

Assessing the Impact of Pupil Premium Funding 2017-18

What is Pupil Premium funding?

- Nationally, there is a gap between the achievement of pupils from families in challenging circumstances and other families; therefore, the government provides additional funding to schools to close this gap.
- This funding is known as the Pupil Premium, and it is given to support pupils who:
 - Have been registered for free school meals at any time in the past six years;
 - Have been 'Looked After' continuously for more than six months;
 - Are children of Service personnel, or have been registered as such in the past four years.
- Schools currently receive:
 - £1320 for each pupil who is eligible for Pupil Premium funding as a result of having, or having had, free school meals;
 - £1900 for each Looked-after child (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority;
 - £1900 for each pupil who has ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order;
 - £300 for each pupil who is eligible for Pupil Premium funding as a result of being, or having been, recorded as a service child or in receipt of a child pension from the Ministry of Defence.
- It is up to schools to decide how to use this money to close the achievement gap, but we must report to parents and governors:
 - The amount of Pupil Premium funding received;
 - How it has been/will be spent;
 - The impact of the funding in closing the achievement gap.

How is Pupil Premium funding spent?

In 2017-18, Pupil Premium funding was used to support eligible pupils in the following ways:

| | |
|--|-----------------|
| Income | |
| Pupil Premium Grant funding 2017-18 | £86,800 |
| | |
| Expenditure | |
| Dedicated Intervention Teacher in EYFS (two days a week, delivering WellComm Toolkit and other targeted interventions) | £21,064 |
| Dedicated Intervention Teacher in KS2 (every morning, delivering split inputs) | £23,902 |
| One TA in EYFS (every morning, providing intervention support) | £7,399 |
| Two TAs in KS1 (one hour every afternoon, leading Bear Necessities interventions) | £4,886 |
| 27 hours of TA post-teaching and/or other targeted interventions across KS1 | £14,754 |
| 26 hours of TA post-teaching and/or other targeted interventions across KS2 | £14,208 |
| One TA in every class (9:00-9:15am daily, supporting morning mindfulness activities) | £6,127 |
| Total Staffing | £92,340 |
| | |
| School trips (subsidised places for pupils who are eligible for Pupil Premium funding) | £2,180 |
| Activities funding (extra-curricular clubs etc.) | £262 |
| Uniform | £25 |
| Laureate Challenge (incentive initiatives to reward pupils' effort and behaviour) | £33 |
| Breakfast Club (free places for pupils who are eligible for Pupil Premium funding) | £3,625 |
| LAST (free places for pupils who are eligible for Pupil Premium funding) | £7,444 |
| Total Other Expenses | £13,569 |
| | |
| Total Expenditure | £105,909 |
| | |
| Surplus/(Deficit) | (19,109) |

The progress and attainment of all pupils, including disadvantaged pupils and others who are at risk of underachievement, is analysed at least half termly and will be reported on the school website annually.

What proportion of pupils were eligible for Pupil Premium funding in 2017-18?

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------|-----------|--------|--------|--------|--------|--------|--------|
| Number of pupils in cohort | 30 | 46 | 27 | 29 | 30 | 38 | 38 |
| % Eligible for Pupil Premium | 7% | 2% | 15% | 34% | 40% | 34% | 47% |
| Children Looked After | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

What was the impact of Pupil Premium funding in 2017-18?

Year 6 Pupils who were eligible for Pupil Premium Funding

Year 6 pupils who were eligible for Pupil Premium funding in 2017-18 did not achieve the expected standard for all pupils in reading, writing and maths, as well as the three subjects combined.

| | No. of pupils | Reading | | Writing | | Maths | | RWM | |
|----------------------------|---------------|-------------------------------|----------|-------------------------------|----------|-------------------------------|----------|-------------------------------|----------|
| | | % Achieving Expected Standard | | % Achieving Expected Standard | | % Achieving Expected Standard | | % Achieving Expected Standard | |
| | | Laureate | National | Laureate | National | Laureate | National | Laureate | National |
| All Pupils | 38 | 59% | 75% | 65% | 78% | 65% | 76% | 49% | 64% |
| Eligible for Pupil Premium | 18 | 39% | 77%* | 44% | 81%* | 50% | 80%* | 28% | 67%* |
| Other Pupils | 13 | 79% | | 84% | | 79% | | 68% | |

*Based on 2016-17 national comparators (2017-18 not yet available)

