

Pupil Premium Impact Report: Autumn 2018

Intervention or initiative: Pupil Premium Funding

Background:

The school received **£50,460** from the Local Authority for the financial year to improve the outcomes for pupils who qualify for pupil premium. This funding is allocated to children from low-income families who are known to be eligible for free school meals, and children who had been looked after continuously for more than six months. Additionally, this funding also applies to children of service personnel.

Pupil Premium funding is intended to support the above groups of pupils in order to help them maximise achievement and the way in which we use this funding is influenced by educational research presented in the Sutton Trust report (2013) which reviewed the impact of key approaches on children's attainment. Last year and this we have had around 10 % of our pupils receiving Pupil Premium funding. Here are some of our core beliefs:



To strive for excellent attainment and progress for our Pupil Premium children.



To identify any Pupil Premium children who need extra support with their learning.



To use our support staff increasingly across the school to enable extra effective support for our Pupil Premium children



To allocate counseling time for Pupil Premium children, who need it for a variety of reasons, to help them thrive at school.



To provide financial support for our Pupil Premium children who wish to go on educational trips or residential trips



To look for new initiatives to inspire and develop our PP children academically, socially and emotionally.

Pupil Premium at our school - Barriers for learning:

We currently have 44 children at our school who are pupil premium children. We keep individual pupil profiles for each child to assess how they are progressing at school. Each class teacher and Teaching Assistant will write down specific barriers each child has in their learning and ways in which we are helping the pupil reach the maximum they can academically and in their wellbeing. Teachers and Assistants through their performance management are then monitored to ensure that the money spent on increasing adult support is used effectively and has an impact.

As a general comment the barriers for learning at Poringland Primary for our Pupil Premium children are varied. Some children require extra adult time to ensure they are on task and focused in lessons. Some children have emotional barriers. We help with either some professional counseling (Time for you) or by good nurturing from the Assistants in the classroom. For some of our children the barriers for learning is not fully understanding the task in class. Again support available from our Assistants.

As a result of the way we use our funding, the attainment and progress looks healthy at our school. We monitor attainment and progress using Pupil Asset. (our school data system) We previously focused our attention on progress mainly for our pupils but now look closely at both attainment and progress to ensure we maximise our impact on their development at our school. The data below gives an overview of how the pupils are doing in their Year groups. This is useful for us to overview what is happening, and we then use the profiles to look at individual children and how they are performing in class.

As a general comment we feel that we use the money effectively. The extra support provided in each classroom supports our children with their learning. Each TA is expected to work a proportion of their week in class directly or indirectly with a Pupil Premium child. If a Pupil Premium pupil is falling below either in attainment or progress then we will increase the support given to the child. We have a very experienced and strong staff of Assistants and this is another reason our system works well.

What does **attainment** look like in the core subjects in each Year Group? November 2018

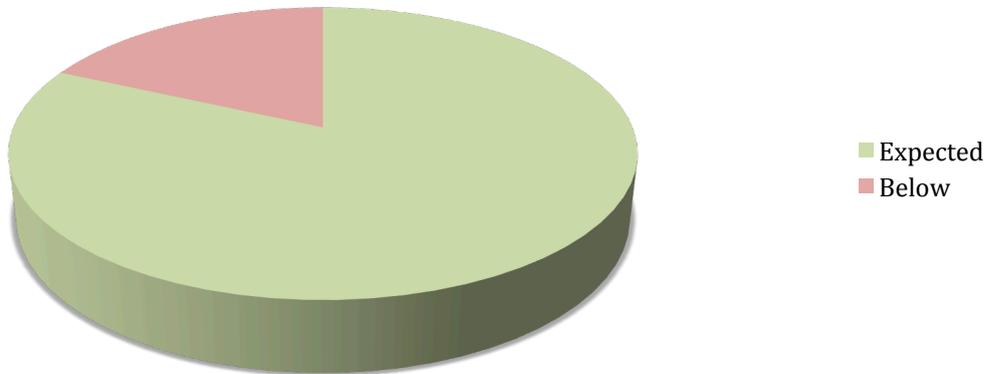
Reading				
Reading	Year Group	At expected or better	Non PP at expected or better	PP at expected or better
	Reception – 60 pupils	47 – 78 %	45/57 – 79 %	2/3 – 67 %
	Year 1 – 60 pupils	37 – 61 %	37/59 – 63 %	0/1 – 0 %
	Year 2 – 60 pupils	47 – 89 %	41/52 – 79 %	6/8 – 75 %
	Year 3 –54 pupils	45 – 83 %	40/47 – 85 %	5/7 – 71 %
	Year 4 –61 pupils	44 – 72 %	39/52 – 75 %	5/9 – 56 %
	Year 5 – 46 pupils	30 – 63 %	26/36 – 72 %	4/10 – 40 %
	Year 6 -47 pupils	30 – 63 %	25/41 – 61 %	5/6 – 83 %
	Average	73 %	73 %	56 %

