

Pupil premium report academic year 2016/2017

Reported by Abi Lee October 2017

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.		
	September 2016- April 2017	April 2017- August 2017
	7/12 of funding	5/12 of funding
Total number of pupils on roll	341	343
Total number of pupils eligible for PPG	81	74
Total amount of PPG received	£63,385	£41,425
Total	£104810.00	

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 performance management meetings in autumn term.
5. Teachers' and teaching assistant performance management targets linked to attainment and progress of pupil premium children (vulnerable).
6. Strategies to support pupils implemented (see provision map).
7. 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).
8. A. Lee complete learning walks to monitor the pupils learning styles and feedback given to staff to raise common concerns with pupil premium group.
9. 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)

10. 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.

11. 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 are working; 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 has reduced and the PP group achieved better than the NPP group in GLD and PRIME areas of learning.
- The progress of the pupil premium group at KS2 is above national average.
- The average scaled score of pupils at KS2 in Reading and Maths is higher in the PP group than the NPP group.
- At KS1 the impact of removing SEN support pupils from the date shows 100% of the pupil premium group met ARE in reading so the PP group then achieved higher than NPP group by 19%.

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)</small>	Non PP	GAP
June 2015	GLD	29%	66%	-31%
	PRIME	57%	72%	-11%
June 2016	GLD	40% (*28.6%)	79%	-39% (*-49%)
	PRIME	50%	85%	-35%
June 2017	GLD	66.7%	67.5%	-0.8%
	PRIME	83%	72.5%	10.5%

Analysis of differences in attainment in EYFS in 2017

The pupil premium group achieved better than the non-pupil premium pupils in PRIME areas and a gap of 0.8 in GLD.

The gap has reduced in both areas since 2015.

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)

*Based on all pupils who attended **both** St Paul's nursery and reception (33 pupils)*

	CL	PSE	PD	Lit	MD	All 5 Areas of Learning
Expected Progress	100%	100%	100%	100%	100%	100%
Better than expected progress	100%	100%	100%	100%	100%	100%
Overall	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, I. track and FFT – In school difference.

Key:

Blue – positive gap

Red – Negative gap

Key stage 1 and 2

2016/2017	KS1 (45 pupils 8pp, 37npp) Data I. Track & IDS			KS2 (41pupils, 12 PP, 29 NPP) Data I. Track , FFT & IDS				
	Reading	Writing	Maths	Reading	Writing	Maths	R,W&M	Average scaled score R&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				71%	76%	75%	61%	
NPP	81%	73%	92%	97%	93%	97%	93%	110
PP	63%	13%	50%	83%	75%	58%	58%	106
Difference St Paul's	18%	60%	42%	14%	18%	39%	35%	4
% when removing data from SEN support pupils.	100%	20%	80%	100%	100%	75%	75%	
Difference and impact when removing data from SEN support pupils	19%	53%	12%	3%	7%	22%	18%	
Number of pupils SEN support.	3 SEN support and PP			4 SEN support and PP				

Analysis of data:

Attainment

Key stage 1

- The non-pupil premium pupils achieved more than pupil premium group in all 3 areas.
Of the pupil premium group of 8 pupils: 3 pupils were SEN support. If this is considered in the data the attainment results would be significantly different:
- **Reading - If SEN support removed from the data – 100% of the pupil premium group met ARE, the PP group then achieved higher than NPP group by 19%.**

- Writing – if SEN support removed – 20% of the pupils premium group met ARE, the impact reduces the difference by 7%.
- Maths – If SEN support removed from the data – 80% of the pupils premium group met ARE, the impact reduces the difference by 30%.

