

Pupil Premium Report 2016-17

Our initial grant for 2016-17 was £56000 but rose to £69700 by the end of the year.

It was a mixed year for our cohorts of PP/FSM6 children. Some significant successes in statutory testing include:

- Almost all Y1 PP children reaching the expected standards in the Y1 Phonics test. 4/5 children in this group are at ARE for reading (and one is close), and one is exceeding. If this results in 80-100% ARE in reading for PP in next year's Y2 reading SATs, this would be much higher than previously (and demonstrates how volatile small cohort attainment can appear when affected by SEND/travelling)
- One PP child progressing from 1 at EYFS in Reading to EXS in Y2 SATs Reading Test and TA
- Our two PP children in the Y6 higher attainment band greatly outscored their higher prior attainment peers in average scaled scores in their SATs tests (112.3 compared to 109 according to FFT Aspire).
- Our four BME Y6 PP/FSM6 children greatly outperformed all their peers in scaled scores Re/Ma
- One of lower prior attainment PP children in Y6 progressed very well, reaching EXS from lower prior attainment in all areas
- One PP child in Y6 made fantastic progress from well below national expectations at age 7 to expected standards at 11

Overall, however, the picture is more mixed and there remain gaps in progress and attainment to address. Disadvantaged children's progress in the last Y6 cohort for Reading, Writing and Maths was -0.98, 0.03 and -2.18 respectively: this is generally within the national average band and would not have been close to triggering any floor target criteria if applied to the cohort as a whole. Pupil Premium/FSM6 attainment overall was low at both Y2 and Y6 and none of the three PP in EYFS attained a GLD. Although attainment for some PP children is strong in current Y2, we are concerned by attainment and progress of PP children in current Y5 and Y6 (including a relatively high proportion of SEND in small cohorts).

Key barriers for our PP/FSM6 children include:

- A relatively high prevalence of SEND and medical issues
- A relatively high prevalence of family difficulties
- Relatively poor attendance for some children

However, the needs of this group are far from homogenous and provision needs to be tailored for individuals and small groups.

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In 2016-17, our expenditure was focused on:

Expenditure	Focus	Cost	Impact
EYFS Early Intervention (morning role)	Supporting children, particularly PP, with early intervention around PSED and key skills. Support in classrooms and in intervention groups.	£10000	<p>There were only three PP children in the Reception cohort and all had on entry data below expectations. None of these children achieved GLD in literacy and maths by June, but one did by the end of term (and another was very close).</p> <p>Two of the children made progress comparable to the rest of the cohort: whilst the gap wasn't closed, it didn't increase. One PP child that joined us after the start of the Reception year made less than expected progress, at least partially due to poor attendance and late on-entry data for number that was quite high.</p> <p>This role was not as effective as hoped last year. The person that started the year in the role had significant time off due to ill health and left the school mid-way through the year. She was replaced with an agency worker until the end of the year.</p> <p>In 2017-18, a new person is in this role and is more carefully line managed. One focus must be attendance: the two children that made least progress were the worst attenders. Both these children have much better attendance so far in Y1 (100% and 90% for half term 1), and this is partly due to Learning Mentor and Children Centre engagement with these families.</p>
Y2 Intervention role (afternoons)	1 st Class @ Number intervention	£7000	None of the PP children scored higher than 1 in any EYFS core area: R, Wr or number.

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	<p>1stClass@Number is a small-group intervention delivered by teaching assistants and is intended to support pupils struggling with numeracy in Year 2. It consists of 30 half-hour lessons, normally delivered 3 times a week for 10 weeks in addition to normal mathematics instruction.</p> <p>1:1 Reading Booster intervention</p>		<p>Data tracking for the 1st Class@Number first cohort is problematic as the researchers will not release the end of year assessment data to us (as we had expected). This means that the first two PP children don't have progress data that can be included in this report. Neither child reached EXS in SATs: one traveller boy was travelling in the test period and the other has SEND and had a starting point from Y1 in the bottom 10% according to the researchers' baseline assessments.</p> <p>PP Child 3 made 1yr 3 months progress (Sandwell) over the course of the 3 month 1st Class@Number intervention (second cohort). She did not quite reach ARE in maths (PP Child 3 scored 1 in EYFS in Ma).</p> <p>Reading Booster: PP child3: 3 year progress in book bands and 101 scaled score in Reading SATs. This child was the only one of five in this intervention that reached ARE. This represents good progress and a narrowing of the gap for this child as she previously scored 1 (in EYFS) and 1Beg+ (at end of Y1) for reading.</p>
<p>Training for 1st Class @ Number</p>	<p>Training to deliver intensive support in numeracy in Year 2</p>	<p>£1000 + £1000 cover/equipment costs</p>	<p>TA delivered effective interventions that were monitored by SLT. She reports being very confident with this intensive intervention and is keen to do it again.</p>

