

Pensby Primary School - Pupil Premium Strategy 2016/17

The Pupil Premium funding is given to schools by the government with the aim of targeting learning for specific groups of children:

- Pupils on Free School Meals (FSM), or those that have been identified for FSM in the past six years ('Ever 6 FSM').
- Children in Care

There is also funding given to children belonging to service families, known as Service Premium.

The funding is added to the planned expenditure already in place to meet the needs of all children in school, in order for them to make good to outstanding progress in their learning as measured by a variety of government measures (eg OFSTED, Raise online, data from key stage assessments).

Objectives

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils
2. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others
3. The prime purpose of the Pupil Premium is that it benefits each child entitled to it. This may be benefits to other pupils as well.

Outcomes for Disadvantaged children 2015/16

- The percentage of children overall passing the Year One Phonics screening check is 83% which is above LA and National averages. In 2015 and 2014 it was 87% respectively showing a high level of attainment across 3 years. In 2015 80% of PP pupils achieved the phonics standard.
- The achievement in phonics of pupils benefitting from pupil premium intervention strategy is outstanding in 2016 at 100% achieving the pass mark in year 1 and in year 2 this was also 100%.
- At the end of KS1 65% of pupils are at ARE for RWM. 60% of PP are ARE in RWM. No pupils are recorded at greater depth in RW or M due to an input error by the school. School data shows that 17% of all pupils exceeded ARE in reading, 13% exceeded ARE in writing and 10% exceeded ARE in maths. PP children (5 pupils) 1 exceeded ARE in maths - 20%.

KS1 attainment 2016				
	% achieving ARE		% achieving above ARE	
	<i>PP</i>	<i>Non PP</i>	<i>PP</i>	<i>Non PP</i>
Reading	80%	77%	0%	20%
Writing	80%	73%	0%	16%
Maths	60%	80%	20%	8%

KS2 attainment 2016 - SATs Data				
	% achieving ARE		% achieving above ARE	
	<i>PP</i>	<i>Non PP</i>	<i>PP</i>	<i>Non PP</i>
Reading	33%	73%	7%	33%
Writing	80%	100%	7%	16%
Maths	27%	73%	7%	20%

KS2 attainment 2016 - School Assessment Data				
	% achieving ARE		% achieving above ARE	
	<i>PP</i>	<i>Non PP</i>	<i>PP</i>	<i>Non PP</i>
Reading	71%	93%	7%	47%
Writing	78%	87%	14%	19%
Maths	71%	100%	7%	47%

- At the end of KS2 33% of pupils are at ARE in RWM. 23% of PP are ARE in RWM. For all pupils 23% are working at greater depth in reading, 17% in writing and 13% in maths.
- School progress data for KS1 and KS2 is:

KS1 and KS2 progress 2016				
	KS1 - year 2		KS2 - year 6	
	3.0 points expected progress		3.0 points exp progress	
	<i>PP</i>	<i>Non PP</i>	<i>PP</i>	<i>Non PP</i>
Reading	3.8	3.7	4.2	4.4
Writing	3.4	3.4	4.4	4.6
Maths	3.8	3.6	4.4	4.7

Strategy for using PP funding

The school has looked carefully at the needs of each pupil and we have decided to use the following intervention strategies:

- Providing one to one and/or small group work for pupils entitled to PP funding with an experienced teacher and/or teaching assistant focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement
- Acquired effective materials for pupils entitled to PP funding aimed at raising standards, particularly in reading, writing and mathematics.
- All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age related expectations. Initially this will be in Reading, writing and maths
- Pupil premium resources will be used to target able pupils entitled to PP funding and others to achieve ARE and Working at Greater Depth at the end of KS1 and KS2
- To support specific children with Interventions such as Orrets Outreach support
- To support specific children's pastoral development through additional staffing

- To support pupils with behaviour needs, Mental Health needs and attention needs to allow unbroken teaching and support for all pupils including those with Pupil Premium

Planning the use of the Pupil Premium allocation for 2016/17- Strategies, Activities and Support

We intend to continue with strategies and activities in raising attainment and progression of disadvantaged children. These will include:

Additional support from Learning Support Assistants in classes/Key stages to work supporting pupils who are eligible for pupil premium funding (small group work)	£35,000
Additional staffing to deliver Social, emotional and mental work interventions	£2,700
Financial support for families of Pupil Premium pupils to allow them to access extra-curricular activities, trips, visits, residential	£5,500
Financial support for families of Pupil Premium pupils to allow them to purchase full school uniform, travel and other school equipment	£2,000
Specific 1;1 support for complex needs for Pupil Premium pupils	£14,000
Additional staffing to deliver interventions and booster sessions	£24,000
Reduce class size in F1 and F2 but increasing staffing	£7000
Lunchtime support	£1,000
Total projected spend	£91,200

Summary

In this year of additional Pupil Premium funding the evidence gathered through the school's self-evaluation strategy has shown that the intervention strategies have been successful across the school overall. They have had positive impact on the progress, standards and achievement of those pupils entitled to the additional funds particularly so in year 1 and KS1 for attainment, with all PP pupils attaining good progress.

- Improved relationships with peers and adults
- Improved levels of concentration
- Better understanding of what *resilience, risk-taking* and *trust* means
- Development of reflectiveness

- Improved listening skills and acceptance of different viewpoints
- Improved ability to lead and be led
- Increased levels of self sufficiency
- Willingness to take responsibility and to trust adults
- Improved relationships with parents