- 39% of year 6 pupils eligible for pupil premium achieved the expected standard in reading, compared with 77% of other pupils (i.e. pupils who are not eligible for pupil premium) nationally. 11% of these pupils achieved the expected standard at greater depth, compared with 29% of other pupils nationally.
- 44% of year 6 pupils eligible for pupil premium achieved the expected standard in writing, compared with 81% of other pupils nationally. 6% of these pupils achieved the expected standard at greater depth, compared with 21% of other pupils nationally.
- 50% of year 6 pupils eligible for pupil premium funding achieved the expected standard in maths, compared with 80% of other pupils nationally. 0% of these pupils achieved the expected standard at greater depth, compared with 27% of other pupils nationally.
- 28% of year 6 pupils eligible for pupil premium achieved the expected standard in reading, writing and maths combined, compared with 67% of other pupils nationally. 0% of these pupils achieved the expected standard at greater depth, compared with 11% of other pupils nationally.

By the end of Key Stage Two, a small number of vulnerable pupils who were eligible for Pupil Premium funding had a significant impact on the overall data (one pupil in care, two subject to Special Guardianship Orders etc.):

| | No. of pupils | Reading | Writing | Maths |
|---|---------------|------------------------|------------------------|------------------------|
| | | Average Progress Score | Average Progress Score | Average Progress Score |
| All Pupils | 38 | +0.09 | +0.59 | -0.94 |
| Eligible for Pupil Premium | 18 | -1.68 | -1.20 | -2.28 |
| Other Pupils | 20 | +1.86 | +2.37 | +0.39 |
| National Average for non-disadvantaged pupils (2016-17) | | +0.33 | +0.18 | +0.29 |

Year 2 Pupils who were eligible for Pupil Premium Funding

Year 2 pupils who were eligible for Pupil Premium funding in 2017-18 did not meet national expectations for all pupils in reading, writing or maths.

| | No. of pupils | Reading | | Writing | | Maths | | RWM | |
|----------------------------|---------------|-------------------------------|----------|-------------------------------|----------|-------------------------------|----------|-------------------------------|----------|
| | | % Achieving Expected Standard | | % Achieving Expected Standard | | % Achieving Expected Standard | | % Achieving Expected Standard | |
| | | Laureate | National | Laureate | National | Laureate | National | Laureate | National |
| All Pupils | 27 | 74% | 76% | 74% | 68% | 74% | 75% | 74% | |
| Eligible for Pupil Premium | 4 | 50% | 79%* | 50% | 72%* | 50% | 79%* | 50% | |
| Other Pupils | 23 | 78% | | 78% | | 78% | | 78% | |

*Based on 2016-17 national comparators (2017-18 not yet available)

- 50% of year 2 pupils eligible for pupil premium achieved the expected standard in reading, compared with 79% of other pupils (i.e. pupils who are not eligible for pupil premium) nationally. 50% of these pupils achieved the expected standard at greater depth, compared with 28% of other pupils nationally.
- 50% of year 2 pupils eligible for pupil premium achieved the expected standard in writing, compared with 72% of other pupils nationally. 0% of these pupils achieved the expected standard at greater depth, compared with 18% of other pupils nationally.
- 50% of year 2 pupils eligible for pupil premium funding achieved the expected standard in maths, compared with 79% of other pupils nationally. 0% of these pupils achieved the expected standard at greater depth, compared with 23% of other pupils nationally.

Key Stage One Pupils who were eligible for Pupil Premium Funding

All pupils in Key Stage One who were eligible for Pupil Premium funding achieved the expected standard in phonics at the end of either Year 1 or Year 2.

| | Year 1 | | | Year 2 | | |
|----------------------------|---------------|----------------------------------|----------|---------------|----------------------------------|----------|
| | No. of pupils | % Reaching the expected standard | | No. of pupils | % Reaching the expected standard | |
| | | Laureate | National | | Laureate | National |
| All Pupils | 46 | 77% | 81% | 27 | 96% | |
| Eligible for Pupil Premium | 1 | 100% | 84% | 4 | 100% | |
| Other Pupils | 45 | 76% | | 23 | 96% | |

- Only one Year 1 pupil was eligible for Pupil Premium funding and she achieved the expected standard.
- All four Year 2 pupils eligible for Pupil Premium funding achieved the expected standard in either Year 1 or Year 2.

