

St Faith's C of E Primary Pupil Premium Funding and Impact 2015-2016

Ethos Statement

St Faith's commitment to pupils eligible for the pupil premium has its starting point in the Christian Gospel, which recognises the uniqueness and value of the individual and which touches every area of human need. Christ's ministry is characterised by His openness to, and concern for, each person, in particular those needing support.

St Faith's offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

Background:

The pupil premium is additional funding provided by the government for pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as "Ever 6 FSM"); children who are looked after or adopted from care, and children in armed forces families. The pupil premium is aimed at addressing the current underlying inequalities which can exist between children from disadvantaged backgrounds and their peers.

The DfE has given us the freedom to use the pupil premium as we see fit, based upon our knowledge of our pupil needs. However, we are accountable for the use of this funding, and must provide evidence of its impact.

"It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." DfE

Context:

At St Faith's when we make decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Although eligible pupils are a very diverse group and it is important not to generalise about their needs, some of the barriers they face can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

School Context

	2013/14	2014/2015	2015/2016
Number on school roll (R-Yr 6)	160	174	155
Number eligible for PPG	65 (41%)	78 (45%)	64 (41%)
Amount of PPG received for each pupil	£953	£1,300	£1,320
Total amount received	£81,958	£104,793	£84,480

Key Expenditure 2015/2016:

Area of spending	Cost	Intended outcomes and approaches taken
Dedicated teaching assistant and unqualified teacher for Pupil Premium Support	£15,000	<ul style="list-style-type: none"> To support small groups and individuals on PP register to make progress in reading, writing and maths. To encourage more able pupils to develop a deeper understanding of concepts(mastery) 1:1 reading Reading comprehension groups Focused groups for more able pupils in writing and maths in Year 2 and Year 6
Pupil Premium Management, including a designated Pupil Premium Lead	£12,000	<ul style="list-style-type: none"> To monitor and review the impact of teaching and learning on progress and attainment of PP pupils To ensure funding is being used effectively to improve achievement and progress of disadvantaged pupils. SLT time Employment of Pupil Premium Lead Tracking progress of identified PP pupils Monitoring the impact of quality teaching on progress and attainment of PP pupils Book scrutiny and monitoring pupils response to marking
Funding for extra-curricular activities including school trips, breakfast clubs, after school clubs	£6950	<ul style="list-style-type: none"> To enable PP pupils to attend after school groups and care. To improve attendance and punctuality of pupils with these barriers to learning and provide nutrition for those needing it. After school provision, e.g. Taikwondo Breakfast club subsidy SATs breakfast club After school maths club - Extending learning time: Targeted support from teachers for children to address gaps and weaknesses PGL subsidy -Enabling PP pupil to attend Year 6 residential trip and build positive relationships with peers and adults.
TA support in classes and for focused interventions in Maths and English	£18,000	<ul style="list-style-type: none"> Individualised support in class - TAs directed by class teachers to support identified pupils in class with learning. OT- Fine Motor skills group in Reception class to improve the efficiency of pencil grip and handwriting Handwriting groups in KS1 and KS2 to improve formation of letter and joins. Daily reading in FS and KS1 - Individualising support at all levels: to increase fluency, accuracy, confidence and understanding when reading 1:1 reading and flashcards in KS1 and KS2 - TA reads 3-5 times a week with pupils who need extra support and interaction with reading. Rapid Phonics/Rapid Read/Rapid Write –Small group interventions in KS1 and KS2 to improve basic literacy skills for identified individuals attaining significantly below the AREs. Additional phonics support in KS1 to accelerate progress and develop confidence and ability using phonics to support reading and writing

