

# Pupil Premium Impact Statement 2016-17



## Use of Pupil Premium

A detailed breakdown of the expenditure of the pupil premium funding for the academic year 2016-17 can be seen in the 'Use of Pupil Premium 2016-17'. This document details the activities that were planned to be undertaken, the rationale behind the activities, the targeted pupil premium grant pupils (PPG), the allocated cost for the activity, how the success will be measured and where the monitoring and evaluation of the activity can be found.

### End of EYFS - Attainment

	All Prime Learning Goals		All Specific Learning Goals		Pupils Achieving a Good Level of Development	
	School	LA	School	LA	School	National
All Pupils	77%	78%	61%	70%	61%	71%
Disadvantaged	70%	71%	40%	58%	40%	54%
Other	79%	79%	65%	72%	65%	69%

Despite a 20% increase on the previous year, disadvantaged pupils in school still achieved lower when compared with others both in the school and the local authority in terms of good level of development. However, this is due to poor literacy skills on entry and when prime learning goals are compared the difference with disadvantaged pupils and others in the LA is significantly reduced.

### End of EYFS - Progress

Progress	Pupils Progress in Speaking		Pupils Progress in Reading		Pupils Progress in Writing		Pupils Progress in Number	
	Good	Rapid	Good	Rapid	Good	Rapid	Good	Rapid
All Pupils	10%	86%	12%	85%	9%	86%	4%	90%
Disadvantaged	5%	90%	15%	80%	10%	85%	0%	95%
Other	0%	100%	0%	100%	0%	100%	0%	100%

In the areas of speaking, reading, writing and number at least 80% of the 20 disadvantaged children in the year group made rapid progress.

### Phonics Check

	Year 1 Pupils Achieving the Expected Standard		Cumulative Year 2 Pupils Achieving the Expected Standard	
	School	National	School	National
All Pupils	80%	81%	94%	91%
Disadvantaged	55%	70%	78%	86%
Other	86%	83%	62%	93%

By the end of Year 1, disadvantaged pupils achieved below others nationally. Further context for this is provided in the final section of this report. This has been reflected in the pupil premium spending for 2017 – 2018 academic year.

By the end of Year 2, disadvantaged pupils achieved better than others within the school.

### End of Key Stage 1. Children working at the expected Standard or above.

	Cohort	RWM Combined		Reading		Writing		Maths	
		Sch.	LBH.	Sch.	Nat.	Sch.	Nat.	Sch.	Nat.
All Pupils	89	69%	70%	75%	76%	70%	68%	82%	75%
Disadvantaged	30	69%	58%	77%	79%	73%	72%	80%	79%
Other	59	68%	74%	75%	79%	68%	72%	83%	79%

Disadvantaged pupils achieved better than others nationally in both writing and maths. In reading, disadvantaged pupils achieved better than their peers within school and were 2% below others nationally. With reading, writing and maths combined, disadvantaged children achieved better when compared with other disadvantaged children in the Borough.

### End of Key Stage 1. Children working at greater depth.

	Cohort	RWM Combined		Reading		Writing		Maths	
		Sch.	LBH.	Sch.	Nat.	Sch.	Nat.	Sch.	Nat.
All Pupils	89	12%	18%	21%	25%	13%	16%	20%	21%
Disadvantaged	30	10%	8%	17%	28%	10%	18%	13%	23%
Other	59	13%	20%	24%	28%	15%	18%	24%	23%

Disadvantaged pupils achieved better in reading, writing and maths combined when compared with others in the Borough. The percentage of disadvantaged children achieving greater depth in maths and the combined standard remained the same as the previous year while there was an increase in writing when compared to the previous academic year.

The validated number of children for Key Stage 2 data was 77. 12 children were removed from the data and of this number 4 were categorised as disadvantaged and 8 were categorised as other.

### End of Key Stage 2. Children working at the expected Standard or above.

	Cohort	RWM Combined		Reading		Writing		Maths	
		Sch.	Nat.	Sch.	Nat.	Sch.	Nat.	Sch.	Nat.
All Pupils	77	49%	61%	51%	71%	79%	76%	78%	75%
Disadvantaged	31	45%	67%	45%	77%	65%	81%	65%	80%
Other	46	52%	67%	54%	77%	89%	81%	87%	80%

Disadvantaged pupils achieved below the level of their peers and others nationally across all subjects at the expected standard. Further context for this is provided in the final section of this report.

