

## **Pensby Primary School – Pupil Premium Strategy 2017/18**

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, ASP, 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.

### **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 Orreets 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

### **Outcomes for Disadvantaged children 2016/17**

- The percentage of children overall passing the Year One Phonics screening check is 84% which is above LA and National averages. This has been at this good achievement level for at least \*3 years.
- In 2017 63% of Disadvantaged pupils achieved the phonics standard, which is below national. 80% of ever6 pupils attained the phonics standard which is in line with national. Overall there were 8 disadvantaged pupils. 3 did not reach the standard. All three pupils are all SEND support pupils. Viewing those pupils as 'outliers' and removing them from the data results in the data suggesting the attainment of disadvantaged pupils was at least good. In year 2, 97% passed the phonics standard which is above LA and national and 100% of disadvantaged and ever 6 pupils reached the phonics standard.
- At the end of KS1 in 2017 73% of pupils achieved the expected standard for RWM. 100% of Disadvantaged pupils achieved the expected standard for RWM. 13% of pupils achieved Greater Depth and 40% of disadvantaged pupils attained Greater Depth. The data suggests the attainment of disadvantaged pupils is outstanding.
- At the end of KS2 in 2017 64% of pupils achieved the expected standard for RWM, above national. 44% of disadvantaged pupils attained expected standards in RWM, which is below the national. It was below national because the disadvantaged pupils who did not achieve the standard in all 3 subjects because they did attain the standard in writing. In maths and reading disadvantaged pupils performed at least in line with national. The data suggests that in writing disadvantaged pupils attainment is inadequate.

## Progress and attainment summary - KS2 2017

Key -   above national,   in line with national,   below national

	Progress points		Scaled scores		Attaining the expected standard %		Exceeding the expected standard %	
	All pupils	Disadvantaged pupils	All pupils	Disadvantaged pupils	All pupils	Disadvantaged pupils	All pupils	Disadvantaged pupils
RWM combined	NA	NA	NA	NA	64	44	6	0
Reading	+2.5	+2.58	107	105.3	86	78	42	33
Writing	-1.51	-4.3	NA	NA	75	44	8	0
maths	+0.22	-0.38	104.8	102.7	81	78	22	11
Science	NA	NA						
EGPS	NA	NA	107.3	105.4	75	67	39	22

## Attainment summary - KS1 2017

	Attaining the expected standard %		Exceeding the expected standard %	
	All pupils	Disadvantaged pupils	All pupils	Disadvantaged pupils
RWM combined				
Reading	87	100	23	40
Writing	77	100	13	40
maths	83	200	20	40
Science	93		100	

## Attainment summary - KS1 phonics 2017

Year 1 phonics		Year 2 phonics	
Attaining the expected standard %		Exceeding the expected standard %	
All pupils	Disadvantaged pupils	All pupils	Disadvantaged pupils
84	63	80	100

## Impact of strategies used in 2016/17

Desired outcome	Staff / Area	Objective and identification	Outcome/Success Criteria	Cost £
<b>Address Social and emotional needs more effectively</b>	In-depth staff CPD for Specific areas of CAMHS, linked to PP pupils needs	SENCo directed key staff to training and linked with new CAMHS school support. To enable staff to support pupils with mental health needs - CPD courses attended by at least 4 staff and programmes implanted on return. Key pupils including PP pupils benefitted from this.	PP who display mental health needs, progress tracked to ensure at least expected progress made.	<b>1000</b>
<b>Trips/visits</b>	To ensure that all PP pupils have access to any trips and visits without barriers - Class teachers and Admin to organise	HT and admin staff to identify PP pupils who are eligible to this support. Meetings with families established this travel need and agreed the travel requirements. Travel support given as long as punctuality is good.	PP and disadvantaged pupils all fully accessing broad range of curriculum activities, that impact on classroom based learning.	<b>1520</b>
<b>Residential visits</b>	To ensure that all PP pupils have access to any trips and visits without barriers - HT and admin staff to	HT and admin staff to identify PP pupils who are eligible to this support.  Meetings with families established need for support. Financial support for activity given.	PP and disadvantaged pupils all fully accessing residential visits. These impact on curriculum	<b>980</b>

