



Pupil Premium Impact Report 2017/2018

The Pupil Premium is additional funding for publicly funded schools in England to raise attainment of disadvantaged pupils and close the gap between them and their peers. The aim is to increase social mobility, attainment and progress.

The Government believes that schools should decide how the Pupil Premium is allocated and spent. It is felt that Head teachers are best placed to assess what additional provision should be made for individual pupils within schools. Therefore schools are required to utilise this funding to improve the outcomes for disadvantaged pupils and report on the impact of spending.

Our Pupil Premium funding is allocated following a needs analysis which will identify priority groups, individual pupils and resources. Limited funding and resources means that not all FSM children will receive intervention and additional support at the same time.

As a school we work hard to ensure that the maximum number of pupils benefit from the funding. All pupils in receipt of Pupil Premium funding receive additional support and resources. We actively promote equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where we follow our Mission Statement, ***Bringing Learning to Life***, so that all our children can Thrive and achieve their full potential.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. All matters relating to the Pupil Premium are reported to the governors via the Curriculum, Resources and Standards Committees, ensuring that the school is held to account for the impact of spending.

As part of our rationale for Pupil Premium, we identify Main Barriers to attainment, achievement and progress.

Some of our disadvantaged pupils start school well below national expectations as a result of limited experiences and opportunities. In order to address the gaps in development and attainment we direct a range of resources, support, interventions, programmes and strategies for children and their families.

Barriers and challenges faced by some of our disadvantaged pupils are many and varied. There barriers often increase in complexity as the children get older.

Barriers may include:

- Poor language and communication skills.
- Limited life experiences and opportunities
- Poverty and limited financial resources
- Poor attendance
- Stressful and complex home background/circumstances

- Lack of employment and historical unemployment
- Mobility/transient families
- Challenging behaviour
- Low self-esteem and lacking in self confidence
- Substance misuse
- Poor mental health
- Poor nutrition and routines
- Poor quality housing
- Limited access to technology
- Limited involvement in education
- Low expectations and limited aspirations for themselves and their children

What was the impact of Pupil Premium last year - 2017/18

The school carries out regular assessments to track pupil attainment and progress. This information is used to monitor and evaluate the impact of PPG and school funding. If your child takes part in an intervention programme we will measure how they are doing at the start of the programme, and the end so we can see the difference, and the progress made. Our positive data is a result of good teaching, learning support and resourcing provided in part by the Pupil Premium Grant funding.

We continued to use the funding this year to closely target Pupil Premium pupils, who have not previously met or are not on track to achieve age related expectations by the end of their year or not making expected progress at half termly progress meetings.

We will report to parents at 'Parents Evening' and in our Mid-Year Progress Report to parents in Spring Term; but if you would like any information on your child's progress please do not hesitate to talk to the class teacher at the end of the day to arrange a convenient time. Your daily support with any homework, daily reading and number facts is always so important and does make a big difference to children's learning. Please talk to the class teacher about how you could help.

Look out for our 'Meet the Teacher' evening and learning workshops where we will give you more information about how we teach your child and how you can help.

If you are not sure if your child could be entitled to Free School Meals please speak to our office, they will be glad to help you.

Allocation September 2017

Number of pupils and pupil premium grant (PPG) received 2017/18	
Total number of pupils on roll	242
Total number of pupils eligible for PPG £1320	101 x £1320 =£133,320
Amount of PPG received per pupil Service children PPG x 3 (£300 per pupil)	£300 x 4= £1200
Amount of PPG received per pupil LA children PPG x 3 (£1900 per pupil)	£1900 x 4 = £7600
Total amount of PPG received	£142, 120

Objectives for spending Pupil Premium Grant 2017 - 18

1. Raise attainment to meet and exceed national attainment averages and accelerate rates of progress for identified groups by addressing barriers to learning. Specifically, in Early Years and Key Stage 1, to narrow the gap between those disadvantaged pupils.
2. To provide resources, including staffing, to enrich and deliver the rich and broad curriculum
3. To support current Free School Meals families access a range of services, extra-curricular activities and school events.