		<ul style="list-style-type: none"> • Cumulative spelling and individualised spelling programmes in KS2 to build confidence and ability with spelling rules and common words • Read Write Inc -Small group intervention: To improve reading and writing skills for pupils in upper KS2 working below AREs. • First Class Maths- small group intervention to support identified pupils in Year 1 with basic numeracy skills. • Rapid Maths – Small group intervention in KS1 and KS2 to support identified pupils with basic numeracy skills. • Numicon - To improve retention and basic number skills and application • Reteach Maths/English - Same day intervention: TA works with pupils who have not grasped concepts in Maths and English to prepare for learning in next session.
Social, Emotional, Behavioural	£1500	<ul style="list-style-type: none"> • <i>To support identified pupils to improve social and communication skills in and out of the classroom and to develop a core group of friends</i> • <i>To encourage speaking and listening skills and raise self- awareness and confidence</i> • Social groups • Friendship groups
Third Space Learning	£8000	<ul style="list-style-type: none"> • <i>To tackle misconceptions and raise attainment in maths</i> • TSL- After school Maths intervention involving 1:1 online tutor
Literacy Support Service	£7550	<ul style="list-style-type: none"> • <i>To improve reading and writing skills for pupils with specific literacy difficulties</i> • 1:1 support from outside agency • 1:1 follow up work with TA to embed learning from LSS.
Resources	£1500	<ul style="list-style-type: none"> • <i>To enable more pupils to access equipment and use concrete methods to develop a deeper understanding of mathematical concepts</i> • Maths/ IT - Headsets and basic maths equipment, e.g. <i>place value counters, bead strings, fraction blocks</i>

Impact of Pupil Premium Spending 2015/2016:

Key Stage 1 Results			
38% (10 pupils) of Year 2 cohort eligible for Pupil Premium Grant, incl. 2 pupils with SEN			
	%Pupil Premium children achieving standard	% Non-Pupil Premium children achieving standard	Gap
Reading	90%	75%	+15%
Writing	70%	69%	+1%
Maths	80%	81%	-1%

Key Stage 2 Results				
65% (15) of Year 6 cohort eligible for Pupil Premium Grant, incl. 4 pupils with SEN				
	%Pupil Premium children achieving standard	% Non-Pupil Premium children achieving standard	Gap	National 2016
Reading	67%	88%	-21%	66%
Writing	87%	100%	-13%	74%
SPAG	80%	100%	-20%	72%
Maths	53%	88%	-35%	70%

The 2016 SATs results were calculated based on the percentage of pupils who met 'end of year 6 expectations' in reading, writing, SPAG and Maths.

Headlines

- With the exception of Maths in KS2, PP pupils achieved better than the national average.
- In Key Stage 1, the gap in attainment between PP and non-PP has closed in writing and maths and 15% more PP pupils than non-PP pupils achieved the end of year expectations in writing.
- Higher expectations from the New Curriculum appear to have had an impact on attainment and perhaps a greater impact on PPG children in Key Stage 2, especially in Maths.
- A gap remains in the overall achievement for those children eligible for PPG compared with other pupils at the end of Key Stage 2.
- The Y6 cohort had a significant proportion of SEN pupils within the PPG group and 2 pupils joining the school in Year 4 and 5 working well below AREs which added an extra challenge to their achievement.

Attainment and progress in 2015-2016 Year 1 – Year 5

% Achieving ARE in Year 1-Year 5			
43% (46) of pupils on roll in Year 1-5 eligible for PPG, incl 7 with SEN			
	PP	Non- PP	Gap
Reading	61%	62%	-1%
Writing	52%	44%	+8%
Mathematics	57%	60%	-3%

% Achieving expected or better than expected progress in Year 1-Year 5			
43% (46) of pupils on roll in Year 1-5 eligible for PPG, incl 7 with SEN			
	PP	Non- PP	Gap
Reading	70%	70%	0%
Writing	80%	70%	+10%
Mathematics	72%	79%	-7%

Headlines

- At a whole school level:
 - There is no significant gap in attainment between PP and non-PP in reading.
 - There is a positive difference in the attainment of PP pupils in writing.
 - There is a small gap in attainment between PP and non-PP in Maths.
- Further analysis of year groups has identified the following areas of focus for the pupil premium group next year:
 - Year 4 reading, writing and maths
 - Year 5 writing
 - Year 6 reading, writing and maths
- Overall, there is no significant difference between the progress of PP and non-PP children.

- Data indicates that PP pupils are making very good progress in writing with nearly 12% more PP pupils progressing 4 steps or more in two terms.
- There is a negative gap of 7% in Maths between PP and non-PP indicating that progress for PP in Maths has been slightly slower for PP children.
- Further analysis of individual year groups also shows no significant gap in progress between the two groups.

Pupil Premium children remain a focus group for the school moving forward in 2016/2017 along with attainment and progress in Maths.