



# Warley Primary School

## Strategy for the use of the Pupil Premium Grant 2017-2018

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## **Strategy for the use of the Pupil Premium Grant**

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Pupil premium funding is available to:

- schools maintained by the local authority, including:
  - special schools, for children with special educational needs or disabilities
  - pupil referral units (PRUs), for children who can't go to a mainstream school
- academies and free schools, including:
  - special academies, for children with special educational needs or disabilities
  - alternative provision (AP) academies, for children who can't go to a mainstream school
- voluntary-sector AP, with local authority agreement
- non-maintained special schools (NMSS), for children with special educational needs as approved by the Secretary of State for Education under section 342 of the Education Act 1992

### **Funding**

#### **Academic Year 2017 to 2018**

The DfE will allocate PPG funding to schools and local authorities (who must allocate for each FTE pupil on the January 2017 school census, at each school they maintain) the following amounts:

- £1,320 per pupil for each Ever 6 FSM full time equivalent (FTE) pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium
- £935 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium
- £1,900 per pupil for each post-LAC in year groups reception to year 11
- £300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

For pupils recorded aged 5 and over on the school census, PPG will be allocated on the basis of sole and dual main registrations only.

Warley Primary School had 39 children registered as eligible for PPG funding at the 2017 census. **The PPG Allocation is therefore £51,480.**

At Warley Primary School:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Pupil Premium Funding will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Pupil Premium. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

## Provision

The range of provision the school will utilise during Academic Year 2017-2018 includes:

- One to one support to provide intervention to complete activities that may not be completed at home e.g. reading to an adult, completing homework tasks and learning times tables/spellings. (Identified as main barrier to learning at Warley Primary.)
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning;
- 1:1 support from a teacher or highly-trained teaching assistant either within the school day or after school;
- Acquiring effective materials aimed at raising standards;
- Targeting more-able children through small group work to ensure accelerated progress for all;
- Focussed reading support and intervention for pupils in Key Stage 1 and Key Stage 2;
- Additional adult support in the EYFS to bring about learning through purposeful play, talk and engagement with peers;
- Focussed reading and phonics support in the EYFS.

## Barriers to Learning

The main barriers to learning for pupils eligible for PPG funding are summarised below:

Barrier	Percentage of PPG children who experience this barrier
Lack of support with home learning	44%
SEN	41%
Unsettled home-life	33%

e.g. living at refuge, adoption, exposure to drugs	
SEMH (Social, Emotional and Mental Health) issues e.g. anger issues, behavioural problems	23%
Lateness and Attendance	18%
Confidence and Self-esteem	15%
Parental feuds	15%
Diet	13%
Disability or Illness	13%
Anxiety	13%
Lack of aspirations	10%
Insular behaviours	8%
Fine and Gross Motor skills	8%
Funding e.g. for trips and uniform	5%
Parental non-attendance e.g. Parents' Evenings, One Planning Meetings	5%
Mental Health - referrals to EWMHS	5%
Bereavement	3%
Friendship issues	3%
Previous missed education	3%
EAL	3%

### **The PPG allocation for 2017/2018 is being used to:**

- a) Provide additional small group support for all PP children across the school with a focus upon raising attainment in reading, writing, mathematics and phonics (including focussing upon better than expected attainment for more able pupils.)
- b) Provide one to one support through the use of teaching assistants for individual PP children within their base class focussing on specific interventions such as a new Jolly Phonics intervention for younger children.
- c) Provide social and emotional support for PP children during lunch and break-times;
- d) Provide children with the same educational opportunities as their non-disadvantaged peers;
- e) Provide intense intervention to support the acquisition of reading skills in all year groups.
- f) Provide additional adult support in EYFS to bring about purposeful play, learning, discussion and interaction.

g) Provide individually tailored 1:1 tuition with a highly skilled teacher after school or during the day where a pupil is unable to commit to after school sessions.