How we spent our Pupil Premium Grant 2017 - 18

Proposed Use of PP Spending & Opportunities to enhance the PP Provision	Predicted Impact	Outcome July 2018 Review of Impact & Next Steps
CAMHS Training	SD to cascade training in how to support children and families with mental health issues. Will be able to support our more vulnerable	Staff feel more knowledgeable and confident, range of strategies used to support pupils and families <ul style="list-style-type: none"> - Thrive Approach Training - More support for EYs families - Play Therapy - Measuring impact of specific interventions
Resources bought for SEMH Range of intervention and support programmes and practical resources Nurture Room created	Used by children & FSW Focus on providing tier 1 and 2 support for children and families with social and emotional difficulties	<ul style="list-style-type: none"> - Relocating of Nurture room to library for daily access - Relocation of Learning & Behaviour Mentor more centrally in school - Adopted Thrive Approach so this will become the main school tool - Relaxation & Thrive Intervention room set up in Family Centre
Edsential Training - SEMH for all staff	Greater understanding of children with SEMH	<ul style="list-style-type: none"> - Staff feel more knowledgeable and confident, range of strategies used to support pupils and families - Also had additional training from Gilbrook Outreach on dealing with SEMH and challenging behavior in the classroom - Outreach work delivered by LA behavior advisory teacher, Alison Grimshaw on peer massage and a holistic approach to managing behavior
PE & Sport Lead Teacher 2 Sports Apprentices	Access to more sport and active enrichment opportunities	<ul style="list-style-type: none"> - 90% more sports clubs - 85% more fixtures - New clubs Cross Country, fencing, archery, Judo, street dance - To continue and source different sports to bring in - 75% increase in PP children accessing sport and PE activities
8 additional days of Educational Psychologist Support	Identification of additional needs	<ul style="list-style-type: none"> - Staff felt more supported - Early intervention - Focus on providing strategies for teaching staff - Enabling EHCP applications to proceed
Subsidised educational visits, visitors, enrichment days and residential	Opportunities for all children to experience a broad and balanced and enriched curriculum	<ul style="list-style-type: none"> - To continue to map out enhancements half termly - Look at how these experiences are captured and evaluated for impact on our pupils

EYFS Lead Teacher additional Release time	Focus on targeting speech and language development of EY pupils	<ul style="list-style-type: none"> - All children made expected + progress on their baseline WELCOMM
KS2 Teacher additional release time	Pupil Premium Champion, to address gaps and work with children in small groups in afternoon sessions	<ul style="list-style-type: none"> - Change in staffing cut short the time allocated for intervention - Summer term 1 focus only on Y5/6 pupils
More pro-active-PP awareness and encouraging families to accept the funding	More pupils on PP than before, increased awareness and funding for school	<ul style="list-style-type: none"> - Raised awareness in school - Fortnightly mention on newsletter - Staff approaching parents during parents evenings
Family Support Role in School	To support vulnerable pupils and families	<ul style="list-style-type: none"> - Families continue to feel supported - Now to focus on hard to reach families and engaging those with poor attendance
Attendance Officer Support Role	Consistent approach to support for vulnerable families and children	<ul style="list-style-type: none"> - Change in admin staff saw the role change - Develop the role of learning and behaviour mentor to take this on
Half termly Child Causing Concern Meetings- multi agency	Meetings held to identify those children and families who may need extra support before any social care intervention, targeted support and intervention from a range of agencies	<ul style="list-style-type: none"> - Better information sharing and able to plan for provision - Need to look how this is tracked and evidenced for impact
Target Tracker-computer tracking system	Identifies and tracks pupil premium children, able to track progress of our disadvantaged pupils easily	<ul style="list-style-type: none"> - Teachers feel more confident in accessing data and information about target groups - Look at how Target Tracker records and tracks quantitative data
Cohort Overviews introduced	To easily identify PP children and assess whether on track, teachers and SLT more aware of the progress of those disadvantaged pupils and the areas for development and individual targets	<ul style="list-style-type: none"> - need to continue with the change in staff - Need to look at tracking PP pupils and the interventions given, academic and social, emotional.
Networking- links with outside agencies and school to school support	Locality social worker in to support families, a wider range of agencies working with school to support families and children, share a range of expertise in the community and links to support groups and	<ul style="list-style-type: none"> - Change in Early Help Team in LA, need to arrange a meeting with EHSW Kerry McMahon
PP Website Audit G&M Murphy Ltd.	An audit of the website in terms of the PP information that we currently have published and what needs to be addressed- actions set for summer term	<ul style="list-style-type: none"> - Good CPD for SLT to raised awareness - Reports are now more focused - Information on the school website more detailed
Early years-Speech and Language Resources purchased	To encourage Talk for Writing, identified as an area for development for our PP children in EYFS	<ul style="list-style-type: none"> - Increase pupils achieving ELGs for communication and language development