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<p>Y1 literacy Intervention role (four mornings)</p>	<p>FFT Wave 3 literacy intervention Support with phonics, reading and writing. Generally 1:1 sessions.</p>	<p>£7000</p>	<p>4 out of 5 PP children passed the phonics test. The one child that missed it, did so by just one mark. All PP children at ARE in reading except one, with one exceeding ARE.</p> <p>All children accessing the FFT Wave 3 intervention showed good progress.</p>
<p>Y4-6 Tutor Trust</p>	<p>1:1 or 1:2 sessions with a trained under or post graduate student for 1 hour per week (half term 2-5) focussing on literacy and numeracy as directed by link teachers.</p>	<p>£13000</p> <p>This final bill was less than initially anticipated due to tutor absence</p>	<p>Positive feedback from children and parents.</p> <p>In Year 6, the % of PP making expected progress over the year according to our CM tracking in R, Wr and Ma was 90, 100 and 80 compared to 98, 91 and 94 for the rest of the cohort. These figures were pleasing, with the exception of maths.</p> <p>In Year 5, it was 71, 86, 86 compared to 79, 96, 82. In this cohort the PP gap in progress was relatively small and equated to one child. There remains, however, a significant attainment gap.</p> <p>In Year 4, it was 64, 64, 55 compared to 96, 91, 78. This progress gap was more alarming and is being addressed it Y5 by two new maths interventions and, most importantly, some access to Early Help and specialist assessment for three children of particular concern (each PP child represents approx. 10% in the data above).</p>

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50% contribution of Learning Mentor time	Leadership of EHAs, pastoral support, family links, attendance	£7000	Leading and coordinating work on attendance, Early Help and access to cluster and other mental health services. Pastoral support and work to remove SEMH barriers. Sarah has had considerable success keeping vulnerable children in school and maximising their attendance that, otherwise, could have been much lower. Approximately half her workload relates to PP children and their families.
Teacher PP Time KS1 (2 x 30 mins per week)	Y1 reading with three individual PP children Y2 Reading Comprehension intervention group, including two PP children	£2000	Y1 Reading: the three PP children in this intervention all passed Y1 Phonics and were at least 1Sec in Reading at the end of the year. 1 child was 1Exc for reading. Y2 Reading Comprehension group: all children reached EXS, including two PP children (showing accelerated progress from Rec and Y1).
Teacher PP Time KS2 (3 x 30 mins per week) to liaise/plan Tutor Trust	Link tutors to liaise between all class teachers and tutors to facilitate communications and planning of personalised work for tutees.	£3000	This arrangement was partially successful but worked less well than hoped. Having link teachers that weren't the actual class teachers introduced a less-than-ideal arrangement in terms of planning and communication. For 2017-18, communication has been redirected explicitly to the class teachers.

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Leadership of KS2 Intervention	Leadership and coordination of all assessment and intervention in KS2, focussing particularly on PP children. Quality assurance of key areas such as Guided Reading. Monitoring and challenge around pupil progress.	£5000	Very positive feedback from colleagues on the impact of this role in Staff Survey June 2017. Training followed by two rounds of observations showed very positive impact in QA of Guided Reading in KS2.
Class TAs	General targeted support in the classroom, delivery of IEPs and small group interventions	£13000 (10% of expenditure on class-based TAs Y1-6)	<p>For example:</p> <p>Y3 support for a PP boy with behavioural needs including transition support, entering tasks, individual spelling programme: this enabled this child to have a MUCH more successful Y3. Daily collection of poorly attending girl led to big increase in attendance and punctuality.</p> <p>Y4 maths booster group; IEP for PP child with SEND leading to separate programme of work in maths; Rapid Reading and Project X literacy interventions targeted at PP children.</p> <p>Y5 spelling intervention and Alpha to Omega for two PP children. 1:1 reading and other IEP work for PP children.</p> <p>Y6 Grammar intervention was very successful: 10/11 were AS with an average scaled score of 104. Three of these children were 1b in writing at KS1;</p> <p>Differentiated maths support for 2 children. Mentoring.</p>

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Non-academic impact

We also ensure that PP expenditure contributes to progress beyond academic success. Most notably, three PP children who previously lacked confidence had speaking parts in the Leavers' Show. Mentoring by Tutor Trust under and post graduates is designed to support the raising of aspiration. Where necessary PP monies support families to afford trips, music tuition and residentials.

Impact on other children

Non PP children have benefitted from most of this provision by being included alongside their PP peers in interventions, mentor time and shared access to class TAs. They have also benefitted from improvements to teaching practice as a result of work by the Intervention Leader.

Principal Changes in 2017-18

- Increased focus on attendance of PP children
- Improvements to KS2 maths interventions: engagement with intense Success@Arithmetic 'Number Sense' and 'Calculation' programmes.
- Improvements to Tutor Trust programme, particularly around communication and planning systems. Need to ensure that the tutors stretch the most able.

"Time needs to be invested to support the whole child - not just academics - to build up confidence, trust, belonging and aspiration." Kate Heap (Assessment and Intervention Leader)