Maths				
Maths		At expected or better	Non PP expected or better	PP expected or better
	Reception – 60 pupils	45 – 75 %	45/57 – 79 %	0/3 – 0 %
	Year 1 –60 pupils	42 – 69 %	42/59 – 70 %	0/1 – 0 %
	Year 2 – 60 pupils	47 – 78 %	35/52 – 83 %	4/8 – 50 %
	Year 3 – 54 pupils	45 – 83 %	39/47 – 77 %	6/7 – 86 %
	Year 4 – 61 pupils	47 – 77 %	43/52 – 83 %	4/9 – 44 %
	Year 5 –46 pupils	30 – 65 %	26/36 – 72 %	4/10 – 40 %
	Year 6 – 47 pupils	38 – 83 %	34/40 – 85 %	4/6 – 67 %
	Average	76 %	78 %	41 %

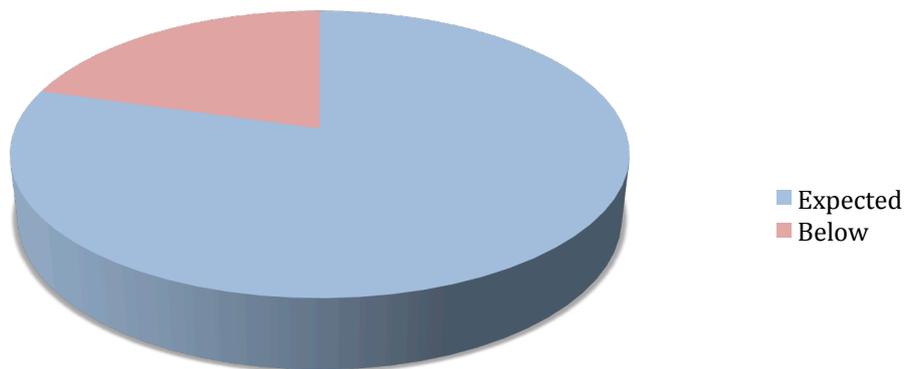
Writing				
Writing		At expected or better	Non PP expected or better	PP expected or better
	Reception –60 pupils			
	Year 1 – 60 pupils	35 – 58 %	35/59 – 59 %	0/1 – 0 %
	Year 2 – 60 pupils	33 – 62 %	30/52 – 58 %	3/8 – 38 %
	Year 3 – 54 pupils	37 – 69 %	34/47 – 72 %	3/7 – 43 %
	Year 4 – 61 pupils	32 – 52 %	28/52 – 54 %	4/9 – 44 %
	Year 5 – 46 pupils	28 – 55 %	24/36 – 67 %	4/10 – 40 %
	Year 6 – 47 pupils	29 – 63 %	25/40 – 63 %	4/6 – 67 %
	Average	60 %	62 %	39 %

What does progress look like this year for our Pupil Premium Children? (Autumn 2018)