## End of Key Stage 2. Children working at greater depth.

	Cohort	RWM Combined		Reading		Writing		Maths	
		Sch.	Nat.	Sch.	Nat.	Sch.	Nat.	Sch.	Nat.
All Pupils	77	8%	9%	9%	25%	19%	18%	29%	31%
Disadvantaged	31	0%	11%	0%	29%	6%	21%	13%	36%
Other	46	13%	11%	15%	29%	28%	21%	39%	36%

Disadvantaged pupils achieved below the level of their peers and others nationally across all subjects at greater depth. Further context for this is provided in the final section of this report.

## Key Stage 2 – Points Progress

	Cohort	Reading		Writing		Maths	
		Sch.	Nat.	Sch.	Nat.	Sch.	Nat.
All Pupils	77	-3.2		2.3		2.3	
Disadvantaged	31	-2.7		1.0		2.1	
Other	46	-3.5		3.2		2.5	

In reading, the progress score for disadvantaged children was above those of their counterparts within school. In both writing and maths, disadvantaged children achieved positive points progress scores. In maths, disadvantaged children were only 0.4 below their peers.

## Key Stage 1 Phonics Contextual Information

Various contextual factors impacted on attainment in phonics at the end of Year 1. Out of 110 children in the year group, 20 children were categorised as disadvantaged. Of those 20 children, 11 children did not achieve the required standard. 4 children in this group have an EHCP based on severe learning needs, 1 has a speech and language diagnosis and 4 children are EAL beginners who were new to the country. One of the EAL children is also a Syrian refugee. These 9 children did not sit the test and if they had been discounted from the data, the percentage of children reaching the required standard would have been 88%.

Similarly, various contextual factors impacted on attainment in phonics at the end of Year 2. Out of 22 children who sat the phonics screening test, 12 were categorised as disadvantaged. 4 of these children failed to make the required standard and of this group 2 children have an EHCP based on severe learning needs, 1 has a dyslexia diagnosis and 1 child is an EAL beginner who was new to the country.

## Key Stage 2 Contextual Information

Various contextual factors impacted on attainment at the end of Key Stage 2. 2016 - 2017 was the first year of having a three-form entry year group in Y6. 12 pupils having arrived from overseas and there were 35 disadvantaged pupils in the year group which was a significant increase on the previous year where there were 17 disadvantaged pupils.

The percentage of children achieving the expected standard in reading was below the national figure, which negatively impacted on the combined outcome.

We considered barriers to success as: Disadvantaged, Male, SEND and White British.

Of 31 disadvantaged children, 5 had 3 other barriers, 8 had 2 other barriers and 9 had 1 other barrier.

Of the 9 who had only 'disadvantaged' as a barrier, 7 achieved the expected standard in reading, writing and maths combined, with three of these achieving Greater Depth in maths.

### **Additional Staffing**

In the 2016-17 pupil premium plan, there was a significant amount of funding committed to staffing costs for a variety of projects aimed at raising attainment, and therefore accelerating the progress of disadvantaged pupils within the school. In Year 6, another teaching assistant was placed into the year group on a full time basis to allow for further support and ensure a greater number of intervention groups could take place.

### **Attendance**

Attendance for the school in June 2017 was 96%. This was achieved through use of the additional EWO support and funding committed to the Welfare Liaison Officer.

### **Nurture Group**

Children who attend the nurture group have a measurable improvement in their social skills. All children who attended nurture group in the academic year 2016-17 were successfully integrated back into class, with noticeable improvements in their learning behaviour and social skills. Children in KS1 and reception who qualify for PPG funding are given priority to the nurture group.

### **Community Work**

The funding committed to Community Cohesion and Family Workshops has had an impact on increasing the opportunities available to our disadvantaged families. This work has, and continues to have, a positive impact on improving relations, developing understanding of the taught curriculum and raising the performance of disadvantaged pupils in school.

### **Focus areas to be addressed in the 2017 – 2018 Pupil Premium Budget**

The following areas are a focus to sustain high quality provision and outcomes:

- In phonics, to use data more rigorously to monitor disadvantaged children and target pupils who require additional support and to continue to raise the profile of phonics across the whole school.
- At KS1, to continue to rigorously track multiple barriers to learning based on vulnerable groups that were identified from the 2017 data.
- At KS1, to continue to focus on raising attainment at greater depth across all subjects for disadvantaged pupils.
- To facilitate further cued articulation and phonics training for all staff.
- Throughout KS2, to significantly raise the standards of reading to ensure that all groups attain at a consistently high level, with a particular focus on disadvantaged children, and that the progress of this group is at least in line with the national average.
- At KS2, to significantly raise the percentage of children achieving greater depth in reading, with a particular focus on disadvantaged children.
- At KS2, to bring the attainment of disadvantaged children in line with their peers across all subjects at both the expected standard and greater depth.