	organise		experiences, well-being and mental health	
<b>Support for complex needs</b>	In-depth staff CPD for Specific areas of SEN for key pupils	Funding for 1 to 1 support for key pupils. Pupils with complex needs have a tailored curriculum to meet requirements.	Specific pupils who require this support are able to access lessons and learning.	<b>13065</b>
<b>Phonics interventions</b>	Increase staff in all classes	Classes identified with PP who need additional support. Additional staffing and groups set up throughout the school to target pupils and push towards meeting and exceeding standards. New phonics approach in school developed - new scheme purchased.	Phonics outcomes for PP and disadvantaged pupils in the school are at least good and above national and local in many instances.	<b>2600</b>
<b>Reading, writing, maths interventions</b>	New resources introduced throughout the year groups / small group support extended	Identification of PP and vulnerable pupils who are not making expected progress/attainment. Targeting of staff (inclu additional staff) to increase small group support- PP pupils identified specifically. Training for staff in interventions and with new resources. <b>Beanstalk support?</b>	Outcomes in RWM for disadvantaged pupils in the school are improving and in KS1 are above national or in line with national.	<b>15770</b>
<b>SEND/Dyscalculia</b>	In-depth staff CPD for Specific areas of SEN/Orrets Meadow SLA in maths and Literacy	Identification of pupils for whom other interventions have not have expected impact. Additional training for schools staff in intervention. <b>Purchase of new IDL programme, training for staff and resources. Buying into Talk about Town speech and language support to develop speech sounds and language understanding. Family Support work to enable personal care development, specifically for F1/F2 pupils - supported by wraparound staff.</b>	The large majority of identified pupils make at least progress after being given these intervention strategies.	<b>14,200</b>

<b>Reduce class size</b>	Reduce class size in F1 and F2 to ensure more support for all pupils including PP	F1 and F2 identified as having high numbers of vulnerable pupils. Increase staffing to enable targeting of self help/care skills and core skills. PP identified in this.	Impact is significant rise in % of pupils reaching GLD in all 17 areas, including PP and disadvantaged pupils.	<b>6960</b>
<b>Peer support</b>	Identify PP and disadvantaged pupils who will benefit from peer to peer support	Classes paired together and pupils identified and paired together. Activities planned and delivered to allow peer to peer support. Whole school approach to in class peer to peer support in class lessons increased.	Pupils supporting each others learning throughout the school	<b>1600</b>
<b>Lunchtime support</b>	To enhance social skills and increase confidence in PP Pupils - key pupils with behavioural needs	Increase Midday staffing to support specific pupils (include vulnerable and disadvantaged pupils) - support through social intervention situations. Ensure a calm lunchtime so that afternoons lessons are fully accessible to these pupils.	Afternoons lessons for all pupils including PP and disadvantaged start on time with pupils ready to learn	<b>1000</b>
<b>After school enrichment</b>	Offer valuable extra-curricular experiences for PP Pupils	Ensure PP pupils and disadvantaged pupils are able to access a range of extra - curricular activities in line with their peers, so giving them a rich and broad school experience.	PP and disadvantaged pupils all fully accessing extra curricular activities. These impact on curriculum experiences, well-being and mental health	<b>3580</b>
<b>Travel</b>	Support target pupils who need to travel to school from outside the immediate area	PP pupils and disadvantaged pupils who travel into the area identified and offered financial support for travel. This impacts positively on punctuality and attendance and figures have risen.	The attendance and punctuality of target PP and disadvantaged pupils has improved.	<b>600</b>

### Barriers to future attainment for pupils with PP funding

- A significant % of PP pupils are also SEN and this slows progress in reading, writing and maths
- The writing expectations of 'secure' fit make it more difficult for PP with SEND to attain the expected standard
- A significant % of PP pupils have social and emotional needs that are complex.

#### Planning the use of the Pupil Premium allocation for 2017/18- 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
<b>Total projected spend</b>	<b>£91,200</b>

## 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