more-able pupils have made expected progress in the year 2016-17.
Year 4/5: 3 identified pupils	Reading	1/3 of these pupils have made expected progress in the year 2016-17.

Item/Project	Cost	Desired Outcomes	How impact will be measured
Employment of a TA to run interventions (Maths and English) in Year 3: 23.5 hours a week	£13, 000	To deliver interventions which improve rates of progress for pupil premium pupils.	Effective interventions, as measured with assessments and evidence forms.

#### Impact:

Subject	Average Points Progress in Year 3 Pupil Premium Pupils (11)	Average Points Progress in Year 3 Non Pupil Premium Pupils (78)
Reading	+2.6	+2.7
Writing	+2.1	+2.4
Maths	+2.7	+2.6

First Class at Number: 12 months average progress of children in one term (Sandwell Assessments).

Direct Phonics: Intervention assessments show good progress in reading and spelling.

Precision Teaching: Intervention assessments show good progress.

First Class at Writing: Spelling assessments show improvements by all children.

Item/Project	Cost	Desired Outcomes	How impact will be measured
TA time in KS1 to run English and Maths interventions, and support pupils with EAL: 15 hours a week	£8, 900	To deliver interventions which improve rates of progress for pupil premium pupils.	Effective interventions, as measured with assessments and evidence forms.

**Impact:**

Subject	Average Points Progress in Year 1 Pupil Premium Pupils (7)	Average Points Progress in Year 1 Non Pupil Premium Pupils (53)	Average Points Progress in Year 2 Pupil Premium Pupils (5)	Average Points Progress in Year 2 Non Pupil Premium Pupils (53)
Reading	+2.6	+2.7	+2.3	+2.8
Writing	+2.6	+2.3	+2.2	+2.9
Maths	+2.6	+2.8	+3.5	+2.9

Year 1 Tricky Words Teaching, EAL Pre-Teaching Group, Social Communication Group and Phonics Support Group all show good impact as measured by intervention assessments (cf Provision Map Review).

Year 2 Phonics Support, EAL Pre-Teaching Group, Precision Teaching, Reading Support all show good impact as measured by intervention assessments (cf Provision Map Review).

First Class at Number: 15 months average progress over a term (Sandwell Assessments)

Item/Project	Cost	Desired Outcomes	How impact will be measured
To fund Deputy Headteacher and Core Subject Leaders to support high ability disadvantaged pupils in EYFS and KS1: 0.5 days a week.	£5, 900	To ensure support for the very small number of disadvantaged pupils of high ability in the early years setting and in KS1 so that they always fulfil their potential.	Class teaching consistently challenges the more able, and specified pupils are on-track to be working at greater depth (lesson observations and learning walks).

**Impact:**

Profile of high ability disadvantaged pupils:

Identified Pupil Group (9)	Achieved Greater Depth Summer 2016	Achieved Greater Depth Summer 2017
Reading	5/9	5/9
Writing	3/9	1/9
Maths	3/9	1/9

Item/Project	Cost	Desired Outcomes	How impact will be measured
School contribution to 1:1 TA hours for pupil premium pupils with high levels of need	£21, 500	To ensure academic, personal and behaviour support for pupil premium pupils with high levels of need.	Specified pupils achieve desired outcomes on personal plans.

**Impact:**

Two pupils are supported with 1:1 TAs – one with ECHP and one with high level behaviour needs. Individual provision maps detail how these children's needs are assessed, planned for and reviewed. Their needs are ongoing.

Item/Project	Cost	Desired Outcomes	How impact will be measured
Funding of an additional play leader at lunchtimes.	£2, 500	To support pupil premium pupils who have social and emotional needs through an additional midday supervisor to lead organised sports.	Evidence of pupils taking active participation in organised sports and evidence that it provides social and emotional support.

**Impact:**

This funding was re-allocated to Sports Premium.

Item/Project	Cost	Desired Outcomes	How impact will be measured
After school club fees for individuals	£2, 400	To increase rates of participation in extra curricular activities from pupil premium pupils.	Evidence of an increasing rate of participation in clubs, societies and groups from pupil premium pupils.

