

Assessing the Impact of Pupil Premium Funding 2016-17

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 who is eligible for Pupil Premium funding;
 - £300 for each pupil who is eligible for Pupil Premium funding as a result of being, or having been, recorded as a Service Child.
- 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 2016-17, Pupil Premium funding was used to support eligible pupils in the following ways:

Income	
Pupil Premium Grant funding 2016-17	£96 422
Expenditure	
Dedicated Intervention teacher in EYFS (Two days a week; Delivering Wellcome Trust and other targeted interventions)	£21 476
Dedicated Intervention teacher in KS2 (every morning – delivering split inputs)	£35 689
Two TAs providing morning intervention support; one in KS1 and one in EYFS (part time)	£13 846
Two TAs leading Bear Necessities interventions in the afternoons, five days a week (part time)	£9 231
30 hours of post teaching and/or other targeted interventions across EYFS and KS1	£14 149
20 hours of post teaching across KS2 classrooms	£9 151
12.5 hours a week extra TA time to support morning mindfulness activities	£5 719
Total Staffing	£109 261
School trips (subsidised places for pupils who are eligible for Pupil Premium funding)	£1350
Activities funding (extra-curricular clubs etc.)	£443
Incentives Trip (extra trip rewarding children's effort)	£2 183
Breakfast Club (free places for pupils who are eligible for Pupil Premium funding)	£8 163
LAST (free places for pupils who are eligible for Pupil Premium funding)	£4 959
Total Other Funding	£17 098
Total Expenditure	£126 359
Surplus/(Deficit)	(£29 937)

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 2016-17?

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of pupils in cohort	50	30	29	30	44	38	22
% Eligible for Pupil Premium	8%	20%	27.6%	36.7%	34.1%	47.4%	40.9%
Children Looked After	0	0	0	0	0	1	0

What was the impact of Pupil Premium funding in 2016-17?

Year 6 Pupils who were eligible for Pupil Premium Funding

Year 6 pupils who were eligible for Pupil Premium Funding in 2016-17, outperformed national expectations for all pupils in Reading and SPaG, but in writing and maths their performance was slightly below the national expectations for all pupils.

	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	22	71	71	81	76	76	75	52	61
Eligible for Pupil Premium	9	78		78		67		44	
Other Pupils	13	67	77	83	81	83	80	58	67

- 78% 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 Greater Depth, compared with 29% of other pupils nationally.
- 78% of year 6 pupils eligible for pupil premium achieved the expected standard in writing, compared with 81% of other pupils nationally. 22% of these pupils achieved Greater Depth, compared with 21% of other pupils nationally.
- 67% of year 6 pupils eligible for pupil premium funding achieved the expected standard in maths, compared with 80% of other pupils nationally. 11% of these pupils achieved Greater Depth, compared with 27% of other pupils nationally.
- 44% 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. 11% of these pupils achieved Greater Depth, compared with 11% of other pupils nationally.

- By the end of Key Stage Two, pupils who were eligible for Pupil Premium funding made better progress than other pupils from Year 2 to Year 6 in reading, but worse progress in writing and maths:

	No. of pupils	Reading	Writing	Maths
		Average Progress Score	Average Progress Score	Average Progress Score
All Pupils	22	-0.16	-0.90	-0.25
Eligible for Pupil Premium	9	0.26	-1.80	-1.83
Other Pupils	13	-0.46	-0.25	0.90
National Average		0.00	0.00	0.00

Year 2 Pupils who were eligible for Pupil Premium Funding

Year 2 pupils who were eligible for Pupil Premium Funding in 2016-17, outperformed national expectations for all pupils in Writing, matched the national expectations for all pupils in Maths but narrowly missed these expectations for Reading.

	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	29	86	76	75	68	82	75	71	
Eligible for Pupil Premium	8	75		75		75		63	
Other Pupils	21	90	79	75	72	85	79	75	

- 75% 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. 25% of these pupils achieved Greater Depth, compared with 28% of other pupils nationally.
- 75% of year 2 pupils eligible for pupil premium achieved the expected standard in writing, compared with 72% of other pupils nationally. 13% of these pupils achieved Greater Depth, compared with 18% of other pupils nationally.
- 75% of year 2 pupils eligible for pupil premium funding achieved the expected standard in maths, compared with 79% of other pupils nationally. 13% of these pupils achieved Greater Depth, compared with 23% of other pupils nationally.

