

Pupil premium report academic year 2017/2018

Reported by Abi Lee November 2018

Objective: To raise the achievement and attainment of PPG pupils and diminish the difference between ever 6 pupils and non-ever six pupils and free school meal and non-free school meal pupils.

Number of pupils and pupil premium grant (PPG) received.		
£1320- ever 6		
£1900 - adopted		
£300 - Services		
	September 2017- April 2018	April 2018- August 2018
	7/12 of funding	5/12 of funding
Total number of pupils on roll	352	342
Total number of pupils eligible for PPG	75	76
Total amount of PPG received	£57995	£42525
Total	£100520	

Process followed at St Pauls:

1. A staff meeting was held at the start of the academic year for all staff with aims of:
 - A) Recap what 'Pupil premium Grant' is.
 - B) Gain a clear picture where St Paul's are now and the impact of our work so far.
 - C) To inform staff of the updated pupil list.
 - D) Discuss best strategies that have been implemented and share success stories.
 - E) Share new ideas and initiatives
 - F) Write a case study per team of a success story not apparent in hard data.
2. Team meetings held to complete provision map for pupil premium group and targets set.
3. Pen portraits of all classes created and shared with class teachers.
4. End of year data analysed and team leaders identify which pupils at risk of underachieving in preparation for writing provision map in September. Strategies to support pupils implemented (see provision map).
5. Termly meetings held by all teams to monitor progress of pupil premium group, if pupils not making expected progress new initiatives and approaches discussed and implemented (review of provision map).
6. A. Lee complete learning walks to monitor the pupils learning styles and feedback given to staff to raise common concerns with pupil premium group.
7. During spring term data analysed by A. Lee to monitor and identify any year groups where pupils are not achieving/progressing, teacher and team leader met to discuss provision and appropriate changes made. (see analysis)

8. Monitoring of cohort progress carried out on termly basis and where there are concerns about a cohort meetings held with team leaders to discuss where new intervention or advice is needed.
9. Pupils' achievement and progress reported to governors and parents.

The data and information below shows the impact of the work through hard data, indicating that our strategies impacting positively on pupils; however there are many other stories to tell of individual successes that can be shown in a selection of case studies which can be discussed on request.

The headlines

- The gap in EYFS is gradually reducing from 2015 in GLD when spike of 2017 is removed.
- All pupils in EYFS made expected or better than expected progress with no gap in the PPG and NPPG.
- The gap over time (cohort) in KS1 has reduced since EYFS in all 3 areas.
- The gap over time (cohort) in KS2 for 2018 pupils has reduced in reading and writing.
- The attainment difference between PPG and NPPG in reading, writing and maths in KS1 has reduced since 2017.
- The attainment difference between PPG and NPPG at KS2 in R,W&M combined is the lowest in 4 years.
- The progress of PPG is greater than the progress of NPPG in reading at KS2.
- The gap between progress of PPG and NPPG in maths and writing has reduced since 2017.
- The average scaled score for PPG in reading and maths is significantly about national (+3.5)
- Attendance of PPG has increased since 2017

EYFS data

		PP <small>2015: 7 pupils 2016: 10 pupils(3 are wave 2/3 being assessed as SEN) 2017: 6 pupils (1 at wave 3) 2018: 9 pupils</small>	Non PP	GAP
June 2015	GLD	29%	66%	-31%
	PRIME	57%	72%	-11%
June 2016	GLD	40%	79%	50.4%
	PRIME	50%	85%	-35%

June 2017	GLD	66.7%	67.5%	-0.8%
	PRIME	83%	72.5%	10.5%
June 2018	GLD	63%	72.2%	9%
	PRIME	63%	72.2%	15%

Analysis of differences in attainment in EYFS in 2018

The non-pupil premium group achieved better than pupil premium in PRIME and GLD. The gap has increased since 2017 however has reduced gradually since 2015 in GLD if the spike of 2017 is removed.

The focus for 2018/2019 needs to be on PRIME

Progress

Expected/better than expected progress over 2 years in EYFS

Two broad phases development (e.g. W30-50mths to ELG) / two broad phases + (e.g. w30-50 months to Exceeding).

Nursery assessment 1 to reception end of year 6 steps or if they began in reception assessment 1 to end of year 3 steps.

