



## Pupil Premium Report 2016-2017

The Governing Body at Patcham Infant School strive to ensure:

- That provision is made which secures the teaching and learning opportunities that meet the needs of all of the pupils.
- That the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognition that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. The Governors 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.
- Pupils have access to Quality First Teaching and benefit from high quality intervention and support in the classroom.
- Pupils have emotional and pastoral support so they are in an excellent position to learn.

This report is written using the internal end of year teacher assessments and data reported based on End of Key Stage 1 Assessments. It should be read in conjunction with our Pupil Premium Policy.

### Pupil Premium Grant Expenditure: Report 2016/17

School Context

<b>Number of pupils and pupil premium grant (PPG) received in the Infant school</b>	
Total number of pupils on roll	270
Total number of pupils eligible for PPG	32
Amount of PPG received per pupil in the Infant School	£1,320 £ 1,900
Total amount of PPG received	£44, 140
<b>Number of pupils and pupil premium grant (PPG) received in the Nursery</b>	
Total number of pupils on roll	50
Total number of pupils eligible for PPG	1
Amount of PPG received per pupil in the Infant School	£301
Total amount of PPG received	£301
<b>Total</b>	<b>£44,441</b>

	<b>Total Pupil Premium</b>	<b>Pupil Premium SEN</b>
Nursery	1	0
Reception	10	2
Year 1	10	5
Year 2	12	3
<b>Total</b>	<b>33</b>	<b>10</b>

**Performance of disadvantaged pupils across KS1 2016/17**

(pupils eligible for free school meals or in local authority care for at least six months during the last six years)

	Patcham Infants		Local Authority	National All Pupils Average	National Disadvantaged Average
	Pupil Premium	School All Pupils			
% of pupils making expected progress or above in Reading	<b>92%</b>	<b>96.5%</b>			
% of pupils making more than expected progress in Reading	<b>17%</b>	<b>48.2%</b>			
% of pupils making expected progress or above in Writing	<b>92%</b>	<b>86%</b>			
% of pupils making more than expected progress in Writing	<b>50%</b>	<b>24.7%</b>			
% of pupils making expected progress or above in Maths	<b>92%</b>	<b>95.2%</b>			
% of pupils making more than expected progress in Maths	<b>42%</b>	<b>20%</b>			
% of pupils at ARE in Reading	<b>83%</b>	<b>78.9%</b>	<b>62.5%</b>	<b>76%</b>	<b>79%</b>
% of pupils at ARE in Writing	<b>75%</b>	<b>70%</b>	<b>54.4%</b>	<b>68%</b>	<b>72%</b>
% of pupils at ARE in Maths	<b>83%</b>	<b>78.9%</b>	<b>61%</b>	<b>75%</b>	<b>79%</b>

**\*1 child = 8%**

**Performance of disadvantaged pupils NOT SEN across KS1 2016/17**

(pupils eligible for free school meals or in local authority care for at least six months during the last six years)

	Patcham Infants		Local Authority	National All Pupils Average
	Pupil Premium	School All Pupils		
% of pupils at ARE in Reading	<b>100%</b>	<b>78.9%</b>	<b>62.5%</b>	<b>76%</b>
% of pupils at ARE in Writing	<b>89%</b>	<b>70%</b>	<b>54.4%</b>	<b>68%</b>
% of pupils at ARE in Maths	<b>100%</b>	<b>78.9%</b>	<b>61%</b>	<b>75%</b>

**\*1 child = 11%**

**Performance of disadvantaged pupils at the end of EYFS 2016/17**

(pupils eligible for free school meals or in local authority care for at least six months during the last six years)

	Pupil Premium	School All Pupils	Local Authority	National All Pupils Average
% of pupils making expected progress in Reading	<b>60%</b>	<b>75%</b>		
% of pupils making more than	<b>20%</b>	<b>18.2%</b>		

expected progress in Reading				
% of pupils making expected progress in Writing	<b>70%</b>	<b>80.7%</b>		
% of pupils making more than expected progress in Writing	<b>30%</b>	<b>15.9%</b>		
% of pupils making expected progress in Maths	<b>90%</b>	<b>85.2%</b>		
% of pupils making more than expected progress in Maths	<b>10%</b>	<b>5.7%</b>		
% of pupils at ARE in Reading	<b>60%</b>	<b>84.2%</b>		<b>77%</b>
% of pupils at ARE in Writing	<b>70%</b>	<b>80.9%</b>		<b>72.6%</b>
% of pupils at ARE in Maths	<b>80%</b>	<b>87.6%</b>		<b>80.25%</b>
% of pupils at GLD	<b>66.7%</b>	<b>76.4%</b>	<b>50.6%</b>	<b>69.3%</b>

**\*1 child = 10%**

### Performance of disadvantaged pupils **NOT SEN** at the end of EYFS 2016/17

(pupils eligible for free school meals or in local authority care for at least six months during the last six years)