Reception Pupils who were eligible for Pupil Premium Funding

Both pupils who were eligible for Pupil Premium funding achieved a Good Level of Development (GLD) at the end of Reception, compared to 24 out of 28 other pupils:

| | Reception | |
|----------------------------|---------------|-----------------|
| | No. of pupils | % Achieving GLD |
| All Pupils | 30 | 80% |
| Eligible for Pupil Premium | 2 | 100% |
| Other Pupils | 28 | 79% |
| National Average | | 71% |

Attainment of pupils who were eligible for Pupil Premium Funding in other year groups

- There were no pupils eligible for pupil premium in our nursery last year.
- Attainment data for Reception, Year 2 and Year 6 is detailed above.

In **Year 1**, 1 pupil was eligible for Pupil Premium funding. At the end of the academic year:

- This pupil was not on track to achieve the expected standard in reading, writing or maths.

| Year 1 | 4-6 pupils (1 PP) | Reading | Writing | Maths | RWM (Combined) |
|--------|----------------------|---------|---------|-------|-------------------|
| EXP | All | 59% | 48% | 57% | 35% |
| | PP | 0% | 0% | 0% | 0% |
| | Other | 60% | 49% | 48% | 36% |
| GDS | All | 15% | 20% | 15% | 15% |
| | PP | 0% | 0% | 0% | 0% |
| | Other | 16% | 20% | 16% | 16% |

In **Year 3**, 7 pupils were eligible for Pupil Premium funding. At the end of the academic year:

- 86% of these pupils were on track to achieve the expected standard in reading, compared with 77% of other pupils. 14% of these pupils were on track to achieve the expected standard at greater depth, compared with 27% of other pupils.
- 43% of these pupils were on track to achieve the expected standard in writing, compared with 64% of other pupils. 14% of these pupils were on track to achieve the expected standard at greater depth, compared with 23% of other pupils.
- 86% of these pupils were on track to achieve the expected standard in maths, compared with 82% of other pupils. 14% of these pupils were on track to achieve the expected standard at greater depth, compared with 23% of other pupils.
- 43% of these pupils were on track to achieve the expected standard in reading, writing and maths combined, compared with 50% of other pupils. 14% of these pupils were on track to achieve the expected standard at greater depth, compared with 18% of other pupils.

| Year 3 | 29 pupils (7 PP) | Reading | Writing | Maths | RWM (Combined) |
|--------|---------------------|---------|---------|-------|-------------------|
| EXP | All | 79% | 63% | 89% | 48% |
| | PP | 86% | 43% | 86% | 43% |
| | Other | 77% | 64% | 82% | 50% |
| GDS | All | 24% | 21% | 21% | 17% |
| | PP | 14% | 14% | 14% | 14% |
| | Other | 27% | 23% | 23% | 18% |

The most significant gaps in Year 3 are between the attainment of pupils eligible for Pupil Premium funding and other pupils in writing, and the proportion of pupils achieving the expected standard at greater depth in reading, writing and maths combined.

In **Year 4**, 12 pupils were eligible for Pupil Premium funding. At the end of the academic year;

- 58% of these pupils were on track to achieve the expected standard in reading, compared with 83% of other pupils. 8% of these pupils were on track to achieve the expected standard at greater depth, compared with 39% of other pupils.
- 33% of these pupils were on track to achieve the expected standard in writing, compared with 72% of other pupils. 0% of these pupils were on track to achieve the expected standard at greater depth, compared with 28% of other pupils.
- 4.2% of these pupils were on track to achieve the expected standard in maths, compared with 78% of other pupils. 17% of these pupils were on track to achieve the expected standard at greater depth, compared with 33% of other pupils.
- 17% of these pupils were on track to achieve the expected standard in reading, writing and maths combined, compared with 61% of other pupils. 0% of these pupils were on track to achieve the expected standard at greater depth, compared with 22% of other pupils.

| Year 4 | 30 pupils (12 PP) | Reading | Writing | Maths | RWM (Combined) |
|--------|----------------------|---------|---------|-------|-------------------|
| EXP | All | 73% | 57% | 63% | 43% |
| | PP | 58% | 33% | 4.2% | 17% |
| | Other | 83% | 72% | 78% | 61% |
| GDS | All | 27% | 17% | 27% | 13% |
| | PP | 8% | 0% | 17% | 0% |
| | Other | 39% | 28% | 33% | 22% |

There are significant gaps between the attainment of pupils eligible for Pupil Premium funding and other pupils in reading, writing and maths at both the expected standard and those working at greater depth within the expected standard.