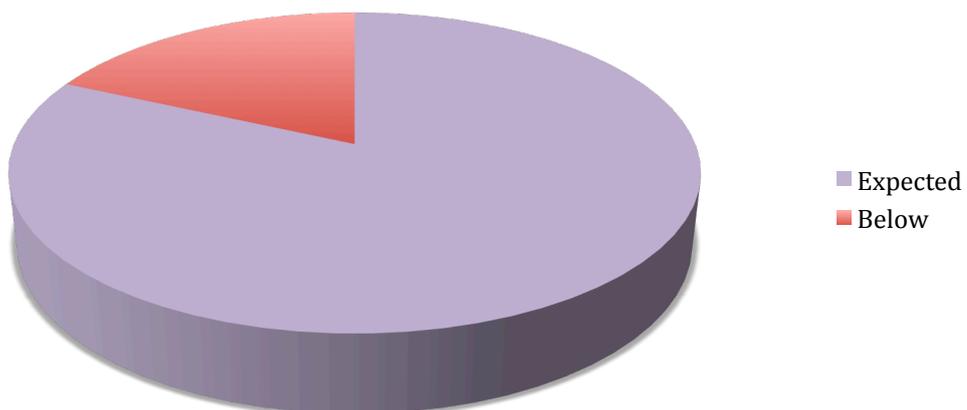
Maths Progress



Reading Progress



Progress Writing



What does progress look like in the core subjects in each Year Group? (Autumn 2018)

Progress from start point at Poringland Reading				
Reading	Year Group	Expected progress	Non PP expected progress	PP expected progress
	Reception	60 pupils – N/A	N/A	N/A
	Year 1	60 pupils – 98 %	57/59 – 97 %	1/1 – 100 %
	Year 2	60 pupils - 95 %	56/58 - 97 %	8/8 – 100 %
	Year 3	54 pupils - 98 %	45/47 - 96 %	5/7 – 71 %
	Year 4	61 pupils - 75 %	50/52 - 96 %	5/9 – 56 %
	Year 5	46 pupils - 76 %	28/36 - 78 %	8/10 – 80 %
	Year 6	47 pupils – 83 %	37/41 - 90 %	5/6 – 83 %
	Average	88 %	92 %	82 %

Progress from start point at Poringland Maths				
Maths	Year Group	Expected progress	Non PP expected progress	PP expected progress
	Reception	60 pupils	N/A	N/A
	Year 1	60 pupils - 95 %	56/59 – 95 %	1/1 – 100 %
	Year 2	60 pupils – 90 %	49/52 - 94 %	8/8 – 100 %
	Year 3	54 pupils – 83 %	39/48 - 81 %	6/7 – 86 %
	Year 4	61 pupils – 84 %	45/52 – 87 %	7/9 – 78 %
	Year 5	46 pupils - 78 %	32/37 - 86 %	6/10 – 60 %
	Year 6	47 pupils – 89 %	35/39 - 90 %	5/6 – 83 %
	Average	87 %	89 %	85 %

Progress from start point at Poringland Writing				
Writing	Year Group	Expected progress	Non PP expected progress	PP expected progress
	Reception	60 pupils – N/A	N/A	N/A
	Year 1	60 pupils - 100 %	57/59 - 97 %	1/1 – 100 %
	Year 2	60 pupils - 93 %	46/52 – 88 %	3/8 – 38 %
	Year 3	54 pupils - 81 %	39/47 - 83 %	7/7 – 100 %
	Year 4	61 pupils - 80 %	47/52 - 90 %	5/9 – 56 %
	Year 5	46 pupils - 85 %	42/46 - 91 %	8/10 – 80 %
	Year 6	47 pupils - 91 %	37/41 – 90 %	5/6 – 83 %
	Average	88 %	90 %	76 %

Impact of spending:

Initiative	Pupils in receipt of Pupil Premium by Year Group	Cost	Impact measure	Comments/ Review
Teaching Assistant support available for every Pupil Premium child.	All of our PP children benefit from this initiative.	£29 000	To provide a greater service of support across all of our classes and target some of this support on the specific learning needs of our PP children.	<p>The impact of this can be seen in our data which clearly shows that Pupil Premium children are making progress in line with their peers.</p> <p>We also identify those PP children who are not making sufficient progress and enable extra support for them in class.</p>

Some example of how we use our support to benefit our PP children:

- **A daily check on behaviour with children who require extra support with their day at school.**
- **A TA working with a specific group in class including PP children to support them in the lesson.**
- **Specific one to one differentiation and support as required.**
- **Additional targeted small group work in Reading, Writing and Maths both in KS1 and KS2.**
- **One to one reading for specific PP children.**
- **Teaching Assistants working with specific PP children on their Self Esteem and wellbeing. Allowing the child time to engage with the class.**
- **Extra support at break and lunch for PP children in the school.**
- **Regular meetings with SLT, teacher and TA about the progress being made by each of our Pupil Premium Pupils.**
- **TAs supporting teachers with our Pupil Premium profiles where we look specifically at how each child is developing.**
- **Performance Management for Teachers and TAs to ensure the funding is reaching every child.**
- **TA meetings to discuss our current practice and how we can improve it.**