Based on all pupils who attended **both** St Paul's nursery and reception (32 pupils)

	CL	PSE	PD	Lit	Number	All 5 Areas of Learning
Overall-expected/better than expected	100%	100%	100%	100%	100%	100%

Analysis

-All pupils both PP and NPP have made good or better progress, across all areas of learning, from YN baseline to the end of the EYFS (EYFS Profile)

Data in detail

IMPACT of the expenditure

Data gathered using IDS and I track – In school difference

Key:

Blue – positive difference

Red – Negative difference

2017/2018	KS1 (43 pupils 10pp, 33npp) Data I. Track & IDS			KS2 (43pupils, 18 PP, 25 NPP) Data I. Track , FFT & IDS			
	Reading	Writing	Maths	Reading	Writing	Maths	R,W&M
	Achieving expected standard	Achieving expected standard	Achieving expected standard	Achieving expected standard	Achieving expected standard	Achieving expected standard	Achieving expected standard
National all pupils	75%	70%	76%	75%	78%	76%	65%
NPP	82%	85%	91%	92%	88%	96%	84%
PP	70%	40%	70%	78%	78%	78%	78%
Difference St Paul's	12%	45%	21%	14%	10%	18%	6%
% when removing data from SEN support pupils.	78%	44%	78%	93%	93%	93%	93%
Difference and impact when removing data from SEN support pupils	4%	41%	13%	1%	5%	3%	9%
Number of pupils SEN support.	1 pupil			4 pupils 2 pupils EHC plan 2 pupils SEN support			

Analysis of attainment

KS1

- The non-pupil premium group achieved more than the pupil premium group in all 3 areas.
- The impact of removing the data of pupils with SEN support reduces the difference.

KS2

- The non-pupil premium group achieved more than the pupil premium group in all 3 areas. Of the pupils premium group.
- Impact on the data when data from SEN support pupils is removed from the group:

- Reading – the PPG achieve better than the NPPG so the difference is diminished (removed).
- Writing – the PPG achieve better than the NPPG so the difference is diminished (removed).
- Maths – the NPPG still achieved better than the PPG however the difference is significantly reduced
- Reading, writing and maths combined – the PPG achieve better than the NPPG so the difference is diminished (removed).

Attainment of cohorts over time

We now have data for pupils progressing through the school at KS2 to analyse if the gap has reduced in cohorts over time.

KS1

	EYFS Results 2015			KS1 results 2017			
Left Key stage 1 in 2017		GLD	PRIME	Reading	Writing	Maths	Story Reduction in reading however writing and maths a focus for the cohort and for KS1 in 2018.
	PP	29%	57%	63%	13%	50%	
	NPP	66%	72%	81%	73%	92%	
	Gap	31%	11%	18%	60%	42%	
	EYFS Results 2016			KS1 results 2018			
Left Key stage 1 in 2018		GLD	PRIME	Reading	Writing	Maths	Story The gap has reduced in reading, writing and maths.
	PP	28.6%	50%	70%	40%	70%	
	NPP	79%	85%	82%	85%	91%	
	Gap	50.4%	35%	12%	45%	21%	

Analysis of data:

- The cohort gap for 2018 pupils has reduced over time in all 3 areas.

KS2

Left KS2 in 2017	KS1 Results 2013			KS2 Results 2017(in original 2013 cohort)			
		Gap	Results of PP group	Gap	Results of PP group	Story	
	Reading	44%	56%	14%	83%	Reduced by 30%	
	Writing	33%	67%	18%	75%	Reduced by 15%	
	Maths	22%	78%	39%	58%	Increase of 13%	If 2 pupils who scored 99 included Increase of 3%.

Left KS2 in 2018	KS1 Results 2014			KS2 Results 2018 (in original 2014 cohort)			
		Gap	Results of PP group	Gap	Results of PP group	Story	
Reading	7%	75%	4%	88%	Reduced by 3%		
Writing	5%	81%	0%	88%	Reduced by 5%		
Maths	1%	88%	8%	88%	Increase of 7%	This represents 1 child who was moved to SEN support in year 3 for processing.	

Analysis of data:

- The cohort gap for 2018 pupils has reduced over time in reading and writing.
- The cohort gap for 2018 pupils has increased in maths over time (see above information).

Looking back at the difference.

Attainment in KS1

	Reading					Writing					Maths				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
PP	75%	75%	63%	70%	81	71	81%	13%	40%	88	71	75%	50%	70%	
NPP	82%	69%	81%	82%	86	92	63%	73%	85%	89	94	69%	92%	91%	
Gap	7%	35%	6%	18%	12%	5%	21%	18%	60%	45%	1%	23%	6%	42%	21%

Analysis of data

- The attainment difference between PPG and NPPG in reading, writing and maths in KS1 has reduced since 2017.

