

St Faith's C of E Primary Pupil Premium Funding and Impact 2017-2018

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

	2015/2016	2016/2017	2017/2018
Number on school roll (R-Yr 6)	155	172	166
Number eligible for PPG	64 (41%)	50 (29%)	48 (29%)
Amount of PPG received for each pupil	£1,320	£1,320	£1,320
Total amount received	£84,480	£66,000	£63,360

Key Expenditure 2017/2018:

Area of spending	Cost	Intended Outcomes
Teaching and Learning	£44,000	<ul style="list-style-type: none"> Quality first teaching and effective feedback help to accelerate progress and raise attainment Intervention measures are 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 for class teachers- monitoring planning, lesson observations and book scrutiny to ensure quality teaching. Pupil Premium Lead to monitor progress of PP pupils and impact of strategies and interventions in place INSET Staff training for teachers and support staff on feedback and quality teaching for all External CPD e.g. Numicon and Write Away training. Additional targeted teacher tutorial- Focus Year 2 and Year 6 DHT: More able groups in Year 6 		
TA support in classes and for focused interventions in Maths and English	£19,000	<ul style="list-style-type: none"> Increased attainment and accelerated progress in reading, writing and maths Identified pupils have appropriate support in the classroom Improved pencil grip and handwriting 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 next lesson.
<p>Approaches taken</p> <ul style="list-style-type: none"> Individualised and small group support in class - TAs directed by class teachers. OT group- Fine motor skills in KS1 Handwriting groups in KS2 to improve formation of letter and joins (Speed Up!) Individual spelling programmes - High frequency words 1:1 reading and flashcards in KS1 and KS2. Rapid Phonics- small group intervention to improve basic literacy skills for identified individuals attaining significantly below the expected standard. Additional phonics group support in KS1 to develop confidence and ability using phonics to support reading and writing Read Write Inc. - Small group intervention: To improve reading and writing skills for pupils in upper KS2 working below expected standard. Comprehension intervention: small group Toe by toe - SEND Write Away- 1:1 writing intervention First Class Maths – small group intervention to support identified pupils in Year 1 with basic numeracy skills Maths support groups- fluency in the four operations Numicon in Key Stage 1 Reteach Maths/English sessions: Same day intervention: TA works with pupils who have not grasped concepts in Maths and English to prepare for learning in next session. 		

Specialist Intervention	£3,950	<ul style="list-style-type: none"> Improve reading and writing skills for pupils with specific literacy difficulties Accelerated progress and increased attainment in writing
<p>Approaches taken</p> <ul style="list-style-type: none"> Literacy Support Service -1:1 support from Wandsworth literacy specialists (50%) 1:1 follow up work with TA to embed learning from LSS. 		
Enrichment and resources	£1,800	<ul style="list-style-type: none"> All pupils have access to a wide range of rich experiences to develop confidence and support learning Targeted pupils have support to address attendance and punctuality issues Develop confidence and self-esteem
<p>Approaches taken</p> <ul style="list-style-type: none"> Funding for school trips and extra- curricular activities After school/lunchtime clubs SATs breakfast club Breakfast club subsidy Letterbox club 		
Social, Emotional, Behavioural	£3450	<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> Children are supported to understand and regulate their own emotions whilst also respecting the feelings of those around them
<p>Approaches taken</p> <ul style="list-style-type: none"> ELSA (Emotional Literacy Support) training for TA Social groups Zones of regulation 1:1 Kick Start mentor (50%) Daily support for individuals at playtimes 		
Total spend £72,200		

Impact of Pupil Premium Spending 2017/2018:

Desired outcomes in Pupil Premium Strategy 2017-2018			
	<i>Desired outcomes</i>	<i>Success Criteria</i>	<i>Actual Outcomes</i>
A.	Diminish the difference in attainment by improving performance of PP children	Difference in attainment diminished on a whole school level in reading writing and maths by 5 %	Target exceeded in all KS1 and KS2 end of year results with the exception of SPAG. Target partially met on a whole school level. (Exceeded in writing and maths but not met in reading.)
B.	PP pupils to make at least expected progress each year	PP pupils' progress in reading, writing and maths is at least 6 steps per year on average.	Target partially met.
C.	High attaining pupils eligible for PP grant make at least expected progress	Pupils eligible for PP identified as working at greater depth at the end of year 2 make as much progress as 'other' pupils	Percentage of More able PP making expected progress Reading – 80% Writing – 100% Maths – 88%
D.	Increased attendance rates for pupils eligible for PP	Persistent absence of Pupil Premium pupils to be reduced to be at least in line with the national figure.	National figure for persistent absence identified by IDSR 8.7%. School results not due until March 2019

Key Stage 1 Results					
8% (2 pupils) of Year 2 cohort eligible for Pupil Premium Grant					
	National 2018	%Pupil Premium children achieving standard	% Non-Pupil Premium children achieving standard	Gap analysis 2018	Gap analysis 2017
Reading	75.5%	100%	79.2%	+20.8%	-10%
Writing	69.9%	100%	75.0%	+25%	-20%
Maths	76.1%	100%	79.2%	+20.8%	-26%

The 2018 SATs results were calculated based on the percentage of pupils who met 'end of year 2 expectations' in reading, writing and maths.