Purchased small world resources for role play/talk	Welcom screening identified that our EYFS PP children were scoring below non PP children so more resources that promote talk and communication purchased	<ul style="list-style-type: none"> - Good WELCOMM progress for all pupils • The gap between FSM6/ NFSM6 is +7% for achieving expected+ in all areas -
Change to start of school day	1:1 support TAs in class at 8:45, increase in punctuality for all children, support available for those children, hard to reach families are more engaged in school	<ul style="list-style-type: none"> - A calmer start for all pupils - No lost learning time - Toast club started in January 2018, free to PP pupils

Planned Provision & Continued Allocation Pupil Premium Grant 2017 - 18

Additional Speech and Language to support vulnerable pupils who are causing concern - fortnightly visits from Speech Therapist to increase attainment and progress in phonics, reading and writing
Every class allocated additional support every morning to support the learning of vulnerable groups so that all pupils make at least expected progress-Gap busting, Early Bird interventions etc
Solution focused therapy is used to address the emotional well-being of more vulnerable pupils on a 1:1 basis so that they are able to learn more effectively
Learning mentor-1:1 support for children with a range of needs
Specific support programmes funded to support the learning of pupils and address gaps in learning. These include: social and communication programmes, speech and language programmes, dyspraxia programmes, phonic support and maths initiatives eg Numbers Count
Increased staffing to target Pupil Premium pupils to increase attainment and progress in English and Maths
Out of hours activities funded to support individuals during term and holiday times
Purchasing new books to inspire and develop daily reading and response
Vouchers offered to spend at the annual book fair to encourage reading
A reduction towards class trips and visitors
Part funding towards new resources to inspire learning linked to new curriculum
1 free after school club per term from clubs which charge a fee
Homework and Computer Access/Club for Pupil Premium pupils, weekly
Targeted intervention and support from 1:1 tuition
More Able Pupil Premium groups run by senior teacher with experience of tutoring
Purchasing of high quality resources for Early Years Pupil Premium to promote quality talk and language skills
Additional TA support for EYFS and Key Stage One to address early intervention and challenge for pupil premium children to reach their potential

Pupil Premium Data Outcomes 2017/18

End of Foundation Stage

	All	FSM6	NFSM6	GAP	DA	NDA	GAP
2017/18	64%	64%	64%	0	64%	64%	0
2016/17	50%	58%	46%	+12%	58%	46%	+12%

- In 2017 our FSM pupils outperformed those who were not entitled to FSM
- The gap between the disadvantaged and non-disadvantaged has closed in 2018
- 87% of our 'home grown' pupils achieved GLD and we have seen the greatest progress made from those who joined us in our 2 year old provision and were entitled to deprivation funding

- The gap between the two groups is +7% for achieving expected+ in all areas
- Our FSM pupils achieving GLD is 7% above LA, 57% FSM6 achieved GLD across the authority