Year 1 – 1 child 2 classes – Cost for Year 1 = £3,500

Year 2 – 8 children 2 classes – Cost for Year 2 = £7,000

Year 3 – 7 children 2 classes – Cost for Year 3 = £7,000

Year 4 9 children 2 classes – Cost for Year 4 = £7,000

Year 5 –10 children 2 classes Cost for Year 5 = £7,000

Year 6 – 6 children s classes – Cost for Year 6 = £7,000

£38,500

<p>To create profiles of all of our PP children.</p>	<p>All PP children.</p>	<p>£3000 cost for DH and staff to maintain and monitor this document accurately.</p>	<p>To closely monitor the attainment, progress and attendance of all PP children. To monitor the impact of the support that the PP children are receiving. To ensure that all staff including support staff have a thorough understanding of our PP children.</p>	<p>We regularly review the profiles in staff meetings and performance management. We look for children who are falling behind and ask our teachers to act accordingly by increasing the support.</p> <p>Pupil Premium profiles have been introduced and staff have completed these and shared with TAs and SLT what is happening in their class.</p> <p>The SLT have used this information to assess the progress and effectiveness of the money being spent in this area.</p>
<p>To use the minibus to take children from across the school to various events and activities.</p>	<p>PP children from all year groups</p>	<p>£2000</p>	<p>We bought a minibus a few years ago. By maintaining the minibus and training staff to drive it we are able to take children including our PP children to a variety of different opportunities.</p>	<p>Some examples:</p> <p>We take our children swimming.</p> <p>We take our children to compete in sporting events such as football, cross country, tag rugby and much more.</p> <p>We enter maths competitions and visit other schools.</p> <p>We take our choir to sing at local destinations.</p>
<p>Booster Groups</p>	<p>We have extra support for PP children in Year 5 and Year 6 for their Maths and their reading. This is carried out by an experienced professional with specific skills to enhance the progress of children with their learning.</p> <p>There is one PP child in Year 3 who has 1 o 1 extra support for his maths this year.</p>	<p>£3000 We pay SE to help support some of our PP children in small groups.</p>	<p>We will monitor the progress on Pupil Asset</p>	<p>We will follow the progress of the specific children working in the groups as the children move through the year.</p> <p>SLT will speak with SE and the class teachers and review the impact of the extra group sessions.</p> <p>We will look at the data for the children who receive extra support to ensure that it is effective and bridging any gaps in their learning.</p>
<p>Headspace</p>	<p>Specific children for extra support</p>	<p>Zero at present</p>	<p>To provide support for children with specific emotional needs.</p>	<p>New intervention started in Spring 17 running for 6 weeks for selected children in KS1 and EYFS. If successful we will continue to use the program for our children, including those pupil premium who need extra support in this area of their development.</p>
<p>Time for you</p>	<p>Children from any year group who need extra support.</p>	<p>£2000</p>	<p>To provide support for children with specific emotional needs.</p>	<p>Quality time with a professional which helps each child develop emotionally, helping them with their learning as a result. Children enjoy this support and while difficult to evidence it is clear when required this helps the children with their mental and emotional wellbeing which will help them bridge any gaps there are in their learning.</p>

<p>Residential visits for Year 5 and Year 6 and other activities such as school trips and sports clubs.</p>	<p>Year 6 - York Year 5 – How Hill Other visits, trips and sporting opportunities.</p>	<p>£500</p>	<p>To ensure that PP children have access to residential trips and other educational visits</p>	<p>To enable all children to go on residential trips which provide a wide range of aspirational experiences, we support any families financially where necessary.</p>
<p>Junior Librarian (software)</p>	<p>All year groups</p>	<p>N/A</p>	<p>To ensure that all children including PP children have access to a wide range of library books, which they can take home.</p>	<p>We annually update our library software to enable all children to access a wide range of reading books and benefit from an up to date service.</p>
<p>KS2 Nurture and Emotional Literacy Group</p>	<p>Children in KS2</p>	<p>£1000</p>	<p>To support the child in forming positive relationships with their peers and adults</p>	<p>One of our TAs works with a small group of children, some who are PP pupils to support them with their ability to communicate and deal with a variety of things effectively.</p>