



2017 – 18 – Analysis of the expenditure of the Pupil Premium Funding

| 1. Summary Information for 2017 - 18 | | | | | |
|---|---------------------------------|-----------------|-----------------------------|---|---------------|
| School | Orchard Fields Community School | | | | |
| Academic Year | 2017 - 18 | Total PP Budget | £224,240.00 | Date of most recent PP Review for 2017 - 18 | March 2018 |
| Total Number of Pupils | 186 | Spent | £224, 240.00 | Date for next review of this strategy for 2018 - 19 | December 2018 |
| | | Carried Forward | £ | | |
| Number of pupils eligible for Services pupils | 0 | | LAC (Looked after children) | | 0 |

| 1a Break down of number of pupil premium in each cohort (2017) | | |
|---|------------------------|----------------------------|
| Year Group | Total number of pupils | Eligible for pupil Premium |
| Foundation Stage | 50 | 23 = 46.0% |
| Year 1 | 41 | 15 = 36.5% |
| Year 2 | 43 | 27 = 62.7% |
| Year 3 | 56 | 35 = 62.5% |
| Year 4 | 49 | 32 = 65.3 % |
| Year 5 | 58 | 28 = 48.2% |
| Year 6 | 42 | 32 = 76.1% |

Reviewed in April/July 2018

| 2. Attainment for the end of Key Stage 2 2017 - 18 | | | |
|---|---------------|---------------|-----------------|
| | School | LA | National |
| Proportion of pupils in year 6 eligible for pupil premium | 76.1% | 42% | Unknown |
| % achieving the expected standard in Reading | 38% | 58% | 60% |
| % achieving the expected standard in Writing | 72% | 49% | 66% |
| % achieving the expected standard in Maths | 72% | 50 | 63% |
| % achieving the expected standard in SPaG | 72% | Not Available | 66% |
| % achieving the expected standard in Reading, Writing and Mathematics | 34% | Not Available | 48% |

| 3. Progress for the end of Key Stage 2 2017 - 18 | | | |
|---|---------------|---------------|-----------------|
| | School | LA | National |
| Proportion of pupils in year 6 eligible for pupil premium | 76.1% | Not Available | Not Available |
| Progress measures in Reading | -4.49% | Not Available | -0.7% |
| Progress measures in Mathematics | +0.03% | Not Available | -0.6% |
| Progress measure in Writing | +1.12% | Not Available | -0.4% |
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4. Barriers for our pupils eligible for pupil premium for 2017-18

In - School Barriers

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| A | Low starting points in Foundation Stage in Communication, speech and language, socialisation skills which all impacts on the children's future progress and attainment in reading, writing for subsequent years. |
| B | Low parental Engagement in working in partnership either the school to support their child/ren's learning due to their lack of confidence, mental health, negative experience in their own schooling and other factors. |
| C | Meeting Age related expectations at the end of KS1 & 2. |
| D | Poor attendance for some of our disadvantaged pupils. |
| E | Mobility of children during the school year. |
| F | Poor language acquisition, resulting in limited vocabulary for all year groups |

Reviewed March 2018

5. Barriers for our pupils eligible for pupil premium for 2017 - 18

External Barriers

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| A | Lack of reading at home with parents. |
| B | Parents not understanding the importance of regular attendance and the need to be punctual for good learning outcomes. |
| C | Family crisis – for example mental health, social care involvement, financial and housing concerns, domestic violence all impact on children within the family home which transfers to school. |
| D | Percentage of pupils suffering from long-term neglect |
| E | Parents unable to support their children with their learning |

Reviewed March 2018

6. Break down of expenditure of Pupil Premium for 2017

Orchard Fields Community School
IMPACT OF PUPIL PREMIUM
Report to the Governing Body for period April 2017 – March 2018

