



## Pupil Premium Grant Expenditure and Impact

### Report to Governors

Autumn 2017

#### Background to the Pupil premium

Introduced in April 2011, the Pupil Premium is a government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The pupil premium is provided in order to support these pupils in reaching their potential by accelerating their progress. The government has used pupils entitled to Free School Meals and those who are looked after as an indicator for deprivation. They have given a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. The service premium is designed to address the emotional and social well-being of these pupils. At Pikes Lane we currently have no children who are 'looked after' or from families whose parents are in the armed forces. All our Pupil Premium children are therefore eligible for free school meals.

#### Overarching Principles

##### How do we define disadvantaged pupils?

At Pikes Lane Primary School, all members of staff and governors are fully committed to meeting the needs of all children including Pupil Premium children and ensuring their pastoral, social and academic needs are exceptionally well catered for. All children, including Pupil Premium Children are valued, respected and entitled to develop to their full potential, irrespective of disadvantage.

#### Overall Objectives:

- Our school will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.



- The school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.
- As so many children at Pikes Lane are vulnerable or INA/INA+/SEN/RBL we reserve the right to allocate the Pupil Premium Funding according to need.

**At Pikes Lane Primary we believe that three Key Strands must underpin the effective use of the Pupil Premium. These are:**

- **Core Skills**
- **Enriching Experiences**
- **Home/School Partnership – removing barriers to learning**

**Pikes Lane Primary has chosen to spend the Pupil Premium Allocation in the following ways:  
Pupil Premium Allocation for 2016 – 2017**

**Amount Allocated - £203,280**

Pikes Lane Primary has chosen to spend the Pupil Premium Allocation in the following ways:

#### **Additional Year 6 Teacher**

Year 6 has been split into 3 smaller classes, the smaller class size enables the teacher to work on a more one 2 one basis with pupils, raising targets and aspirations.

#### **Pupil Welfare Manager**

Our Pupil Welfare Manager works with children on free school meals and disadvantaged children trying to break down any barriers to learning. This involves working on attendance, punctuality, family issues and raising attainment through the provision of extended services .Our Manager works hard to establish links and opportunities with local agencies, feeder schools and training providers to offer a wealth of services for disadvantaged families.

### **Creative Arts Teacher**

An additional teacher has been employed who covers various aspects of the curriculum including drumming lessons, singing/drama, ukulele and guitar tuition, giving children the advantage to embrace lots of different experiences.

### **Employment of Teaching Assistants**

We have employed additional teaching assistants to work with small groups of children to provide support for a range of teaching and learning activities in school to ensure that targets are met and attainment raised.

### **One2One Teaching**

We have employed a teacher to work specifically on a 1-1 basis with children needing additional help.

### **1-1 ipads in Upper Key Stage 2**

In April 2015, we began our Family ipad project, where Upper Key Stage 2 pupils each had an ipad which they used in school and at home. It has transformed the way we teach and has ensured that feedback both from the teacher and peer assessment has is even more tightly focused and has immediate impact. Children who have been on extended leave or unable to attend school have not missed out on their learning. Children are continuing their learning at home and engagement levels have risen even further.

### **Booster Group**

We operate booster groups for children before and after school to enhance their learning and to raise attainment

### **Breakfast Club**

The school breakfast club for all school children to access, this enables them to have a breakfast and helps parents who are struggling; it also ensures that pupils are school early and helps eradicate lateness and persistent absence. The breakfast club is subsidised by Pupil Premium.

### **Intervention Groups**

We have numerous intervention classes taking place throughout the day, this is covered by specified staff employed to work with pupil premium children to raise aspirations and attainment.

**Learning Mentor** We have a full time learning mentor employed to work with specified children. The learning mentor focuses on removing barriers to learning, raising attainment and inclusion.

### Number/Percentage of Pupil Premium Pupils and Allocation of Resources 2011- 2018

Please note that the allocation for Pupil Premium is given at the beginning of each financial year with 'top ups' during the year, the planning and provision for Pupil Premium within school is done at the beginning of each academic year and is evaluated and monitored at least half-termly. A report on the progress of Pupil Premium children is given to governors each term within the Headteacher's Report and as part of the Standards Committee Meeting.

	Total Allocation	% of Budget	Number /Breakdown of Pupil Premium Pupils			
			Number	Of which are SEN	Of which are INA	Of which are INA+
2011 – 2012	46,360	3.0%	141	16	10	0
2012 – 2013	93,800	5.4%	166	18	14	0
2013 – 2014	151,527	8.5%	155	31	12	2
2014- 2015	216,972	10.7%	164	23	1	11
2015- 2016	205,920.	10.3%	156	23	1	11
2016 – 2017	203,280	10.2%	154	41	4	19
2017 – April 2018	188,760	10.3%	141	35	3	6

### Overall Evaluation of Impact to date (including external reviews/feedback from external partners)





In June 2016, the school was inspected by OFSTED when it gained an outstanding grading in all areas. In the report, the inspectors complimented the school on its fully inclusive approach and the fastidious way it tracks all groups of pupils to ensure they attain the highest outcomes. In the summer term 2017, we were visited by the **Inclusion Quality Mark Assessor** who was extremely positive about the way in which we provide a wide range of opportunities to all our children, including the Pupil Premium children. In his report the assessor stated, **'this is a school that is clearly at the heart of its community where inclusion is ingrained in the very fabric of the school and care, nurture and support is at the very heart of everything that occurs here. It is a superbly impressive, inclusive learning environment in a fantastic building where pupils are encouraged to achieve their full potential, where everyone involved is committed to the inclusion of all staff, parents and pupils. They are committed to ensuring every success for their pupils and themselves, ensuring every pupil is known and stretched to achieve their full potential, no matter their starting points'**