It is hoped that effective provision will result in the following outcomes by July 2018:

1. In all year groups, the gap between the % of PP children reaching and exceeding age-related expectations and the % of non-disadvantaged pupils achieving the same will further close in reading, writing, mathematics and where appropriate, grammar.
2. Progress made by PP children will begin to exceed that of their non-PP peers across the school.
3. PP children will make accelerated progress in spelling and reading which will be shown through age-related assessments.
4. PP children will have the same opportunities to complete homework and 'parent supported' tasks as their non-PPG peers.
5. PP children will enjoy school and continue to develop a 'love for learning'. School and the education system will be viewed positively by them and their parents which will in-turn result in high aspirations being held by the pupils and their parents.
6. PP children will be fully equipped to access all areas of school life and all opportunities that the school and curriculum have to offer.
7. EYFS pupils will be happy and confident which will lead to successful learning. Their speech will be age appropriate and they will achieve the GLD.

The impact of all planned interventions will be monitored closely on a half-termly basis by the SMT, Governors and key Subject Leaders. Progress for these pupils will be compared with that of their peers. Lesson observations and dips as well as playground monitoring will focus on engagement with peers and effective socialisation. Interventions will be adjusted as and when necessary throughout the year.

### **Information about last Academic Year:**

### **Use of the PPG Allocation during Academic Year 2016/2017:**

**Pupil Premium Grant (PPG) Allocation for 2016/2017 was: £55,440**

This funding was based on 42 eligible pupils.

The school received £1320 funding for each eligible pupil.

In some cases, barriers to successful outcomes for PPG pupils in the Academic Year 2016-2017 were noted to be:

- EYFS - Playing in isolation with a lack of purposeful socialisation and learning
- Reluctance to work in learning groups and paired situations
- Refusal to attend fully funded after school 1:1 tuition opportunities
- Lack of support at home with learning such as reading, phonics and other homework activities
- Lack of correct uniform and kit
- Inability of parents to fund extra-curricular activities and school visits

- Poor views of schools and the academic system.
- Poor diet and lack of sleep.

This was a snap shot of views taken over time and in no way represented PPG pupils as a group.

**The PPG allocation for 2016/2017 was targeted to:**

- Provide additional small group support for all PP children across the school with a focus upon raising attainment in reading, writing, mathematics and phonics (including focussing upon better than expected attainment for more able pupils.)
- Provide social and emotional support for PP children during lunch and break-times;
- Provide children with the same educational opportunities as their non-disadvantaged peers;
- Provide intense intervention to support the acquisition of reading skills in all year groups.
- Provide additional adult support in EYFS to bring about purposeful play, learning, discussion and interaction.
- Provide individually tailored 1:1 tuition with a highly skilled teacher after school or during the day where a pupil is unable to commit to after school sessions.

## **IMPACT 2016-2017**

**Mid-Year Outcomes 2016-2017 (April 2017)**

**Attainment - Percentage of Pupils working at the Expected Standard**

	Reading		Writing		Mathematics	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
EYFS	100%	79.3%	100%	79.3%	100%	96.6%
Year 1	83.3%	91.3%	83.3%	82.6%	100%	95.7%
Year 2	100%	86.2%	50%	79.3%	100%	86.2%
Year 3	50%	85.7%	50%	71.4%	50%	76.2%
Year 4	100%	76.9%	83.3%	61.5%	83.3%	73.1%
Year 5	66.7%	88.5%	50%	80.8%	50%	80.8%
Year 6	75%	75%	75%	71.4%	100%	82.1%

**Points Progress across the year so far**

	Reading		Writing		Mathematics	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG

EYFS	10.0	7.5	7.0	7.5	6.0	6.1
Year 1	3.0	2.7	3.5	2.4	3.0	2.8
Year 2	5.0	4.7	4.0	4.0	5.5	4.2
Year 3	4.0	4.2	3.6	3.9	3.6	3.8
Year 4	5.7	5.3	4.8	5.3	4.8	4.9
Year 5	5.2	4.8	3.8	4.4	4.0	4.2
Year 6	4.5	4.3	4.8	4.5	4.5	4.5

Year 3 and Year 5 became a priority focus for the Summer Term. Adjusted provision included:

- Daily increased adult support during whole-class provision to provide focussed interventions.
- Small group and 1:1 tuition for PPG pupils after school.
- Focussed 1:1 reading support 3 times per week.
- Short, focussed small group sessions with the teacher to close specific gaps.

