

Low Ash Pupil Premium Funding: Rationale, Spending and Impact (September 2017)

Pupil Premium Funding (PPF) from the Government is allocated based on the number of children who are either: Looked After Children (LAC) 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 throughout the financial year, starting in 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 <u>Pupil Premium</u> allocated to Low Ash Primary School in the Academic Year 2016-17 was based on 96 pupils being eligible	Sept 2016 to August 17 Allocation = £134, 620		
<u>Early Year Pupil Premium</u> allocation varied in 2106-17 as the number of eligible pupils changed (Autumn Term 2 children, Spring Term 10 children, Summer Term 9 children)	Autumn Allocation £223	Spring Allocation £1018	Summer Allocation £954

Approximately 23% 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’ with those children who aren’t ‘Disadvantaged’ 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 in the past. 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. 2016-17 figures show that 88% of the children eligible for PPF were below the expected standard for their age when they entered 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 funding and support, key performance indicators/data regarding progress through the year is analysed and evaluated. This happens in December, March and July. The final review of the PPG strategy takes place at the end of the academic year – July 2018 for this current year.

How we spent our Pupil Premium Funding in 2016-17

Staffing

- Funded additional teacher in Year 6 every morning to reduce class sizes
- Funded additional HLTA in Year 6 every morning to reduce class sizes January 2017 – May 2017
- 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 Higher Level Teaching Assistant to reduce class sizes for Year 3 children from January 2017
- Funded additional teacher in Year 2 to support teaching of maths (x3 mornings)
- Funded additional Teaching Assistant in Early Years
- Funded additional teachers to:
 - (1) continue to release English, Maths, Early Years, and Assessment Leaders for specific tasks linked to improving teaching and learning
 - (2) release 'Leaders of Teaching and Learning' (2) to develop newly qualified and recently qualified teachers and support teachers needing to improve their practice
 - (3) to focus on maths, reading and writing (mainly in Key Stage 2, but also in Early Years)
- 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
- 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
- Continued to fund professional development training to improve teaching and learning for children eligible for PPF
- Continued to fund additional hours for Learning Mentor with focus on vulnerable groups/disadvantaged attendance

Teaching Development, Training and Resources (including Building Resources)

- Continued with '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 room

Extra-curricular/Curricular/Uniform support to families

- Contributions to residential visits – Year 6 (8 children), Year 5 (17 children), Year 4 (13 children)
- Contributions to Holiday Clubs (10 children at Easter, 10 plus siblings in the summer)
- Contributions to support PPF families for extra-curricular activities/educational visits (1 child)
- Contributions to school uniforms (10 children)

What difference the Pupil Premium Funding made in 2016-17

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

	2015-16	2016-17		2015-16	2016-17
Attendance Disadvantaged	94.39%	94.84%	Persistent Abs. Disadvantaged	10.25%	8.24%

The attendance of those children eligible for PPG improved by 0.45. The attendance of persistent absence children also improved by 2.01%.

Impact of additional support in Nursery

On entry to Nursery, one child from the Disadvantaged children was 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 3 children were on track for GLD **with 2 of these children on track to achieve above the expected level**. Last year (2015-16) 33% of disadvantaged children finished the year on track for GLD. This year's figure equates to 37.5% which is an improvement of 4.5%.

Impact of additional support in Reception

The percentage of Disadvantaged children achieving the nationally expected 'Good Level of Development (GLD)' **has increased** from 17% at the beginning of Reception to 40% at the end of the year— **an increase of 23% in 2016-2017**.

Impact of additional support in Year 2, particularly for Maths

70% (7/10) of Disadvantaged children met the expected standard in Maths, which was within one child from the 'Other' (not Disadvantaged) children (39/50) and the National 'Others' figure. At Greater Depth Standard, School Disadvantaged children **achieved better** than both National and School 'Others'. In Reading, Disadvantaged children were within 1 child from National and School 'Others' figures at both the Expected Standard and the Greater Depth Standard. In Writing, School was slightly more than 1 child from National 'Others' and 1 child from School 'Others' at Expected Standard and less than 1 child from School and National 'Others' at Greater Depth Standard. In Phonics, the percentage of children who have attained the required standard by the end of Year 2 was 90% which is less than one child from the National 'Others' figure of 93%.

Year 2	Reading		Writing		Maths		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	More able
Disadv 10	70 (7)	20 (2)	60 (6)	10 (1)	70 (7)	30 (3)	60 (6)	10 (1)
Others 50	74 (37)	24 (12)	70 (35)	16 (8)	78 (39)	20 (10)	64 (32)	6 (3)
All School	73	23	68	15	77	22	63	8
All Nat 2017	79	28	72	18	79	23	64	11

Impact of additional member of staff for maths in Year 3

The additional HLTA for maths from January allowed for smaller group teaching in the year group. This led to 100% of the Disadvantaged children in the small group in Y3 making their end of year target compared with 88% of 'Other' children.

Impact of additional member of staff for maths in Year 4

The additional HLTA for maths allowed for smaller group teaching in the year group. This led to 100% of the Disadvantaged children in the small group in Y4 making their end of year target compared with 88% of 'Other' children.

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

In Reading, Disadvantaged children were 6% above the National 'Others' figure at the Expected Standard.
In Writing, Disadvantaged children were 14% below National 'Others' (equates to less than 2 children).
In Maths, Disadvantaged children were **3% above** the National 'Others' figure at the Expected Standard.

At Greater Depth, Disadvantaged children were within 1 child of National 'Others' – 4% in Reading and Writing and - 2% in Maths

Combined figures show Disadvantaged children were equal with National 'Others' at the Expected Standard (67%).
At the Greater Depth Standard, Disadvantaged children were within 1 child of the National 'Others' figure.

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 (12)	83% (10)	67% (8)	17% (2)	83% (10)	75% (9)	67% (8)
Others (44)	86% (38)	82% (36)	23% (10)	86% (38)	86% (38)	75% (33)
All School	86%	79%	21%	86%	86%	73%
Others Nat 2017	77%	81%	18%	80%	80%	67%

The Impact of Leadership and Training on Improving Teaching

The percentage of teaching graded as solidly good has risen from 87% at the start of the academic year to 91%. The newly qualified and recently qualified teachers had a successful year, with all 3 teachers graded as solidly good.

Impact on Extra-Curricular/Curricular Support

- 20 children were able to attend Holiday Clubs who might not normally have done so without financial support
- 38 children were able to take part in residential visits who might not normally have done so without financial support
- 1 child was able to take part in extra-curricular activities who might not normally have done so without financial support
- Financial support was given to 10 families with regard to school uniform

How we intend to use our Pupil Premium in 2017-18

Staffing

- Senior Leader given specific responsibility in 2017-18 for PPF impact
- Inclusion Leader, Assessment Leader and other Senior Leaders to continue 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