

Simonstone St. Peter's Church of England School



The Impact of Pupil Premium 2016/2017

(Percentages should be treated with caution when dealing with small numbers in the cohorts)

Impact

Early Years Foundation Stage

Although the number of children eligible for FSM/FSM6 is low in comparison to national; there is an upward trend. Pupils eligible for FSM achieve well in the Foundation Stage, with a positive trend of 100% achieving GLD.

- In 2016 – 2017 there were 18 children in the cohort with 3 pupils eligible for pupil premium funding. Of the 18 children, 78% achieved a good level of development (ATP: 35.8) .
- 100% of pupils eligible for pupil premium reached GLD (ATP: 34.0).
- This showed good progress in comparison to their starting points with 2 pupils coming in slightly below on entry and 1 pupil broadly typical for the age of the children.

Impact

Year 1 Phonics Screening Check

- There were 18 children in this cohort with 83% of pupils in Year 1 achieved the expected standard in the **Year 1 phonics screening check** in June 2017.
- One child eligible for pupil premium funding achieved the expected standard in the phonics assessment.

Impact
Key Stage 1 Results

In 2017, the levels of attainment at the end of Key Stage 1 in Year 2 were well above average, with 94% of pupils attaining at the least the expected standard in reading, 88% in writing, and 88% in mathematics. Attainment at greater depth was also high, with 29% in reading, 24% in writing and 24% in mathematics being judged to be working at greater depth. All of these are above national average and indicate improved performance from 2016.

This represents good progress over time from their starting point on entry to school, which was a typical level of development for their age and outcomes at the end of the EYFS - 76.5% made GLD.

One child eligible for pupil premium funding, made the expected standard in reading and writing; but not in maths.

	School EXS+	School FSM6	Similar schools in Lancashire Exp+	National Exp+
Reading	94.1%	100%	83.2%	75.5%
Writing	88.2%	100%	77.3%	68.2%
Maths	88.2%	0	83.1%	75.1%
RWM Exp+	82.4%	0	72.9%	63.7%

Impact
Key Stage 2 Results

One child eligible for pupil premium funding did not achieve the expected standard at the end of KS1; but made better than expected progress as a result of targeted interventions and additional TA support in class.

	School % EXS+	School (FSM6)	National % EXS+	School Progress Score	National Progress Score	School (FSM6) Pupil Premium Progress Score	School Avg. Scaled Score	National Avg. Scaled Score
RWM	88.2%	0	61%					
Reading	88.2%	0	71%	+1.5	0	+5.0	106	104
Writing	88.2%	0	76%	+1.4	0	+2.6		
Mathematics	88.2%	0	75%	+1.6	0	+5.1	106	104
GPS	88.2%	0	77%				106	106

Impact				
Whole School Data for 2016-2017				
12 pupils eligible for pupil premium funding. Each child represents 8.3%				
	Achievement		Progress	
Reading	Meeting national expectations	Exceeding national expectations	Making at least expected progress	Exceeding expected progress
Reading	91.6%	25%	91.6%	33.3%
Writing	91.6%	8.3%	91.6%	33.3%
Mathematics	83.3%	16.6%	91.6%	41.6%

PLANNED PUPIL PREMIUM SPENDING 2018/19

Objectives for Pupil Premium in this school

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
3. As far as possible, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
4. We will ensure the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Accountability

The Headteacher will regularly monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the governing body on progress and impact.

Statistics

In 2016-17 we received an allocation of £14,360.

In 2017-18 the school received an allocation of £19,644.

In 2018–19 it is anticipated that we will receive £15,160

Barriers to Learning

- Intermittent or inconsistent support or structure in family life.
- Punctuality arriving in school.
- Behaviour for learning – concentration
- Unpredictable emotional health and wellbeing.
- SEN

Strategies for using Pupil Premium funding

The school has looked carefully at the needs of each pupil and we have decided to use the following intervention strategies:

- Provision of small group work or 1:1 support for pupils entitled to Pupil Premium funding with a Teacher or an experienced Teaching Assistant focused on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement. This includes booster classes for KS2 SATS as well as ELSA support by a trained HLTA.
- Additional teaching and learning opportunities for pupils entitled to Pupil Premium funding. Further enhancement of the Gifted and Able provision to ensure that children make at least expected progress and achieve their full potential.
- Curriculum enrichment activities provided through visits to school and out of school visits which are aimed at engaging children in their learning.
- Further development of the Forest Schools approach to inspire and motivate children and provide opportunities to develop self-esteem and confidence - working in small nurture groups, where vulnerability has been identified.
- Purchase of additional effective learning resources eg Power of 2 in maths in order to provide children with better access to the curriculum through intervention programmes. These will enable them to make the best possible progress, especially in Literacy and Maths.
- Offering funding the OOSE breakfast club to ensure that pupils have the best possible start to the day and arrive in school, on time, and well-equipped for learning.
- Offering funding the OOSE after-school club to provide childcare.
- Specific training for staff to support pupils with specific needs.

All our work through the Pupil Premium will be aimed at accelerating progress; developing adaptable and transferable life skills; ensuring that they have access to stimulating and inspiring experiences that promote self-esteem and confidence and providing a nurturing and caring environment.

Proposed Spending:

Teaching Assistant (TA2a) in class support and intervention	£7,400
ELSA mentoring delivered by HLTA (2 afternoons per week)	£3,900
Staff Training	£1,500
Curriculum enrichment/trips/visits	£500
Uniform/Learning resources	£400

Reserves: OOSE (Breakfast and After School Club) sessions £1,500

Total £15,200

Date: April 2018

Review date: September 2018