Author: (Dawn Shilston – Head teacher) **PP = Pupil Premium**

Planned spending for 2017 - 18

| | Children on Free School Meals | Children Looked After | Children from Service families | Total Left to Spend |
|----------------------------------|-------------------------------|-----------------------|--------------------------------|---------------------|
| No. of eligible pupils | 172 | None | None | 172 |
| Pupil premium funding received £ | £224, 240.00 | None | None | |

| Action | Target pupil group | NC Year | Cost | Leading staff member | Strategies to improve Pupils' Outcomes | Evidence |
|--|--------------------|----------|-------------|----------------------|---|---|
| KS2 Specialist Mathematics – Intervention Teacher | PP | Yr 5 & 6 | £47, 131.00 | KS2 Leader | Small group interventions for PP pupils and other pupils deemed to be disadvantaged. There continues to be a big focus on long division and multiplication, | 73% of pupils achieved expected compared with 75% nationally. This is a significant improvement with an increase of 10% compared with 63% of children achieving expected in 2016. At the end of KS2, attainment for our disadvantaged children in mathematics was good, with 72% achieving expected. In 2016, nationally only 58% of disadvantaged pupils achieved expected for |

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|---|-----------|---------------------|---------------------|-------------------|---|---|
| <p>KS1 Maths Specialist Intervention Teacher</p> | <p>PP</p> | <p>Yr 1 & 2</p> | <p>£31, 720.00</p> | <p>KS1 Leader</p> | <p>fractions and percentages.</p> <p>Small intervention groups with a math's specialist. Focusing on the importance of counting, mental calculating and using the Bar Model.</p> | <p>mathematics. Only 4% of pupils achieved greater depth for mathematics in 2016, this has increased by 10% to 14% in 2017, which is a significant increase. We are however, still significantly behind national at 23% and remains a key priority for school.</p> <p>For 2017, 77 % of pupils achieved expected compared with 75% nationally. 70% of the disadvantaged group achieved expected compared with 60% nationally. 81% of all pupils apart from SEND achieved expected, with 87% of PP pupils achieving expected. Only 16% of all groups achieved greater depth, compared with 21% nationally. Increasing the number of pupils achieving greater depth remains a key priority for the school. 13% of PP pupils achieved greater depth compared which is 3% lower than non-PP pupils.</p> |
| <p>KS1 ECAR Reading Intervention Teacher</p> | <p>PP</p> | <p>Yr 1 & 2</p> | <p>£42, 327. 00</p> | <p>KS1 Leader</p> | <p>Whole school focus on teaching specific reading skills - Improving. One-to-one intervention with a specialist reading teacher in year 1 and 2 to increase the percentage of pupils achieving expected or better.</p> | <p>For 2017 74% of pupils achieved expected, this is on a par with our results for 2016. Nationally the pass rate for expected was 76%, which means we were only 2% adrift from national figures. 16.3% achieved greater depth, which is similar to last year's results and significantly behind the national percentage at 25%. 72% of all pupils achieved expected compared with 87% of pupil premium pupils, which shows we are closing the gap between non –pupil premium and pupil premium pupils. 56% of all pupils</p> |