Attainment at KS2

	Reading				Writing				Maths				R,W&M combined			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
PP	93 %	77 %	83 %	78 %	71 %	62 %	75 %	78 %	79 %	85 %	58 %	78 %	71 %	62 %	58 %	78 %
NPP	97 %	88 %	97 %	92 %	97 %	75 %	93 %	88 %	97 %	94 %	97 %	96 %	97 %	75 %	93 %	84 %
Gap	4%	11 %	14 %	14 %	26 %	13 %	18 %	10 %	18 %	9%	39 %	18 %	26 %	13 %	35 %	6%

Analysis of data

- The attainment difference between PPG and NPPG in reading (stayed the same)
- The attainment difference between PPG and NPPG writing (18-10)and maths (39to 18)in KS2 has reduced since 2017.
- The attainment difference between PPG and NPPG at KS2 in R,W&M combined is the lowest in 4 years (6%).

Progress of pupils in KS2 using FFT- KS2 (43pupils, 18PP, 25 NPP) DATA: FFT

2017/2018	Progress scores by prior attainment group (IDS p33)			% Average scaled score in R,M
	R	W	M	
NPP	4.18	0.57	3.89	+3.6 (significantly above national)
PP	4.56	0.03	1.19	+3.5 (significantly above national)
Gap St Paul's	0.38	0.56	2.7	0.1
Gap 2016/2017	2.39	2.37	2.42	0.1

Analysis of data:

- The progress of PPG is greater than the progress of NPPG in reading
- The gap between progress of PPG and NPPG in maths and writing has reduced since 2017.
- The average scaled score for PPG in reading and maths is significantly about national (+3.5)

Attendance Using IDS data

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Pupil premium	92.773%	93.33%	94.36%	96.42%	94.30%	94.59%
Non pupil premium	96.416%	96.82%	96.5%	97.4%	96.02%	96.74%
Difference	3.643%	3.49%	2.14%	1%	1.7%	2.15%

Analysis of data:

- Attendance of PPG has increased since 2017
- The gap in attendance has increased however the attendance of NPPG has increased

New initiatives for 2018/2019 from analysis of 2017/2018

- Increase target afterschool clubs for PP group.
- Launch reading detective programme for year 5
- Continue with raising parents evening attendance by specific phone calls made to personally invite parents where PPG not attending.
- Fitness and social group for PPG from City.
- Vocabulary groups set up in KS2 for PP intervention groups with focus on experiences beyond Manchester.
- Prior learning groups set up in KS2 for PP intervention groups.
- Reading buddies paired with PP group in year 1/2
- Cooking facilities on site.

How was the money spent?

76 pupils eligible at maximum: £100520

Provision	Barrier to educational achievement	Allocation	Details	How will funding help overcome the barriers?	Impact
TA intervention	All barriers.	£69456	1 TA at a cost of £17364. 4x = £69456 Running interventions, class support, SEN groups one per team.	Increase rate of progress, fill Gaps in learning, targeted Support.	Analysis of data for interventions shows all pupils making progress. See I. track for evidence.
Parental involvement	Parental involvement Family circumstances	£300	£300= PEN membership PEN membership, events and coffee mornings, workshops.	Parents will be able to support pupils with homework. Workshops at school about Shared learning ensure parents Understand how to support.	Family worker regularly attended network meeting for up to date strategies for supporting hard to reach families and attendance. Staff informed of up to date workshops that parents can be sign posted to.

					Workshops running in all year groups to support learning at home.
Staff extra hours/target clubs	Literacy and numeracy skills Educational experiences Social and emotional	£1484	Target clubs (free) for PP group Homework £82.50x3 = £247.50 Reading £82.50x3 = £247.50 Food technology £165.00 x6 = £990.00 Total = £1484 Support in after school clubs, payment for extracurricular clubs, lunchtime clubs for target groups, including food technology and homework club.	Increase pupils vocabulary And life experiences so these can be used within their writing. Self-esteem and a desire to come to school and be part of a team.	Homework completed with support for all pupils attending. Feedback from reading group that pupils are regularly borrowing books from our library. Attendance on the food technology night improved for the group on this day.
Funding of clubs	All barriers	£612	10 pupils funded to join clubs for the 3 terms - £1080 £3x36x10	Increase life experiences Increase fitness levels, give Pupils an activity they like To inspire them to attend.	5 of the 10 pupils made good or better progress in end of year results in RWM. Attendance of 2 pupils increased. Pupil feedback was they enjoyed the clubs.
Transport competitions	Educational experiences Social and emotional Attendance	£221	25% of competitors from pp group so 25% of funding covered to ensure participation. To ensure parents don't pay for their child to participate in competition and to aspire.	Raise self-esteem raise aspirations.	Pupils who attended received medals and recognition in assembly and all reported that they enjoyed the competitions. This also gave pupils wider opportunities to write about in lessons and raised expectations and aspirations.
Employment of behavior consultant.	Social and emotional Attendance	£1100	Support for families and strategies for staff in school (KW) £50 per hour for 4 pupils 2 hours per month x11	To ensure pupils learn to Focus in class and can stay in Class for full sessions.	2 of the pupils reached expected in M,R,W at key stage 2 and were at risk of exclusion however ended St Paul's positively. 1 child on structured behavior plan which is successfully working. 1 child continuing with the support.
Specialist teacher SpLD	Additional needs	£825	£250 per day x 6 Teachers and teaching assistants trained in specialist programs to support pupils with specific learning difficulties and in reading development. Pupils worked 1on1 with teacher. Assessments of pupils.	Interventions match individual needs so rates of progress increased and gaps in learning reduced. Pupils to adopt strategies that	Progress of SEN pupils at the end of: Reception = 100% expected of better, Year 2 = 90% expected of better (1. track)