	<b>Pupil Premium</b>	<b>School All Pupils</b>	<b>National All Pupils Average</b>
% of pupils at ARE in Reading	<b>78%</b>	<b>84.2%</b>	<b>77%</b>
% of pupils at ARE in Writing	<b>89%</b>	<b>80.9%</b>	<b>72.6%</b>
% of pupils at ARE in Maths	<b>89%</b>	<b>87.6%</b>	<b>80.25%</b>
% of pupils at GLD	<b>60%</b>	<b>76.4%</b>	<b>69.3%</b>

**\*1 child = 11%**

### Summary of PPG spending 2016/17

#### Objectives in spending PPG:

Spending was focused on key interventions, where low attainment or slow progress literacy or mathematics had been identified. It has also been spent on a Counsellor and employing a Learning Mentor for pastoral support.

#### Summary of spending and actions taken:

Supporting disadvantaged children is often complex incorporating work with a variety of agencies and dealing with a variety of needs.

Majority of our allotted Educational Psychologist time was signposted to disadvantaged children.

Spending was spread across a range of time-limited interventions/specialist teacher/speech and language support. It is also used to fund counselling and a learning mentor to ensure children are in a better place, emotionally, to learn.

#### Outcomes to date:

The end of KS1 data shows great progress from last year. The results have gone up in all 3 areas from 2016/17. Reading has increased from 44% to 83%, writing from 44% to 75% and maths from 56% to 83% for all Pupil Premium children. Data for disadvantaged children without SEN has also increased in 2 areas and remained the same in maths from last year. Reading from 67% to 100%, writing 67% to 89% and maths 100% to 100%.

#### Comparisons:

##### Attainment

Disadvantaged pupils in EYFS that attained GLD is below 'All Pupils' due to their low starting

point. However, 100% of children made expected progress or above in Writing and Maths but 2 children did not in reading. We need to ensure these children are reading more regularly in school as they may not have the opportunities at home. At the end of EYFS we have significantly more disadvantaged pupils achieving GLD than the 'Local Authority' average. Our disadvantaged pupils were just 2.6% lower than the 'National All Pupils' attainment.

At the end of KS1 the percentage of disadvantaged children attaining at age related expectation (ARE) was higher than all pupils in all 3 areas. Our percentages are also significantly higher than the 'Local Authority' and the 'National All Pupils' in all 3 areas.

#### Expected progress at the end of KS1

The percentage of children making expected progress and above at the end of KS1 is higher than 'All Pupils' in writing. It is slightly below in Reading and Maths, however it equates to less than 1 child.

#### Above Expected progress at the end of KS1

The percentage of disadvantaged children achieving above expected progress in Maths and Writing is higher than 'All Pupils' however it is less in reading. Again, we need to be ensuring these children are given more opportunities to read in school as they may not have opportunities at home.

#### **Proposed Actions 2017/18:**

- To ensure class teachers are confident in Quality First Teaching and meeting the needs of their Pupil Premium children.
- To ensure teachers create 'grab packs' for Disadvantaged children and ensure all class adults know where they are and the focus of them.
- To continue to prioritise Pupil Premium children with Educational Psychologist support.
- To increase intervention in Year 2, especially in writing.
- To receive training for the INCo and a member of support staff in Family Fischer Trust Wave 3 intervention- to be implemented in Year 2 initially and rolled out into Year 1.
- To fund additional adult support for low attaining Year 2 children to have bespoke support daily in phonics, via intervention and QFT.
- Focus on Reading for disadvantaged pupils. Providing them with more opportunities to read within school. An example is reading with a volunteer.
- INCO to run social skills and nurture groups to ensure children's wellbeing.
- To continue our commitment to 'diminishing the difference' for Pupil Premium and vulnerable pupils, especially in light of new expectations.
- Disadvantaged children's book scrutiny by Senior Leadership team.
- Ongoing development of Building Learning Power, metacognition and learning

attitudes to support these vulnerable learners.

<b>Total PPG received</b>	<b>£</b>	
<b>Staffing</b>	Learning Mentor	£13, 212
	School Counsellor	£6,219
	Teaching Assistants for Interventions (sch start, 1 <sup>st</sup> class ½ , Jan ½ )	£10, 387
	INCo	£5, 116
	Supply cover	£675
	LSS teacher & TA	£8,582
	Speech and Language Support	£3,790
<b>Training</b>	Yellow Kite attachment	£300
	Supporting learners with literacy difficulties	£100
	Various Speech and Language	£200
<b>Subsidies</b>	Pupil premium enrichment	£534.50
	Breakfast Club Discount	£225
<b>Total Expenditure</b>	<b>£49, 340.50</b>	
<b>PPG Remaining</b>	<b>-£4,899.50</b>	