



PUDSEY PRIMROSE HILL PRIMARY SCHOOL

Pupil Premium in 2016-17

We were allocated £83,360 for the academic year 2016-17. This was generated by 56 pupils who had been eligible for Free School Meals, (Ever 6); one pupil from a service family and 3 pupils adopted from care (post CLA). We received this money in instalments and these funds were in addition to the main school budget.

Funding has been used in line with the Pupil Premium strategy agreed by Governors with a focus on raising standards for disadvantaged pupils.

Almost a quarter of our pupils who are in receipt of Pupil Premium Funding are also on our SEND register and so support is needed in order to help them overcome additional barriers to learning.

In Early Years we identify those pupils who have been in receipt of funded provision for two year olds as a group of vulnerable pupils, pending an allocation of Pupil premium Funding. We also take account of those who have older siblings in school who are funded through Pupil premium as this is an indicator that pupils in EYFS may also be eligible by January in Reception class.

Priority: To narrow the disadvantage gap by raising attainment of pupils from low income families and those post CLA. We recognise that not all pupils who are socially disadvantaged qualify for free school meals and that not all pupils in receipt of pupil premium funding are socially disadvantaged.

We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged and/or are of a vulnerable nature.

Success Criteria:

Targeted additional support which enables all pupils, however financially or socially disadvantaged to:

- improve attainment levels and rate of progress
- close attainment gap relative to school averages for non-PP and non-LAC averages
- have full access to curricular and extra-curricular activities

All of our work through the pupil premium will be aimed at closing gaps, this will predominantly be focused on closing attainment gaps but may also be focused on providing additional opportunities or experiences for pupils.

Barriers to learning:

The main barriers to learning for some of our disadvantaged pupils when compared as a group to non-disadvantaged pupils are:

- Poor literacy, numeracy and communication skills
- Narrow life experiences
- Lack of resources
- SEMH needs
- Family Circumstances
- Lower attendance

All of our work to address the specific needs of disadvantaged pupils will be aimed at closing gaps through addressing the barriers outlined above.

We used the 2016-17 funding as follows:

Specific Actions	Anticipated Cost	Total
Reduce class group sizes in Years 4, 5 and 6, thus improving opportunities for more focused teaching and effective Assessment for Learning to raise standards and removing need for mixed age classes. This is aimed at raising standards for all pupils, including the more able and in particular those in receipt of Pupil Premium and other disadvantaged or vulnerable pupils.	X0.5 FTE teacher £20,000 from PP budget and X0.5 FTE from School Budget (additional 20K)	£20,000
Increase TA by appointing an additional 0.5 TA to work on specific interventions throughout KS2 thus improving the range and quality of interventions offered. This includes reading interventions and treehouse and talking and drawing to meet the SEMH needs of identified children.	X0.5 TA at Scale B1 £10,000	£10,000
Fund high quality training for teaching assistants on specific interventions: FFT Reading; Catch up literacy; fluency and reasoning in maths; Reading Champions etc as these are issues identified in the school improvement plan and will benefit pupils who are PP as well as those that are not.	Training costs £1,800 then notional costs of TA time X4 hours per week £3,000	£6,300
Invest in 'Reading Matters' to train a team of volunteer reading support assistants to provide 1:1 support for children with reading fluency difficulties. We prioritised PP pupils for 1:1 support in the first instance.	Training Cost £600 then support from school with X3 days planning time £450	£1,050
Increase staffing ratio in Nursery and Reception to take account of the emerging needs of some of the younger vulnerable pupils in terms of Speech and Language and PSED. This will address the learning need of pupils in receipt of PP and other pupils experiencing difficulties with S&L and PSED	X1FTE TA at Scale A3 (Shared Nursery and Reception)	£15,500
Continuing with the 1:1 tutor system for pupils with 'gaps' in learning (UKS2)	Cost of X5 days planning time Cost of out of hours teaching time	£750 £1500
Providing individual and very small group work with an experienced TA focussed on overcoming gaps in learning. (KS1)	X0.6 FTE Teaching Assistant at Scale B1 £12,000	£12,000
Increase in hours for family Liaison Officer to address issues surrounding family circumstances, parental support and attendance.	X0.3 FTE Scale C1	£7,000
Provide free of charge family engagement opportunities in the school hub, (Pre-school groups; parenting support; stay and play)	X0.1 FTE TA at A3	£3,100
Fund / subsidise wrap around care and holiday club places free of charge to vulnerable families.	£4,500	£4,500
Provide a range of funded experiences to broaden horizons for pupils eligible for FSM or of hard pressed means such as visits out of school.	£2,000	£2,000
Provide subsidies towards visits, experiences and residential opportunities for pupils eligible for FSM or of hard pressed means and small group visits for pupils in EYFS or more able pupils in all year groups.	£2,000	£2,000
		£85,700

An extra **£2340** was contributed from the school budget as the initial budget for free of charge and subsidised care for vulnerable pupils was not enough to cover the actual cost. This is because we provided additional emergency care at the school's before and after school club as necessary for disadvantaged pupils whose families were in crisis.