## End of Year Outcomes 2016-2017 (July 2017)

**Attainment - Percentage of Pupils working at the Expected Standard**

	Reading		Writing		Mathematics	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
EYFS	100%	90.3%	100%	90.3%	100%	93.5%
Year 1	85.7%	90.9%	71.4%	72.7%	85.7%	90.9%
Year 2	100%	82.8%	100%	79.3%	100%	86.2%
Year 3	44.4%	88.9%	33.3%	61.1%	44.4%	66.7%
Year 4	83.3%	73.1%	83.3%	61.5%	83.3%	69.2%
Year 5	71.4%	92.0%	57.1%	76%	57.1%	80%
Year 6	57%	79%	86%	75%	43%	75%

**Progress - Points Progress across the year.**

	Reading		Writing		Mathematics	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
EYFS	12.0	10.1	9.0	10.9	7.0	8.3
Year 1	5.2	4.6	5.0	3.6	4.3	4.3
Year 2	7.0	6.2	7.0	6.1	7.0	6.2
Year 3	6.4	6.4	5.3	5.3	5.1	5.1
Year 4	7.0	6.8	6.3	6.9	7.0	7.0
Year 5	7.0	6.8	6.3	6.2	6.4	6.1
Year 6	6.2	5.9	6.6	6.1	6.4	6.0

## Year 6 2017 - Detailed analysis of PPG/Non PPG Outcomes

	Whole Cohort (32)	With 1 EAL Pupil Dis-applied (31)	School 2016	National 2017	PPG (7)	PPG who joined in Y5 or Y6 (3)	PPG with us for the whole of KS2(4)	NO PPG (24)
Reading EXS	72% (23)	74% (23)	75	71%	57% (4)	0%	100% (4)	79% (19)
Writing EXS	75% (24)	77% (24)	63	76%	86% (6)	67% (2)	100% (4)	75% (18)
Maths EXS	66% (21)	68% (21)	84	75%	43% (3)	0%	75% (3)	75% (18)
GPS EXS	69% (22)	71% (22)	72	77%	43% (3)	0%	75% (3)	79% (19)
Reading GD	25% (8)	26% (8)	12.5		0%	0%	0%	29%
Writing GD	9% (3)	10% (3)	0		0%	0%	0%	13% (3)
Maths GD	13% (4)	13% (4)	19		13% (1)	0%	25% (1)	13% (3)
GPS GD	25% (8)	26% (8)	22		25% (2)	0%	50% (2)	25% (6)
RWM Comb EXS	56% (18)	58% (18)	53	61%	43% (3)	0%	75% (3)	63% (15)
RWM Comb GD	9% (3)	10% (3)	0		0%	0%	0%	13% (3)

## GAP Analysis for Whole-School Attainment - PPG vs Non PPG 2017

### July 2016: (185 pupils)

<b>Reading</b>	<b>Expected +</b>	<b>Exceeding</b>
<b>Gap between PPG and Non</b>	<b>15.8% gap</b>	<b>11.5% gap</b>
<b>Writing</b>	<b>Expected +</b>	<b>Exceeding</b>
<b>Gap between PPG and Non</b>	<b>15.5% gap</b>	<b>9.7% gap</b>
<b>Maths</b>	<b>Expected +</b>	<b>Exceeding</b>



Gap between PPG and Non	19.3% gap	7.6% gap
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### **July 2017: (183 pupils)**

<b>Reading</b>	<b>Expected +</b>	<b>Exceeding</b>
Gap between PPG and Non	7.8% gap (gap closed by 8 percentage points from last year)	1.7% gap (gap closed by 9.8 percentage points from last year)
<b>Writing</b>	<b>Expected +</b>	<b>Exceeding</b>
Gap between PPG and Non	6.6% gap (gap closed by 8.9 percentage points from last year)	4.7% gap (gap closed by 5 percentage points from last year)
<b>Maths</b>	<b>Expected +</b>	<b>Exceeding</b>
Gap between PPG and Non	10.3% gap (gap closed by 9 percentage points from last year)	2.1% gap (gap closed by 8.2 percentage points from last year)