

St Faith's C of E Primary Pupil Premium Funding and Impact 2016-2017

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; children who are looked after or adopted from care, and children in armed forces families. The pupil premium grant is aimed at addressing the current underlying inequalities which can exist between children from disadvantaged backgrounds and their peers with the goal of narrowing the gap in attainment for our PPG children.

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

	2014/2015	2015/2016	2016/2017
Number on school roll (R-Yr 6)	174	155	172
Number eligible for PPG	78 (45%)	64 (41%)	50 (29%)
Amount of PPG received for each pupil	£1,300	£1,320	£1,320
Total amount received	£104,793	£84,480	£66,000

Key Expenditure 2016/2017:

Area of spending	Cost	Intended Outcomes
Teaching and Learning	£30,000	<ul style="list-style-type: none"> Quality first teaching and effective feedback help to accelerate progress and raise attainment Intervention measures monitored and evaluated effectively to show impact on progress and attainment. Teachers and support staff feel confident in their roles and can fully address the needs of PP pupils and others needing support, including challenging the more able.
<p>Approaches taken</p> <ul style="list-style-type: none"> SLT support (HT, DHT, AH) – ensuring quality teaching through classroom observations, planning and book scrutiny and data analysis Employment of Pupil Premium Lead INSET training for teachers and support staff External CPD Maths sessions for more able pupils- developing reasoning skills and maths in greater depth. 		
TA support in classes and for focused interventions in Maths and English	£18,000	<ul style="list-style-type: none"> Individualised and small group support for pupils not achieving the expected standard for their year group or pupils with SEND. Increased attainment in reading, writing and maths Pupils enjoy reading with confidence, fluency and understanding Pupils working well below the expected standard make good progress with basic literacy and numeracy skills Gaps in knowledge are closed enabling pupils to participate fully in the lesson.
<p>Approaches taken</p> <ul style="list-style-type: none"> TAs directed by class teachers to support identified pupils in class with learning. OT- Fine Motor skills group in Reception class, Year 1 and Year 3 to improve the efficiency of pencil grip and handwriting Handwriting groups (Speed up!) in KS1 and KS2 to improve formation of letter and joins. 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 Write/Write Away –Small group interventions in KS1 and KS2 to improve basic literacy skills for identified individuals attaining significantly below the expected standard. Additional phonics support in KS1 to accelerate progress and develop confidence and ability using phonics to support reading and writing Individualised spelling programmes in KS2 to build confidence 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 expected standard. Write Away- small group intervention Targeted SPAG group in Year 1 to focus on common spelling and grammar rules Sentence writing group in Year 5 Comprehension/reading skills group in Year 5 SALT – Speech and language therapy for PP pupils with SEND First Class Maths- small group intervention to support identified pupils in Year 1 with basic numeracy skills. Rapid Maths –intervention in KS1 and KS2 to support identified pupils with basic numeracy skills. 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. TA led Maths support groups across Y1-Y6 aimed at increasing fluency in the 4 operations and focusing on basic maths skills. 		

Specialist Intervention	£15,875	<ul style="list-style-type: none"> Tackle misconceptions and raise attainment in maths Improve reading and writing skills for pupils with specific literacy difficulties
Approaches taken <ul style="list-style-type: none"> Third Space Learning- After school maths intervention for Years 5 and 6 involving 1:1 online tutor Literacy Support Service -1:1 support from Wandsworth literacy specialists 1:1 follow up work with TA to embed learning from LSS. 		
Enrichment and resources	£1500	<ul style="list-style-type: none"> Enable PP pupils to attend after school groups and care. Improve attendance and punctuality of pupils with these barriers to learning and provide nutrition for those needing it. To enable pupils to access differentiated homework online- appropriate to their ability
Approaches taken <ul style="list-style-type: none"> After school provision Breakfast club subsidy SATs breakfast club Funding for extra-curricular activities including school trips, breakfast clubs, after school clubs Purchase of Read Write Inc Spelling programme and workbooks Education City license 		
Social, Emotional, Behavioural	£1200	<ul style="list-style-type: none"> To support identified pupils to improve social and communication skills in and out of the classroom and to develop a core group of friends To encourage speaking and listening skills and raise self- awareness and confidence
Approaches taken <ul style="list-style-type: none"> Social groups- Victoria Drive, Zones of Regulation Friendship groups – Socially Speaking Playground support and social story 		

Impact of Pupil Premium Spending 2016/2017:

Key Stage 1 Results			
35% (9 pupils) of Year 2 cohort eligible for Pupil Premium Grant			
	National 2017	%Pupil Premium children achieving standard	% Non-Pupil Premium children achieving standard
Reading	76%	78%	88%
Writing	68%	56%	76%
Maths	75%	78%	88%

Key Stage 2 Results			
45% (9) of Year 6 cohort eligible for Pupil Premium Grant, incl. 1 pupil with SEN			
	National 2017	%Pupil Premium children achieving standard	% Non-Pupil Premium children achieving standard
Reading	71%	67%	100%
Writing	76%	56%	80%
SPAG	77%	89%	100%
Maths	75%	56%	82%

The 2017 SATs results were calculated based on the percentage of pupils who met 'end of year 6 expectations' in reading, writing, SPAG and Maths.

Headlines

Key Stage 1

- PP pupils achieved higher than the national average in reading and maths, but not in writing.
- There is a gap in attainment between PP and non-PP in reading, writing and maths with 2 pupils not achieving the standard in reading and maths and 3 pupils in writing.

Key Stage 2

- PP pupils achieved better than the national average in SPAG. Only 1 pupil did not achieve the expected standard.
- There is a gap in the overall achievement of those children eligible for PPG compared with other pupils at the end of Key Stage 2; the largest gap being in reading.
- All 9 pupils in the Year 6 cohort made expected or better than expected progress throughout the year in writing and maths. 6/9 pupils made expected or better than expected progress in reading.

Attainment and progress in 2016-2017 Year 1 – Year 6

% Achieving expected standard in Year 1-Year 6			
35% (50) of pupils on roll in Year 1-6 eligible for PPG, including 7 with SEND			
	PP	Non- PP	Gap
Reading	56%	71%	-15%
Writing	42%	67%	-25%
Mathematics	50%	71%	-21%

% Achieving expected or better than expected progress in Year 1-Year 6			
35%(50) of pupils on roll in Year 1-6 eligible for PPG, including 7 with SEND			
	PP	Non- PP	Gap
Reading	90.0%	92.6%	-2.6%
Writing	82.0%	88.3%	-6.3%
Mathematics	84.0%	92.6%	-11.6%

Headlines

At a whole school level:

- Overall, there is no significant difference between the progress of PP and non-PP children, with the exception of maths.
- There is a gap in attainment between PP and non PP pupils which in part can be attributed to:
 1. More rigorous assessment procedures being introduced this year to align with the demands of the new curriculum
 2. 35% of Pupil Premium pupils not achieving expected level across the school are also SEND.
- Further analysis of year groups has identified the following areas of focus for the pupil premium group next year:
 - Writing in all Key Stage 2 year groups
 - Maths in Year 5
 - Reading and Maths in Year 6
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In order to address this gap in attainment:

1. **Pupil Premium children remain a focus group for the school moving forward in 2017/2018 with individual pupils' progress being closely monitored.**
2. Interventions that have not had the intended impact or helped to achieve the intended outcomes will be replaced.
3. There will be more focus on enrichment opportunities for pupils in order to address low confidence and self-esteem in some of our pupils eligible for Pupil Premium Grant.
(See Pupil Premium Strategy for more details)