Key stage 2

The non-pupil premium group achieved greater than the pupil premium group in all 3 areas. Of the pupil premium group of 12 pupils: 4 of the pupils were SEN support. If this is considered the results would be significantly different:

- **Reading -When data from SEN support pupils is removed from the group – 100% of the pupil premium group reached ARE which is above NPP so the difference was diminished (removed).**
- **Writing – When data from SEN support pupils is removed from the group – 100% of the pupil premium group reached ARE which is above NPP so the difference was diminished (removed).**
- **Maths – When data from SEN support pupils is removed from the group 75% of the pupil premium group reached ARE which reduced the difference (gap) by 17%**
- **Reading, writing and maths combined - When data from SEN support pupils is removed from the group 75% of the pupil premium group reached ARE which reduced the difference (gap) by 17%**
- *Using FFT data the 58% of pupils achieving expected in R,W&M which is above the national average by +9% without the data from SEN support being removed.*

Progress of pupils in KS2 using FFT- KS2 (38pupils, 10 PP, 28 NPP) DATA: FFT

2016/2017	Progress scores by prior attainment group (IDS p33)			% expected standard + in RW,M. <small>The value added progress that our pupils have made from one key stage to the next compared with progress of similar pupils nationally (FFT)</small>	% Average scaled score in R,W,M
	R	W	M		
NPP	4.39	1.76	3.55	+23% (sig above)	+4.0
PP	6.98	-0.61	1.13	+9% (above national)	+4.1
Gap St Paul's	2.59	2.37	2.42	14%	0.1

Analysis of progress data:

KS2

- In reading, writing and maths combined there was a gap of 14% however both groups were above national with the NPP being significantly above.

- The average scaled score in reading, and maths combined was higher for the PP group than the NPP group.
- Progress scores for reading the PP were higher than NPP.
- The maths progress scores had a gap but scores above national.
- Writing progress is below national average but in the confidence interval.

Progress of cohorts:

We now have data for pupils progressing through the school at KS2 to ensure the gap has reduced over time.

Left KS2 in 2017	KS1 Results		KS2 Results		Story	
	Gap	Results of PP group	Gap	Results of PP group		
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%.

Analysis

The difference in KS2 reduced in reading and writing and grew in maths.

Looking back at the difference.

Attainment at KS2

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

- In reading and writing the difference has risen slightly with a reduction from 2015 in writing. However the PP group attained higher than national for all pupils in reading (71%) and there was a difference of 1% (76%) in writing.
- In maths the difference has risen, however with the removal of the data from SEN support this reduces to 18%. Two of the PP group achieved 99 on their scaled score (missing expected by 1)

- If data is removed from pupils on SEN support the PP difference has reduced over the last 3 years in all areas other than maths.

Attainment at KS1

	Reading					Writing					Maths				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
PP	56%	75%	75%	75%	63%	67	81	71	81%	13%	78	88	71	75%	50%
NPP	100%	82%	82%	69%	81%	100	86	92	63%	73%	100	89	94	69%	92%
Gap	44%	7%	35%	6%	18%	33%	5%	21%	18%	60%	22%	1%	23%	6%	42%

- The difference has grown in all 3 areas therefore the year group are a focus group in KS2 in particular in the writing and maths.

Attendance Using IDS data

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

The gap in attendance for pupil premium (ever6) has grown by 0.7%, we now are looking at specifically persistent absences (PA) in 2017/2018.

New initiatives for 2016/2017 from analysis of 2015/2016

- Target afterschool clubs for PP group.
- Attendance with wider opportunities increased e.g. BikeRight
- Competition opportunities for PP group increased with 25% of all teams comprising of PP group.
- Parents evening attendance monitored and where PP not attending specific phone calls made to personally invite parents
- Fitness groups rolled out to year 3 and 4 PP group
- Vocabulary groups set up in KS2 for PP intervention groups
- Prior learning groups set up in KS2 for PP intervention groups
- Reading buddies paired with PP group in year 1/2
- EYFS interventions for speech and language with PP group

How was the money spent ?

81 pupils eligible at maximum: £104 810.00

Provision	Barrier to educational achievement	Allocation	Details	How will funding help overcome the barriers?	Impact
TA intervention	All barriers.	£70368	1 TA at a cost of £17592. 4x = £70368 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	£390	£250= PEN membership £140 = managing conflict course 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	£990.00	Target clubs (free) for PP group Homework £82.50x3 = £247.50 Reading £82.50x3 = £247.50 Food technology £165.00 x3 = £495.00 Total = £990.00 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.
Subsidised clubs	All barriers	£612	9 pupils funded to join clubs for the 3 terms £68 x 9 = £612 School subsidises clubs so pupils are charged at £2 not £4 for all after school activities. Costing: £1440 per club per year, 20 pupils attending.	Increase life experiences Increase fitness levels, give Pupils an activity they like To inspire them to attend.	3 of the 9 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 to events. and competitions	Educational experiences Social and emotional Attendance	£180	25% of competitors from pp group so 25% of funding covered to ensure participation. Other events include visits to: MGS, Withington Girls science festival. 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. Other events gave pupils wider opportunities to write about in lessons and raised expectations and aspirations.