Key Stage 2 SATs Results					
55% (11) of Year 6 cohort eligible for Pupil Premium Grant, incl. 2 pupil with SEN					
	National 2018	%Pupil Premium children achieving standard	% Non-Pupil Premium children achieving standard	Gap Analysis 2018	Gap analysis 2017
Reading	75.1%	45.5%	55.6%	-10.1%	-33%
Writing	78.2%	81.8%	88.9%	-7.1%	-24%
SPAG	77.5%	81.8%	88.9%	-7.1%	-11%
Maths	75.4%	72.7%	66.6%	+5.8%	-26%

The 2018 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, writing and maths.
- PP pupils made accelerated progress during Key Stage1 to achieve the expected standard.
- The gap between the attainment of PP and Non- PP pupils at the end of KS1 has closed.

Key Stage 2

- PP pupils achieved better than the national average in writing and SPAG and close to the national average in Maths.
- PP pupils achieved better than non-PP pupils in maths.
- Although there is still a gap in the overall achievement of those children eligible for PPG compared with other pupils at the end of Key Stage 2 in reading, writing and SPAG, the gap has narrowed significantly since 2017.
- The results of the reading test were not in line with our Teacher Assessments and were not expected. The reading test results also misalign with our writing results, which were moderated by the Local Authority, and SPAG results which both indicate that pupils are achieving the expected standard in these areas. However the school has a detailed action in place to address this issue in reading.
- All PP pupils in the Year 6 cohort made expected or better than expected progress throughout the year in writing and maths.

Attainment and progress in 2017-2018 Year 1 – Year 6

% Achieving expected standard in Year 1-Year 6				
33% (47) of pupils on roll in Year 1-6 eligible for PPG, including 9 with SEND				
	PP	Non- PP	Gap 2018	Gap 2017
Reading	59.6%	79.2%	-19.6%*	-15%
Writing	61.7%	69.8%	-8.1%	-25%
Mathematics	61.7%	70.8%	-9.1%	-21%

**In Y6 we exceeded our 5% target decrease as the gap was only 10%.*

% Achieving expected or better than expected progress in Year 1-Year 6				
33% (47) of pupils on roll in Year 1-6 eligible for PPG, including 9 with SEND				
	PP	Non- PP	Gap 2018	Gap 2017
Reading	85.4%	60%	+25.4%	-2.6%
Writing	77.1%	49.5%	+27.6%	-6.3%
Mathematics	79.2%	57.9%	+ 21.3%	-11.6%

Expected progress is 6 steps from Summer 2 2017 to Summer 2 2018

Headlines

At a whole school level:

- PP pupils are making significantly more progress in order to address the gap in attainment between PP pupils and non PP pupils. 35.4% of PP pupils in reading and writing and 29.2% in maths made better than expected progress.
- PP pupils making less than 5 steps progress are all pupils with SEND and have been set individual targets for progress based on their needs.
- The gap in attainment between PP and non PP pupils for writing and maths has decreased significantly from last year.
- The attainment in reading can be partly attributed to the KS2 SATS reading results and the high proportion of PP pupils in Year 6.

Analysis of our successes this year:

- The school's focus was on writing and mathematics, which is where we targeted extra support for the pupil premium group and where we can see the most impact in attainment and progress results.
- The additional in school hours delivered by a targeted teacher, the Deputy Head Teacher and a HLTA contributed to the good progress and decreased gap in attainment.
- The work carried out in these groups was based on assessment to identify gaps in knowledge, teaching to address the gaps, and direct and immediate feedback, which concurs with research carried out by EEF stating that quality feedback and teaching has the most impact on attainment and progress of pupil premium pupils.

In order to further reduce gaps in attainment:

1. Pupil Premium children remain a focus group for the school moving forward in 2018/2019 with individual pupils' progress being closely monitored.
2. The small number of PP pupils achieving less than expected progress is a priority and action will be put into place to ensure accelerated progress in the upcoming year.
3. Measures put into place that have had the intended impact or helped to achieve the intended outcomes will continue: notably, mixed ability pairs in maths with a focus on arithmetic, additional teacher support in year 6 and maths groups led by HLTAs.
4. The school has a detailed action plan in place for reading which becomes a key priority in this year. The DHT will lead this priority.
5. Further analysis of year groups has identified that progress and attainment in Y2, 4 and 6 next year need to be closely monitored
6. Part of the School Development Plan, which has been informed by our learnings and results from this year, will be monitoring and raising the quality of provision from support staff. Part of this will be through peer study and developing questioning and feedback techniques.

(See Pupil Premium Strategy 2018-2019 for further details)