			£1650 /2 with SEN budget	ensure they can access the curriculum.	Year 6 = above national progress and 81% making good or better in RWM combined (itrack) Progress of pupils good.
Play leaders	Social and emotional	£1000	Lunchtime staff employed to ensure pupils engaged in activities at lunch and that pupils develop leadership skills. Focus pupils identified by staff and Los informed.	Improve behavior, increase Fitness, self-esteem.	Evidence of incidents from behavior books is low. Pupil participation in activity at lunch high. 4 pupils in KS2 engaged in lunchtime and turned behavior around end of year 6.
Family worker	Parental involvement Attendance and punctuality Family circumstance Social and emotional	£5280	Time to work with target families, home visits, attendance meetings, support completion of forms for benefits and transition. Funding is difference between TA cost and family supporter cost.	Ensure parents have tools to support children and home both emotionally and academically. Enable smooth transition to secondary. To improve levels of engagement in hard to reach families.	3 pupils won secondary appeals. See case studies from family worker for detail of individual impact.
Workshops for parents	Attendance and punctuality Parental involvement Poor literacy and numeracy skills.	£720	Supply cover for staff to plan and prepare workshops £155 x4 plus £100 resources	Parents to become more familiar with expectations and gain the tools to support at home, parents will see effects of missing school on pupils learning.	Attendance data for parents on workshops and feedback . EYFS - 95% attendance KS1 - increase in numbers from previous year and 80%target families attended KS2 - 75% of target families attended
Assistant head – pupil premium lead.	All barriers	£6032	1/2 day every week on closing the gap. Action plan and processes.	Target and monitor to ensure individualised programmes are appropriate To need.	Data and individual stories shows at KS2 and EYFS strategies are working. All reports written and pupils monitored regularly. Profile of PP group raised in school. Provision maps all running smoothly so monitoring effective.
SENCO work	Additional needs	£7235	½ day of week for focus of pupil premium group with additional needs plus time to meet with pupil premium lead.	Target and monitor to Ensure individualised programmes are appropriate To need.	Progress of SEN group above national and provision maps all running smoothly.
Ghyll Head	Family circumstances Educational experiences	£4458	5 pupils subsidised or paid for in full of the 18 PPG - £750 Subsidising year 6 residential trip to reduce cost for remaining 13 pupils. £3708.	To raise aspirations , self esteem so pupils have new vocabulary.	100% of the pupils that attended G. Head in the PP group progressed at expected of better in RWM.

					Attitudes in year 6 improved and self-esteem and levels of participation in school life increased with 16 out of the 18 pupils .
ICT	Social and emotional	£350	Purchase of I. Pad	Inspire pupils to want to Learn.	Number of incidents of violent behavior from child allocated with I. Pad reduced since introduction of I. Pad
Interpreters for families	EAL	£352	For review & parents evenings. £44 x 8 meetings	Communication on Expectations and ways to Support learning.	Child left St Paul's as expected in R,W,M and exceeded progress. Built links with parents in difficult transition.
Attendance	Attendance and punctuality	£2320	Office staff on first day call and attendance monitoring work ½ day a week £59.50	Pupils in class learning thus reducing lost curriculum time.	Increase in attendance of PPG by 0.29%
Breakfast club	Family circumstance Attendance and punctuality	£3456	Payment for 8 pupils to attend breakfast club for free	Improve punctuality so pupils in school and not missing interventions. Increase attendance Support families struggling to get pupils to school.	Attendance of 5 of pupils improved. 1 pupil in school for interventions now.
Specific target activities	Family circumstance Social and emotional	£144	Cost of transport and staff attendance.	To inspire and raise aspirations.	Pupil feedback positive and pupils recounts of trip reaching expectations due to improved vocabulary and real life experiences.

Spending - £105345

Budget - £100520

Overspend of £4825 – covered with money from: computing budget, team budgets, Sports funding grant, SEN support.