Phonics

Year 1

	All	FSM6	NFSM6	GAP	DA	NDA	GAP
2017/18 Pass	78%	67%	84%	-17%	69%	83%	-14%
2017/18 Av. Mark	33.1	28.8	35.3	-6	29.0	35.5	-7
2016/17 Pass	77%	66%	84%	-17%	66%	84%	-18%
2016/17 Av. Mark	35.1	34.8	35.2	0	34.8	35.2	0

- The gap between the disadvantaged and non-disadvantaged has narrowed slightly
- The average mark has dropped for those entitled to FSM
- Phonics for our disadvantaged pupils will be an area for development this year

Year 2

	All	FSM6	NFSM6	GAP	DA	NDA	GAP
2017/18	96%	100%	94%	+6%	100%	94%	+6%
2016/17	97%	94%	100%	-6%	94%	100%	-6%

- 100% of our FSM pupils passed the Phonics Screening Test at Year 2
- Our disadvantaged pupils outperformed our non-disadvantaged

Key Stage 1 Outcomes

31 Pupils, 13 FSM6/ Disadvantaged Pupils

2016/17 data in brackets

		All	FSM6	NFSM6	GAP
Reading	EXS+	48% (62%)	46% (61%)	50% (64%)	-4% (-3%)
	GD	10% (17%)	8% (22%)	11% (9%)	-3% (+13%)
Writing	EXS+	52% (55%)	39% (56%)	61% (55%)	-22% (+1%)
	GD	0% (10%)	0% (11%)	0% (9%)	- (+2%)
Maths	EXS+	65% (66%)	62% (63%)	67% (78%)	-5% (-15%)
	GD	10% (17%)	8% (17%)	11% (18%)	-3% (-1%)
RWM	EXS+	45% (52%)	39% (50%)	50% (55%)	-11% (-5%)
	GD	0% (7%)	0%	0%	-

- There are gaps in attainment for all areas
- The gap between FSM and non FSM pupils achieving expected standard in RWM has widened but is still narrower than that of the LA, -18%
- There was a -17% gap at the end of F2, so the gap has narrowed

- The widest gap for disadvantaged and non-disadvantaged pupils is in writing
- The % of FSM6 pupils meeting the expected standard in writing is 16% LA FSM6 pupils across the authority
- The gap has narrowed in Maths since 2017
- Science gap is still an issue, -17%, is narrower than -26% in 2017 but our FSM6 pupils are 31% below national

Key Stage 2 Outcomes

28 Pupils, 15 FSM6/ Disadvantaged Pupils

KS1 APS Disadvantaged 14.8, Non Disadvantaged 13.5

2016/17 data in brackets

		All	FSM6	NFSM6	GAP
Reading	AS	39% (73%)	40%	38%	+2%
	HS	4% (14%)	7%	0%	+7%
	Scaled Score	98.8	99.3	98.2	+1.1
	Progress	-3.3 (+1.4)	-3.5	-3.4	+0.1
	Near Misses	32%	33%	31%	-2%
Maths	AS	54% (41%)	47%	62%	-15%
	HS	0% (9%)	0%	0%	-
	Scaled Score	99.3	98.9	99.9	-1
	Progress	-2.4 (-2.0)	-3.1	-1.6	-1.3
	Near Misses	25%	40%	8%	-32%
Writing	EXS+	54% (77%)	53%	54%	-1%
	GD	7% (9%)	7%	8%	-1%
	Progress	-2.0 (+1.7)	-2.7	-1.2	-1.5
RWM	AS	29% (36%)	27%	31%	-4%
	HS	0% (0%)	0%	0%	-

- Our disadvantaged pupils performed well on the Reading Test and made more progress
- The gap between FSM and non FSM pupils achieving expected standard in RWM has narrowed by 1% and still continues to be significantly less than National and Wirral.
- Our disadvantaged pupils' attainment and progress was higher in Teacher Assessments indicating an issue with testing for our more vulnerable pupils
- 40% of or FSM6 pupils had a near miss in Maths, 32% higher than non FSM6 pupils in the cohort and 23% higher than other FSM6 pupils in the authority