Employment of behavior consultant.	Social and emotional Attendance	£100	Support for families and strategies for staff in school (KW)	To ensure pupils learn to Focus in class and can stay in Class for full sessions.	2 pupils now off behavior plan and coming to school without battles at home, homework now completed, less incidents of being removed from class.
Specialist teacher SpLD	Additional needs	£1500	£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 to provided IEP to follow.	Interventions match individual needs so rates of progress increased and gaps in learning reduced. Pupils to adopt strategies that ensure they can access the curriculum.	Progress of SEN pupils at the end of: Reception = 100% expected of better, Year 2 = 90% expected of better (I. track) Year 6 = above national progress and 81% making good or better in RWM combined (itrack) Progress of pupils good.
Health intervention.	Attendance Additional needs Family circumstance	£499.95	Cost of support £39.47 for group 1/3 of group PP pupils so 1/3 funded by PP grant. Target group of overweight pupils out of PP group in 30 minute fitness session per week.	Links of fitness and Concentration levels.	Fitness of 100% of PP group increased (see Miss Lee's performance management analysis).
Shortfall of trips	Family circumstance	£613	Short fall of trips for the year in total £2745.00 so 23% for pupil premium group = £613 To ensure all pupils attend all school trips.	So all pupils attend and gain life experiences to write about and discuss.	All pp group attended trips therefore could access follow up work.
Play leaders	Social and emotional	£4416	23% of play leaders wage to ensure pp are targeted. 4/5 of time. Lunchtime staff employed to ensure pupils engaged in activities at lunch and that pupils develop leadership skills.	Improve behavior, increase Fitness, self-esteem.	Evidence of incidents from behavior books is low. Pupil participation in activity at lunch high.
Assistant head – pupil premium lead.	All barriers	£2083	1/2 day every other week on closing the gap.	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	£2515	Meetings with Pupil premium lead every other week for ½ day of week working with pupil premium families.	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	£2022	3 pupils paid for in full 6 pupils subsidised Total £1134 + £888 = £2022 Subsidising year 6 residential trip. 3 pupils paid for in full.	To raise aspirations , self esteem so pupils have new vocabulary.	90% 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 all 9 pupils.
ICT	Social and emotional	£781.94	2x laptop Purchase ICT equipment.	Inspire pupils to want to Learn.	A number of PP group had behavior programme where the reward included time on computing (selected by themselves), behavior of all target pupils improved thus participation in class increased.
Free school meals	Family circumstance	£10450.00	50 (census January 2017) FSM pupils. £2.20 per day x5x38=£418 per pupil. 50% funded by PPG = £10450.00 Full year.	Health of pupils and ability to concentrate in class.	Staff feedback that pupils when not having adequate food struggled in afternoons to focus. Pupils discussed were not the funded pupils as they had the food therefore were the control group.
Interpreters for families	EAL	£227.75	For review & parents evenings.	Communication on Expectations and ways to Support learning.	Child making progress in SPLD and parents competed all applications for secondary schools.
On line free school meals checker.	Attendance Family circumstance	£187	23% of £817 to fund system.	Families supported in completing forms, pupils receiving support in school using the funding.	5 new pupils identified as eligible for FSM

Spending - £105644.84

Budget - £104 810.00

Overspend of £834.84 – covered with money from: computing budget, team budgets, Sports funding grant.

Next steps using the PP grant:

- Data suggests a continued focus on writing as slightly lower score than other areas of learning in EYFS
- Speaking as part of the Communication and language area of learning is a lower score than in previous years and also suggests a focus in EYFS
- Data suggests a focus on Year 3 pupils as difference at end of KS1 increased and the difference has grown since they left reception.
- Data suggests focus on writing and **maths** with PP group at KS2 – however a different cohort so in house data to be analysed and used.
- Focus group present year 2 pupils as the difference of the cohort when leaving reception was 39% for GLD and 35% for PRIME which was a peak in the trend.