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| | | | | | | in year 2 were PP and of these 22% were SEND and 17% EAL. At the end of Reception, this cohort 9% reached exceeding, compared with 16% at the end of year 2, which shows good value added at 7%. |
| <p>Early Years</p> <p>X2 Part Time Teachers</p> <p>HLTA</p> | <p>PP</p> <p>PP</p> | <p>Reception</p> <p>Reception</p> | <p>£30, 148.00</p> <p>£6, 624.00</p> | <p>Early Years Leader</p> | <p>PP pupils have one-to-one intervention to narrow the gaps in their learning. Careful analysis of data termly identifies next steps for learning for success.</p> | <p>For 2017 68% of pupils achieved GLD compared with 71% nationally despite the fact 0% of children entered Reception in September 2016 at the expected level in all areas. In the school position statement for 2017, GLD is at or above the national average for Free School Meals pupils at 59% compared with 52% nationally in 2016. The EYFSP free school meals gap is in line or narrower than the national gap of 18% at -11%. This was a particularly strong year, as the cohort for 2017 consisted of 30% of SEND pupils achieving GLD, compared with 18% in 2016.</p> |
| <p>One to One Tuition for reading, writing and mathematics and arithmetic skills</p> | <p>PP</p> | <p>Year 6</p> | <p>£13, 728.00</p> | <p>Head teacher KS2 Leader</p> | <p>Targeted intervention for one-to-one SATs preparation for mathematics and reading</p> | <p>Please refer to results for KS2</p> |
| <p>Breakfast Club Staffing and Food</p> | <p>PP</p> | <p>All Year Groups</p> | <p>£7, 751.00</p> | <p>Head teacher</p> | <p>Healthy breakfast is provided. Children have the opportunity to join reading groups after their breakfast.</p> | <p>Pupils are prepared for the school day and the breakfast enables them to concentrate for sustained periods of time.</p> |
| <p>Education Psychologist</p> | <p>PP</p> | | <p>£1, 250.00</p> | <p>Inclusion Leader</p> | <p>PP children are professionally assessed to identify</p> | <p>Pupils have individual learning plans prepared for them to narrow the gaps in their learning compared with non-pp pupils.</p> |

| | | | | | their specific learning requirements. | |
|--|----|-----------------|---|----------------------------------|---|--|
| <p>Uniform</p> <p>Milk</p> <p>Fruit</p> <p>Food Bank</p> | PP | All Year Groups | <p>£37.00</p> <p>£682.00</p> <p>£304.00</p> <p>374.00</p> | Head teacher | | <p>Promotes vulnerable pupils well-being and happiness.</p> <p>Nutritious snacks and drinks provided for our vulnerable children to enable them to concentrate in their learning.</p> <p>Vulnerable families are provided with nutritious food, enough to feed a family of four for several days.</p> |
| <p>Attendance Officer</p> <p>Attendance Prizes</p> | PP | Whole School | <p>£ 8, 291.00</p> <p>£2, 707.00</p> | Inclusion Leader | <p>Pupils are closely tracked in terms of attendance. Pupils are aware of the importance of achieving 96%+ attendance and recognize the correlation between good attendance and attainment.</p> | <p>For 2016 – 17 for the whole year from September to July attendance was close to the national average at 95.59%, which is a slight drop of 0.20% compared to 2015 - 2016 at 95.79%. Without Eide absence, attendance would have been at 95.72%, which is close to our 96% target. Nationally, attendance was at 96% for 2016 – 17. Our persistent absence rate increased from 9.68% for 2015 -16 to 13.02% for 2016 – 17. This was due to a significant increase in unauthorized holidays in term time and was directly attributed to the Isle of White ruling on attendance for the Platt case. A total of 372.5 days was missed due to holidays, without the holidays the overall attendance would have been 95.99% and the persistent absence 11.36%.</p> |
| <p>Welfare Officer</p> | PP | Whole School | £28, 075.00 | Head teacher Inclusion Leader | <p>Early Intervention for PP children is vital in order to enable them to be able to focus on their learning.</p> | <p>Pupils feel safe and nurtured. Challenging home-life situations are eased with intervention from external agencies being identified and sourced. Refer to Pupil Premium attainment for core subjects.</p> |

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| Parental Engagement | PP | Whole School | £4, 086.00 | KS1 Leader SMSC Leaders | Parents to have a better understanding of the requirements of the National Curriculum and their role in supporting their child/ren. | Encouraging parents to support their child/ren's learning. Teaching Staff have had many opportunities to model reading for pleasure with their children, how to support their children with SATs revision, supporting their children with initial sounds and other aspects of synthetic phonics. |
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Notes:- Information which identifies individual pupils remains confidential and is not reported to governors.

- Schools decide on the most appropriate way to spend their allocated Pupil Premium Funding– funding is not tied to specific solutions.
- Governing Bodies are required to report online annually to parents on the impact of Pupil Premium, however schools and governor committees monitor more frequently the impact as part of the school's regular assessment process.