' In addition, in the autumn term 2017, we were reassessed for the **Investors in Pupils Award**. Again, the assessor was extremely impressed by the way we all work together to ensure all groups of children achieve their best. In the report, the assessor stated, '**Staff and governors at Pikes Lane work hard to remove barriers to learning and ensure access to a wide curriculum for all their children. The school has built up a strong team who ensure the needs of each child are met through 1:1 support, a range of intervention programmes and personalised learning initiatives.**'

### Outcomes at the end of Key Stage 1 and Key Stage 2

The government does not provide any national data about the performance of disadvantaged children, instead it compares disadvantaged pupils with non- disadvantaged pupils. This is an unhelpful comparison as it does enable schools to compare the achievement of their disadvantaged pupils with other disadvantaged pupils nationally. The table below compares the achievement of our disadvantaged pupils with disadvantaged pupils across the LA and then nationally compared with non-disadvantaged pupils.






#### Key Stage 1

Expected Standard	Reading	Writing	Maths	R,W, M Combined
PL – Disadvantaged	75% 	64% 	71% 	61% 
LA – Disadvantaged	62%	53%	62%	48%
PL Gap b/n Non-Dis/Dis	+6%	+11%	+11%	+12%
LA Gap b/n Non Dis – Dis	+14%	+19%	+16%	+20%
Gap	PL gap is less	PL gap is less	PL gap is less	PL gap is less
National Non – Disadvantaged	79%	72%	79%	Not Available
Analysis -	When we compare the performance of PL's Disadvantaged children, to similar pupils across the authority, our pupils attain much more highly across all subjects. The gap between PL's Disadvantaged children and Non Disadvantaged children is less in all subjects than the LA. This means that we do better than the LA across the board with our Disadvantaged children. PL's disadvantaged children attain standards which are very broadly in line with national non-disadvantaged children.			

#### Key Stage 2

Last year, the government introduced much more challenging tests at the end of Key Stage 2 as well as increasing the expectation of what children had to be able to do to reach the expected standard. Last year's 6 cohort was a very complex cohort. With almost half of the children being Pupil Premium. The pupil premium children also had further complex issues, over 50% of the children were INA or INA+ as well as SEN, two of which were awaiting EHCP's.

The data in the table below excludes the INA/INA+/severe SEN

Expected Standard	Reading	Writing	Maths	SPAG	R,W, M Combined
PL – Disadvantaged	55% 	82% 	73% 	77% 	55% 
LA – Disadvantaged	57%	66%	66%	69%	48%
PL Gap b/n Non-Dis/Dis	13%	16%	7%	3%	7%
LA Gap b/n Non Dis – Dis	17%	16%	15%	14%	19%
Gap	PL gap is less	PL gap is less	PL gap is less	PL gap is less	PL gap is less
National Non – Disadvantaged	77%	81%	80%	Not Available	Not Available
Analysis	When we compare the performance of PL's Disadvantaged children (excluding INA+/severe SEN) to similar pupils across the authority, our pupils attain much more highly in Writing, Maths and SPAG and broadly in line in Reading. (Our reading results at the end of Key Stage 2 were disappointing overall. The government upped the pass mark by 7 marks for Expected Standard and Greater Depth. Our results would have been above the national average if the same thresholds had been applied as in 2016. . The gap between PL's Disadvantaged children and Non Disadvantaged children is less in all subjects than the LA, except for Writing where it is the same. This means that overall we do better than the LA across the board with our Disadvantaged children. With the exception of Reading, PL's disadvantaged children attain standards which are just below national non-disadvantaged children in Maths but in line for Writing. Reading, in particular continues to have a very strong focus on the SIP 2017 -2018.				

### Progress

Expected Standard	Reading	Writing	Maths
PL – Disadvantaged	-0.6	+3.9	+1.3
LA – Disadvantaged	-0.3	+0.5	+0.6
National Non – Disadvantaged	+0.33	+0.17	+0.28
Compared to the National Non – Disadvantaged – Judgement (Official Published Data)	-1.78	+4.85	-0.02
Judgement	In line with national average	Well above national average	In line with the national average

Analysis	Our disadvantaged children (who are not severe SEN or INA+) made significantly more progress in Writing than similar pupils and more progress than nationally not disadvantaged children. In maths they performed better than the LA disadvantaged pupils. Reading results were disappointing (as detailed earlier) However, we are still in line with the national average for Reading for progress. Reading is a strong focus on the SIP this year. The above data demonstrates how misleading the 'published, official data' can be as it does not take into account INA+ or severe SEN who are going to find it incredibly challenging to reach expected standards.
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### **Outcomes for the rest of the school**

In school data shows that, over the three years, progress overall in Reading, Writing and Mathematics has been consistently outstanding and using the new assessment system, progress in Reading, Writing and Mathematics is all more than expected for Pupil Premium children.

### **Overall Evaluation of Effectiveness of Pupil Premium Expenditure and Impact**

After thorough analysis of all of the data, particularly the **'in school' data (at the end of Key Stage 2)** regarding outcomes for Pupil Premium Children, overall, the school is making excellent provision for Pupil Premium children and has therefore allocated its resources highly effectively. Reading is an area of focus overall for all children and there is a very strong emphasis on this on the SIP 2017 – 2018. Furthermore, case studies and other sources of evidence indicate that this group of children are happy, safe and enjoy coming to school and benefit greatly from the vast array of activities and events they experience throughout their time at Pikes Lane.