The impact of this expenditure has been measured throughout the year by termly review of attainment and progress and has been fully evaluated and reviewed at the end of the academic year 2016-17

IMPACT OF SPENDING:

We monitor the outcomes of children for whom the pupil premium funding is allocated on a termly basis at the very least. They are tracked internally, as are all our children, and their progress is closely monitored. The impact of interventions is regularly evaluated and they are reviewed accordingly. Our evaluation of the spending has identified the following successes:

- **Attainment** of pupils eligible for PP funding has improved this year.
 - ✓ At the end of Reception 60% of pupils eligible for PP funding attained a GLD compared to 33% in 2016. Average Point Scores for pupils in receipt of PP has also increased from 2 to 2.14 and this is now in line with LA APS for disadvantaged pupils.
 - ✓ 50% of pupils eligible for PP met the expected standard in RW and M combined at KS1 SATs. This is an increase of 10% when compared to 2016. The best results were in maths and science where 83% of disadvantaged pupils met ARE. 50% of the disadvantaged pupils in the cohort have identified SEND.
 - ✓ 58.3% of pupils met the expected standard in the KS2 SATs across RW and M combined (14.3% increase compared to 2016 results). The best results for PP pupils was writing (91.7%) and GPS (83.3%). The biggest increase from 2016 was in maths where 75% of PP pupils met the standard compared to 44% in 2016. A rise of 31%. In 2016 no PP pupils attained higher standards in any subject. This year 8.3% of the PP cohort attained higher levels in maths and writing, and 16.7% attained higher levels in reading.
 - ✓ Comparison of attainment for KS1 and 2 SATS for pupils in receipt of PP funding against National results for this cohort is not possible. Attainment for all pupils at KS1 and KS2 was above attainment Nationally in R w and Maths overall for expected standard and at higher levels.
 - ✓ In all classes throughout school there has been a positive impact on attainment and progress for pupils in receipt of PP. More pupils attained age related expectation or higher levels when compared with data from the previous year in every year group.
 - ✓ Work scrutiny of pupils in receipt of PP has found no evidence of poorer presentation or care in their work than children who are not in receipt of PP funding. This was a work scrutiny trail that was completed in response to a findings from 2016.

- The focus on **reading** throughout school via the Reading Matters programme, Additional support in KS1 and KS2 and focused teaching of phonics in Nursery, Reception and KS1 has had a significant impact on attainment for all pupils.
 - ✓ 82% of pupils in Reception met the expected standard in reading which was a 3% increase on the previous year. 60% of pupils who were eligible for PP funding met the expected standard in reading which was a 27% increase on the previous year.
 - ✓ 90% of pupils attained the expected standard in phonics in Year 1 which demonstrated excellent progress from the children's starting points. 67% of pupils who were eligible for funding met the expected standard. Those that did not were all on the SEND register.
 - ✓ 81% of pupils achieved the expected standard in reading in KS1 SATs. 66.7% of pupils eligible for PP funding achieved the expected standard in reading (an increase of 6.7% compared to 2016)
 - ✓ 80% of pupils achieved the expected standard in reading in KS2 SATs. 75% of pupils eligible for PP funding achieved the expected standard (an increase of 8% compared to 2016)

- **Progress** of pupils in receipt of PP funding is good and in line with progress throughout the school
 - ✓ Focused **interventions and additional support** have had a positive impact on attainment, progress and well-being of vulnerable pupils. Additional staff has increased staff to pupil ratios has had an impact on the speed at which barriers to learning can be identified and responsive interventions planned. School tracking of the impact of interventions across school shows that the group of pupils in receipt of pupil premium funding are making good progress in all year groups.
 - ✓ The progress of pupils in receipt of PP funding is in line with the progress of those pupils not in receipt of additional funding in all subjects and years groups with the only exception being that of Year 3 writing where progress of PP pupils is lower than that of non PP pupils. This is an area of continued focus during the forthcoming year as writing is a priority of school improvement for 2017-8.
 - ✓ Progress of pupils in receipt of PP funding is better than that of non-PP pupils in maths in almost all year groups. Progress is particularly strong in years 3 and 4 where progress rates are +0.7 and +0.6 when compared to non PP pupils.
 - ✓ The move to single age group classes has enabled teachers to plan learning to close the gap between age related expectation and current attainment. This is a principle of the National Curriculum 2014 which has been made easier still by additional TA support and smaller classes.

- There has been a greater focus this year on meeting the needs of pupils and the families of children with **Social and Emotional** (SEMH) needs with good results. Staff training on Tree house and talking and drawing has been beneficial in developing staff knowledge and skill to support pupils better. This in-school small group and individual support as well as managed recreation times has supported identified pupils who have made good progress in developing resilience, positive relationships and improved attitudes to learning. Attendance has improved and so has progress and academic attainment.

- An increase in the engagement of families using **extended services**, in particular stay and play sessions and parenting support including Family Links work.
 - ✓ This provision has enabled more pupils to be Nursery ready and settle confidently into the setting.
 - ✓ Parents have told us that they have felt better supported this year and more able to address the SEMH and PSED needs of their children.
 - ✓ Support for vulnerable families via before/ after school places and holiday provision has been welcomed by parents who have given positive feedback to the extended services manager and school staff. This opportunity has provided routine, social interactions with other children during school holiday periods and for a number of children has ensured that they have been at school on time and ready to learn.
 - ✓ An increase in uptake of opportunities offered and the benefits of these opportunities for our families means that this role will be extended for 2017-18 and funded at a rate of 0.5 FTE Scale B3.

- The work of the **attendance** officer has been beneficial in improving attendance.
 - ✓ Attendance of pupils in receipt of PP funding has improved this year. In 2015-16 a total of 15 PP pupils had attendance below 90%. This number has reduced to 10 pupils in 2016-17.
 - ✓ The attendance of the pupils who have now moved out of the attendance below 90% bracket have an average (mean) attendance increase of 9.9%. The family liaison officer and extended services offer has had an impact on the attendance of these pupils.
 - ✓ The gap between attendance of PP pupils and non PP pupils is widest in Year 4 with a 6.9% difference, however, 2 of the pupils in receipt of PP funding also have complex SEND and medical needs. There is still room for improvement and the family liaison officer and extended services staff will continue to target their work with families throughout 2017-18.