Key Stage One Pupils who were eligible for Pupil Premium Funding

In Year 1, five out of six pupils who were eligible for Pupil Premium funding reached the Expected Standard in phonics, whilst 21 out of 24 other pupils reached this standard; in Year 2, seven out of 8 eligible pupils reached the expected level in either Year 1 or Year 2, compared to 20 out of 21 other pupils:

	Year 1			Year 2		
	No. of pupils	% Reaching the expected level		No. of pupils	% Reaching the expected level	
		Laureate	National		Laureate	National
All Pupils	30	87%	81%	29	97%	
Eligible for Pupil Premium	6	83%		8	87.5%	
Other Pupils	24	88%	84%	21	95%	

- Only one pupil eligible for pupil premium did not achieve the expected standard at the end of year one; this pupil joined the school part way through year 1 and speaks English as an Additional Language. He did not have any English on entry to the school.
- Only one pupil eligible for pupil premium did not achieve the expected standard at the end of year two; this pupil joined the school part way through year 2 and has significant additional needs.

Reception Pupils who were eligible for Pupil Premium Funding

Three out of four pupils who were eligible for Pupil Premium funding achieved a Good Level of Development (GLD) at the end of Reception, compared to 27 out of 46 other pupils:

	Reception	
	No. of pupils	% Achieving GLD
All Pupils	50	60%
Eligible for Pupil Premium	4	75%
Other Pupils	46	59%
National Average		71%

Progress for pupils who were eligible for Pupil Premium Funding

Across the school, pupils who were eligible for Pupil Premium funding mostly made as much progress, or nearly as much progress, as other pupils in reading, writing and maths, although there were more significant gaps in writing in Year 5 (based on teacher assessments) and a significant positive gap in maths in year 6:

Year	All pupils	Eligible for Pupil Premium	Reading (difference)	Writing (difference)	Maths (difference)
N	17	0	N/A	N/A	N/A
R	50	4	-0.5	-0.3	0.2
1	30	6	-0.7	-0.3	-0.5
2	29	8	0.2	0.1	0
3	30	11	-0.2	-0.7	-0.4
4	44	15	0.4	0.1	0.2
5	38	18	-0.4	-1.7	-0.5
6	22	9	1.5	-0.1	4.7

This table shows the difference in progress made by pupils who are eligible for Pupil Premium funding and other pupils throughout 2016-17, in points, where one step of progress is equal to two points (e.g. a Year 2 pupil who is level 2B+ at the start of the year, and level 2S+ at the end of the year, has made two steps, or four points, of progress).

- Pupils who were eligible for Pupil Premium funding made more progress than other pupils in reading in Years 2, 4 and 6, but made slightly less progress in Reception, Years 1, 3 and 5;
- Pupils who were eligible for Pupil Premium funding made more progress than other pupils in writing in Years 2 and 4, but made slightly less progress in Reception, Years 1, 3 and 6, and over a point less progress in Year 5;
- Pupils who were eligible for Pupil Premium funding made more progress than other pupils in maths in Reception and Year 4. They made significantly more progress in Year 6; 4.7 points. They made slightly less progress in Years 1, 3 and 5;
- Overall, pupils who were eligible for Pupil Premium funding did particularly well in Years 2, 4 and 6, with their progress in line with or above other pupils in all three or two out of three subjects (all three subjects in Years 2 and 4 and reading and maths in Year 6);
- The most significant gaps were in Year 5, where pupils who were not eligible for Pupil Premium funding made almost two points more progress than other pupils in and writing.

What actions are required in 2017-18, and how will Pupil Premium funding be spent?

- We have employed dedicated Intervention Teachers in Early Years (two days per week) and Key Stage 2 (two teachers, five mornings a week) to ensure that vulnerable pupils receive even more support in English and maths lessons, and every pupil who needs an additional intervention programme can have it;
- We have also employed dedicated teaching assistants to deliver targeted interventions and class-based support in Early Years (five mornings per week) and Key Stage One (two TAs for one hour every day - 10 hours 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 order to provide additional support for vulnerable pupils, we have employed a teaching assistant who has been trained to deliver Lego Therapy (3 hours per week to incorporate planning and feedback time) and a teaching assistant who is delivering social skills groups (1 hour per week). We have also booked 'Drawing and Talking,' training for one teaching assistant in order that we can offer further emotional support from the Spring term;
- We will continue to staff early school opening to enable all pupils to start the day with mindfulness activities to support their emotional wellbeing.
- We will continue to ensure that all teachers are aware of which pupils in their class are eligible for Pupil Premium funding, using Quarterly Progress Tracking Spreadsheets alongside Pupil Progress meetings, so that they can target support and intervention 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 employ a range of strategies in a bid to increase enthusiasm for the core subjects: reading, writing and maths;
- We will increase parental contributions to pupil progress through the use of 'taught' sessions to up-skill parents;
- We will offer extra hours of learning for pupils in Upper Key Stage Two, where the curriculum content is more challenging;
- 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.