**Impact:**

48 places in after school clubs were subsidised for pupil premium pupils. The total cost of this was £1,823.25

Item/Project	Cost	Desired Outcomes	How impact will be measured
Subsidising the cost of school visits	£2, 500	To enable all pupils to access day and residential trips as part of the school's curriculum.	Financial support offered where needed for pupil premium pupils to attend school trips.
<b>Impact:</b> 16 pupils in receipt of the pupil premium grant were supported financially to access residential trips in Year 4 and Year 6 to Hilltop Outdoor Centre and Caythorpe Court. The total cost of this was £3,450.75			
Item/Project	Cost	Desired Outcomes	How impact will be measured
Musical instrument tuition fees	£300	To increase rates of participation in extra curricular activities from pupil premium pupils.	Evidence of an increasing rate of participation in clubs, societies and groups from pupil premium pupils.
<b>Impact:</b> 11 pupil premium pupils were supported to have musical instrument tuition in 2016-17. The total cost of this was £1,384.50			
Item/Project	Cost	Desired Outcomes	How impact will be measured
Milk for pupil premium pupils	£200	To contribute towards a healthy lifestyle.	Specified pupils drink milk where provided.
<b>Impact:</b> £218.90 was spent during 2016-17 providing milk for pupil premium pupils.			
Additional Item	Cost	Desired Outcomes	How impact will be measured
Success @ Arithmetic Staff Training	£750	To improve rates of progress in Maths in upper KS2.	Sandwell Assessment Scores before and after intervention.
<b>Impact:</b> Pupils in the group made 12 months average progress in Maths over a six month period.			
Summary			
Total Pupil Premium Grant received (estimated):			£76, 160
Total planned expenditure as above:			£78, 660
Actual expenditure as listed above (Summer 2017):			£77, 827.40

### Overall Evaluation of the Pupil Premium Plan 2016-17

Assessment results for the end of Key Stage Two show that in English (GPVS, Reading and Writing), all pupil premium pupils achieved the expected standard. In Maths, 4/5 pupils achieved the expected standard. In-school tracking shows that pupil premium pupils (Year 6 2017) made greater progress than non-pupil premium pupils across KS2. Assessment results for the end of Key Stage One show that pupil premium pupils do not perform as well as other pupils in English, but at least as good in Maths and Science. There is an achievement gap in Year 1 phonics, but this has closed by the end of Year 2, where 100% of all pupils have passed the phonics screening check. In EYFS, and Years 1, 3, 4 and 5, the cumulative progress since the start of the key stage of pupil premium pupils is in-line with other pupils. However, the attainment gap has not been narrowed in most of these year groups (Year 4 Maths being the exception). The aim to increase the number of higher ability disadvantaged pupils achieving greater depth has not been met, although the additional support put in for reading has ensured that all this group made expected progress.

Work with the Ely Schools' Partnership Pupil Premium Focus Group has been very successful, and has enabled partner schools to share ideas and develop practice together. The joint monitoring undertaken has also been beneficial in highlighting the overall provision provided for disadvantaged pupils. The most effective additional interventions over this year have been: a combined approach in Year 2 by the teachers, teaching assistants and deputy headteacher to support children in Maths (including First Class @ Number); the groups run by the pupil premium teacher (including bespoke English groups); specified interventions including First Class at Writing, Direct Phonics, Success @ Arithmetic, Precision Teaching and an EAL pre-teaching group.

Over 25% of the pupil premium grant has been allocated to fund 1:1 teaching assistant support for 2 pupils. Both children have benefitted from this support, but so too have other children in their classes.

Other areas of the approach, which supported children's access to extra-curricular clubs, instrument lessons and residential trips have helped to keep participation levels high.

### Priorities for 2017-18:

- Increase the percentage of PP pupils working at the expected standard in reading in all year groups, and particularly in Year 2 and 6 (2017-18).
- Increase the percentage of PP pupils working at the expected standard in writing in all year groups.

- Increase the percentage of PP pupils working at the expected standard in maths in Year 2, 4 and 6 (2017-18).
- Increase the number of PP pupils working at greater depth in writing and maths.
- Develop the target setting for interventions with a greater emphasis on impacting outcomes in the classroom.
- Continue providing support for the 4 PP pupils in Year 2 to pass the phonics screening check.