

Low Ash Pupil Premium Funding: Rationale, Spending and Impact (September 2016)

Pupil Premium Funding (PPF) from the Government is allocated based on the number of children who are either: Looked After Children (CLA) or on/or have been on Free School Meals (FSM) – these are known as ‘Disadvantaged’ children. ‘Forces’ children are also eligible for funding, but are not included in the ‘Disadvantaged’ category. Funding is received at the beginning of the financial year, every April. Therefore, the money available for an academic year (September to August) is a combination from two financial years; 5 months (April to August) from the first year and 7 months (September to March) from the second year. The information published here refers to the academic year.

Low Ash Strategy for using the PPF

Amount of Pupil Premium allocated to Low Ash Primary School in the Academic Year 2015-16 Based on 107 pupils at £1,320 per pupil. This included £300 for Forces children (1 child) and £1,900 for CLA children (4 children)	2015-16 allocation £143,710
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Approximately 25% of the school’s population of around 420 children are eligible for PPF. Of these, many are vulnerable children who have a variety of barriers to learning. This means that they often need additional support to ‘catch up’ and reach their potential. Poor social or economic family circumstances affect many of the children, which may mean important support structures regarding their development have not been in place. Additionally, around 20% of the children eligible at Low Ash have special educational needs, with approximately 6% having an Education, Health and Care Plan statement. 2015-16 figures show that 77% of the children eligible for PPF were below the expected standard for their age when they enter Low Ash Primary.

At Low Ash, we feel the most effective way to support disadvantaged children is a combination of the following:

- **Clear and responsive leadership – set high aspirations, holding staff to account and investing in teacher development**
- **High quality teaching and high attainment for all (including non-disadvantaged) - Emphasis on quality first teaching, high standards and sharing best practice**
- **Responding to data evidence to meet individual needs – providing the best strategies and training to help each child improve by identifying clear next steps in their learning**
- **Ensuring good attendance – dedicated personnel, who focus on the most vulnerable and support families**

To measure the impact of the support, key performance indicators/data regarding progress through the year is analysed and evaluated in December, March and July. The final review of the PPG strategy takes place at the end of the academic year – July 2017 for this year.

How we spent our Pupil Premium Funding in 2015-16

Staffing

- Funded additional teacher in Year 6 every morning to reduce class sizes
- Funded additional teacher in Year 2 to support teaching of maths (x3 mornings)
- Funded additional teaching assistant to work specifically on intervention programme in maths and reading
- Funded additional Teaching Assistant in Early Years

- Funded additional teachers to:
 - (1) release Higher Level Teaching Assistant to deliver intervention programmes to Year 3 children
 - (2) release English, Maths, Early Years, and Assessment Leaders for specific tasks linked to improving teaching and learning
 - (3) release 'Leaders of Teaching and Learning' (2) to develop newly qualified and recently qualified teachers and support teachers needing to improve their practice
- Funded an additional Teaching Assistant in Upper Key Stage 2
- Funded Teaching Assistant to deliver early morning intervention programmes in Year 5 and Year 6
- Funded teachers to teach 'Booster Classes' to Year 6 children eligible for PPF
- Funded additional hours for Inclusion Leader, Learning Mentor and Parent Involvement Worker (PIW) to target specific PPF children's attendance and PPF children with specific barriers to learning
- Funded after school Homework Club for children eligible for PPF
- Continued to fund admin support for Assessment Manager/Inclusion Manager regarding tracking/support for PPF children

Teaching Development, Training and Resources (including Building Resources)

- 'Iris Connect' self-evaluating and peer evaluating programme to improve teaching and learning
- Supply costs for additional training/cost for 'Premier League' Reading intervention in Year 6
- Funded resources/furniture for additional intervention rooms

Extra-curricular/Curricular/Uniform support to families

- Contributions to residential visits – Year 6 (18 children), Year 4 (11 children)
- Contributions to Holiday Clubs (18 children)
- Contributions to support PPF families for extra-curricular activities/educational visits (6 children)
- Contributions to school uniforms (7 children)

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What difference the Pupil Premium Funding made in 2015-16

Impact on attendance of children eligible for PPG following work carried out by Learning Mentor and PIW

	2014-15	2015-16		2014-15	2015-16
Attendance Disadvantaged	93.6%	94.2%	Persistent Abs. Disadvantaged	69.5% (9 children)	76% (5 children)

The attendance of those children eligible for PPG improved by 0.6% and there were 4 less children who had attendance lower than 85% (classed as persistent absence) in 2015-16. The attendance of persistent absence children also improved.

Impact of additional support in Nursery

On entry to Nursery, no Disadvantaged children were on track to achieve a 'Good Level of Development' (GLD) at the end of the 'Early Years Stage'. However, following support, by the end of the year **this had increased to 33%**. The Early Years Pupil Premium funding is a new initiative which became available in April 2015. Therefore, no comparisons can be made with the previous year.

Impact of additional support in Reception

The percentage of Disadvantaged children achieving the nationally expected 'Good Level of Development (GLD)' **has increased** from 25% at the beginning of Reception to 63% at the end of the year— **an increase of 38% in 2015-2016**. This is significantly better than the 28% increase last year (2014-2015) using the same measurement.

