

Low Ash Pupil Premium Funding: Rationale, Spending and Impact (September 2018)

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. 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 2017-18 was based on 97 pupils being eligible	Sept 2017 to August 18 Allocation = £122, 741		
<u>Early Year Pupil Premium</u> allocation varied in 2017-18 as the number of eligible pupils changed (Autumn Term 3 children, Spring Term 2 children, Summer Term 3 children)	Autumn Allocation £334	Spring Allocation £191	Summer Allocation £286

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 24% of the children eligible at Low Ash have special educational needs, with approximately 7% having an Education, Health and Care Plan statement.

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 2019 for this current year.

How we spent our Pupil Premium Funding in 2017-18

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
- Funded Teaching Assistant to deliver early morning intervention programmes in 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 5 children
- 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 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 5 and Y6
- Funded resources/furniture for additional intervention room

Extra-curricular/Curricular/Uniform support to families

- Contributions to residential visits – Year 6 (17 children), Year 5 (15 children), Year 4 (14 children)
- Contributions to Holiday Clubs (13 children at Easter, 12 plus siblings in the summer)
- Contributions to support PPF families for extra-curricular activities/educational visits (5 children)
- Contributions to school uniforms (9 children)
- Provision of milk for FSM children (44 children)
- Family Learning courses in school (Story Sacks, Kitchen Sink Science)

What difference the Pupil Premium Funding made in 2017-18

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

	2015-16	2016-17	2017-18		2015-16	2016-17	2017-18
Attendance Disadvantaged	94.39%	94.84%	95.14%	Persistent Abs. Disadvantaged	10.25%	8.24%	6.8%

The attendance of those children eligible for PPG improved by 0.3. The attendance of persistent absence children also improved by 1.44%.

Impact of additional support in Nursery

On entry to Nursery, 50% of the 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 100% were on track for GLD. **This is an improvement of 63.5% on 2017.**

Impact of additional support in Reception

The percentage of Disadvantaged children achieving the nationally expected 'Good Level of Development (GLD)' has **increased** from 13% at the beginning of Reception to 38% at the end of the year– **a similar percentage to 2017 (40%)**.

Impact of additional support in Year 2, particularly for Maths

82% (9/11) of Disadvantaged children met the expected standard in Maths, which was greater than the percentage for School 'Other' (not Disadvantaged) children (80%) and the National 'Others' figure for 2017 (79%). At Greater Depth Standard, School Disadvantaged children were within 1 child from both National and School 'Others'. In Reading, Disadvantaged children performed better than National and School 'Others' figures at the Expected Standard but lower in the Greater Depth Standard. In Writing, School were within 2 children from National 'Others' and 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 100% which outperformed the National 'Others' figure of 93%.

<u>Y2</u>	<u>Reading</u>		<u>Writing</u>		<u>Maths</u>		<u>Combined RWM</u>	
	<u>At or above standard</u>	<u>More able</u>						
<u>2017/2018</u>								
<u>Disadv (11)</u>	<u>82 (9)</u>	<u>9 (1)</u>	<u>55 (6)</u>	<u>9 (1)</u>	<u>82 (9)</u>	<u>18 (2)</u>	<u>55 (6)</u>	<u>9 (1)</u>
<u>Others (49)</u>	<u>76</u>	<u>29</u>	<u>73</u>	<u>18</u>	<u>80</u>	<u>24</u>	<u>67</u>	<u>14</u>
<u>All School</u>	<u>77</u>	<u>25</u>	<u>70</u>	<u>17</u>	<u>80</u>	<u>23</u>	<u>65</u>	<u>13</u>
<u>Nat Others</u>	<u>78</u>	<u>28(2017)</u>	<u>73</u>	<u>18(2017)</u>	<u>79</u>	<u>23(2017)</u>	<u>64(2017)</u>	<u>11(2017)</u>

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 exceeding their end of year target.

Impact of additional member of staff for maths and reading in Year 5

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 meeting their end of year target. The additional HLTA for reading allowed for smaller group teaching in the year group. This led to 2/3 of the disadvantaged children in the small group meeting their end of year target.

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

The Disadvantaged group is above National Others 2017 in Maths at ARE, but below in Reading (2 children), Writing (1 child) and combined RWM (2 children). The group is below National Others 2017 in all subjects at the Higher Standard.

Y6	Reading		Writing		Maths		Combined RWM	
	At or above standard	More able						
2017/2018								
Disadv (15)	60(9)	0	73(11)	20(3)	87	0	53	0
Others (43)	84	21	91	28	95	30	84	12
School (58)	78	16	86	26	93	22	76	9
Nat Others	77(2017)	29(2017)	81(2017)	21(2017)	80(2017)	27(2017)	67(2017)	11 (2017)

The Impact of Leadership and Training on Improving Teaching

The percentage of teaching graded as solidly good throughout school has risen from 91% at the start of the academic year to 96%.

Impact on Extra-Curricular/Curricular Support

- 25 children were able to attend Holiday Clubs who might not normally have done so without financial support
- 46 children were able to take part in residential visits who might not normally have done so without financial support
- 5 children was able to take part in extra-curricular activities who might not normally have done so without financial support
- Financial support was given to 9 families with regard to school uniform
- Free milk was provided for 44 FSM children
- 18 families benefited from the Family Learning Courses

How we intend to use our Pupil Premium in 2018-19

Staffing

- Senior Leader given specific responsibility 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
- Part-fund lease of minibus to enable PPF children to have access to first hand, real-life experiences to support learning and personal development

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