In **Year 5**, 13 pupils were eligible for Pupil Premium funding. At the end of the academic year;

- 38% of these pupils were on track to achieve the expected standard in reading, compared with 80% of other pupils. 15% of these pupils were on track to achieve the expected standard at greater depth, compared with 32% of other pupils.
- 38% of these pupils were on track to achieve the expected standard in writing, compared with 80% of other pupils. 15% of these pupils were on track to achieve the expected standard at greater depth, compared with 16% of other pupils.
- 4.6% of these pupils were on track to achieve the expected standard in maths, compared with 76% of other pupils. 15% of these pupils were on track to achieve the expected standard at greater depth, compared with 36% of other pupils.
- 31% of these pupils were on track to achieve the expected standard in reading, writing and maths combined, compared with 68% of other pupils. 8% of these pupils were on track to achieve the expected standard at greater depth, compared with 8% of other pupils.

| Year 5 | 38 pupils (13 PP) | Reading | Writing | Maths | RWM (Combined) |
|--------|----------------------|---------|---------|-------|-------------------|
| EXP | All | 66% | 66% | 66% | 55% |
| | PP | 38% | 38% | 4.6% | 31% |
| | Other | 80% | 80% | 76% | 68% |
| GDS | All | 26% | 16% | 29% | 8% |
| | PP | 15% | 15% | 15% | 8% |
| | Other | 32% | 16% | 36% | 8% |

There are significant gaps between the attainment of pupils eligible for Pupil Premium funding and other pupils in reading, writing and maths at both the expected standard and those working at greater depth within the expected standard, with the exception of those working at greater depth within the expected standard in maths where the gap is much smaller (1%).

What actions are required in 2018-19, and how will Pupil Premium funding be spent?

- We have employed dedicated Intervention Teachers in Key Stage 2 (two teachers, six mornings per week in total) to ensure that vulnerable pupils receive even more support in English and maths lessons by reducing class sizes below 15 pupils (as recommended by EEF);
- In order to maximise the impact of the above overstaffing, we have purchased PiXL for the first time and are using it to diagnose and address gaps in pupils' learning, with eligible pupils identified as 'key marginals' and prioritised for 'therapies';
- We have also employed dedicated teaching assistants to deliver targeted interventions and class-based support in Early Years (one TA, four mornings per week – 12 hours per week in total) and Key Stage One (one TA, one hour every day – 5 hours per week in total);
- We have employed dedicated teaching assistants to deliver post-teaching across Key Stage 1 (one hour per class, daily) and Key Stage 2 (one hour per class, at least three times a week, in Years 3 and 4);
- In order to provide additional support for vulnerable pupils, we have employed a teaching assistant who has been trained as an ELSA (Emotional Literacy Support Assistant) 3 afternoons per week (6.75 hours per week in total);
- We will continue to ensure that all teachers are aware of which pupils in their class are eligible for Pupil Premium funding, using quarterly assessment windows alongside Pupil Progress Meetings, so that support and intervention can be targeted appropriately;
- We will continue to expand the use of funding for extra-curricular clubs and activities to encourage vulnerable pupils to fully engage with opportunities both at school (including residential trips) and in the wider community (e.g. swimming and dancing lessons), promoting their physical and mental wellbeing and raising their self-esteem;
- We will offer booster lessons in Year 6 before school three times per week, where the curriculum content is more challenging, with pupils who are eligible for Pupil Premium funding prioritised for these lessons;
- We will increase pupil drive and determination by offering pupil-chosen 'Laureate Challenge' incentives for excellent effort and behaviour;
- We will continue to offer free places at Breakfast Club and LAST (Laureate After School Tuition) to any eligible pupil, in order to support their learning and attendance.

In an ongoing effort to improve the attainment of pupils eligible for Pupil Premium funding, we are part of the MITA project which focuses on 'Maximising the Impact of Teaching Assistants'. During the academic year 2018-19, there will be a large focus on the work of TAs across our school with a view to developing pupil skills of independence and metacognition; deployment will be continually reviewed, a lesson study approach will be utilised, preparedness meetings will take place and staff will access training around Metacognition.

In addition to this, staff in each class will identify 'Key Marginal' pupils who require additional support to achieve the expected standard in reading, writing and maths. Pupils eligible for Pupil Premium funding will be prioritised to ensure that they have the best possible chance of achieving their targets. In Years 5 and 6, this will form a small part of a wider initiative around the implementation of 'Learning Logs' and structured conversations with parents.