Impact of additional support in Year 2 for Maths

75% (12/16) of disadvantaged children met the expected standard in maths, **which was the same as the 'other'** (not disadvantaged) children (33/44). This has reversed the trend over the past 3 years, when the gap was widening, and is a significant improvement. The disadvantaged figure for maths is **2% above** the overall national figure for all children for 2016. In reading disadvantaged children are **1% above national figures** at 75%, compared with 74% nationally. Combined reading, writing and maths of 63% for disadvantaged is **3% better** than the national figure.

Year 2	Reading		Writing		Maths		Science	Combined R,W & M	
	At or above standard	More able	At or above standard	More able	At or above standard	More able	At or above standard	At or above standard	More able
Disadv 16	75 (12)	6 (1)	69 (11)	6 (1)	75 (12)	6 (1)	81 (13)	63 (10)	0 (0)
Others 44	77 (34)	25 (11)	73 (32)	18 (8)	75 (33)	23 (10)	84 (37)	64 (28)	11 (5)
All School	77	20	72	15	75	18	77	63	8
All Nat 2016	74	24	66	13	73	18	82	60	9

Summary for Year 2 (School only)

Reading – Disadvantaged within 1 child of School 'Others'; within 3 children at more able

Writing – Disadvantaged within 1 child of School 'Others'; within 2 children at more able

Maths – Disadvantaged equal to School 'Others'; within 3 children at more able

Combined R,W & M – Disadvantaged within 1 child of School 'Others'; within 2 children at more able

Impact of additional member of staff for maths in Year 3

The additional teacher for maths allowed for smaller group teaching in the year group. This led to the disadvantaged group for Year 3 making on average 0.7 points **better progress** than 'others' in Year 3. Therefore, narrowing the attainment gap.

Impact of additional Member of staff in Year 4

An additional member of teaching staff in Year 4 led to reduced class sizes in writing and maths. The disadvantaged children narrowed the attainment gap on 'other' children by 0.8 points in both these subjects.

Impact of additional teaching assistant in Year 5

An additional teaching assistant in Year 5 focused specifically on the disadvantaged group. This led to the disadvantaged group for Year 5 making accelerated average progress. When compared against the progress of 'others' in Year 5, **their progress was better** by 1.2 points in reading, 0.2 in writing and 1.0 points in maths, thus narrowing the attainment gap.

Impact of additional teacher in Year 6 for maths and writing (compared against 'all' children nationally)

In maths, disadvantaged children were **1% above** that of 'others' (not disadvantaged) in School, but 3% below 'all' nationally (equal to 1 child).

In writing, disadvantaged children were **4% above** national 'all'.

In reading, disadvantaged children were 16% below national 'all' (equal to 3 children).

Combined figures show disadvantaged children 14% below national 'all' (equal to 3 children).

Year 6 SATS	Reading	Writing		Maths	GPS	Combined R,W and M
	At or above expected standard	At or above expected standard	More able	At or above expected standard	At or above expected standard	At or above expected standard
Disadv (18)	50% (9)	78% (14)	28% (5)	67% (12)	56% (10)	39% (7)
Others (41)	66% (27)	88% (36)	37% (15)	66% (27)	66% (27)	56% (23)
All School	61%	85%	34%	66%	63%	51%
All Nat 2016	66%	74%	15%	70%	72%	53%

The Impact of Leadership and Training on Improving Teaching

The percentage of teaching graded as solidly good has risen from 65% at the start of the academic year to 87%. All 3 newly qualified teachers passed their induction year, with 2 out of 3 graded as solidly good. The school received a 'good' grading from Ofsted for all areas (including Leadership and Teaching and Learning) following the April 2016 Ofsted Inspection.

Impact on extra-curricular/curricular Support

- 18 children were able to attend Holiday Clubs who might not normally have done so without financial support
- 29 children were able to take part in residential visits who might not normally have done so without financial support
- 6 children were able to take part in extra-curricular activities who might not normally have done so without financial support
- Financial support was given to 7 families with regard to school uniform

How we intend to use our Pupil Premium in 2016-17

Staffing

- Senior Leader given specific responsibility in 2016-17 for PPF impact
- Inclusion Leader, Assessment Leader and other Senior Leaders to closely monitor standards and progress of PPF children regularly - holding teachers to account more/part of Performance Management targets
- Continue to release English Leader, Maths Leader and Leaders of Teaching and Learning to develop and support members of staff
- Continue to fund additional teachers/support staff to focus on maths, reading and writing. Mainly in Key Stage 2, but also in Early Years
- Continue to fund professional development training to improve teaching and learning for children eligible for PPF
- Continue to fund additional hours for Learning Mentor with focus on vulnerable groups/disadvantaged attendance

Development, Training and Resources

- Continue to fund training for staff using 'Iris Connect' to improve progress and attainment of PPF children

Extra-Curricular/Uniform Support

- Continue to support PPF children attending extra-curricular activities/educational visits/school uniform
- Continue to support PPF children attending residential visits in Year 6, Year 5 and Year 4
- Continue to contribute to support PPF children attending Holiday Clubs and Breakfast Club