

# St. Wilfrid's C.E. Primary School

## Pupil Premium Spending 2017/18

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### What is Pupil Premium?

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. In the 2016 to 2017 *financial* year, schools received £1,320 for each eligible primary-aged pupil. The Pupil Premium Grant is allocated to schools on the basis of the number of students on roll known to be currently eligible for Free School Meals (FSM) or who have claimed in the last 6 years (known as the Ever 6 FSM), as well as students who have been looked after continuously for more than 6 months by the local authority (LAC - looked after children) or children whose parents are currently serving in the armed forces.

Schools must decide how the Pupil premium money is best spent and all schools are required to report on the amount of funding allocated and how this is being used.

### Pupil Premium at St. Wilfrid's CE Primary School

#### Principles

We have allocated the Pupil Premium Grant to make sure all children have their needs met through quality first teaching, additional teaching assistants and intervention groups for academic progress, opportunities to access enrichment activities and effective pastoral and welfare support. We carefully track the impact of this funding on the attainment, progress and welfare of our disadvantaged children.

#### The key barriers to future attainment for our children are:

- Low attainment on entering the school at EYFS or in later year groups
- Social and emotional issues affecting self esteem, resilience and growth mindset when approaching work
- Lack of opportunity for extra curricular activities and support/resources for learning at home
- Disruption to life outside of school and health issues resulting in low attendance
- Low attainment on entering the school at EYFS and/or specific additional educational needs.

## Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	404
Total number of pupils eligible for PPG	39 (KS1: 11 and KS2: 28)
Amount of PPG received per pupil	£1,320
<b>Total amount of PPG received</b>	£64,980 (2 tranches) plus underspend £3,011 (Total: £67,991)

Spending 2017/18
<p>Objectives</p> <p>To raise the attainment and rates of progress of pupils at risk of underachieving in reading, writing and maths. To close the gap in attainment between pupils eligible for pupil premium and non-pupil premium pupils in reading, writing and maths. To ensure that all pupils can access curriculum enrichment activities. To ensure pupil's emotional health is supported so that they will enjoy and engage with school and demonstrate effective behaviour for learning.</p>

## Record of PPG spending by provision 2017/18

Provision	Cost	Objective	Outcome – Impact of provision
<p><u>Teaching assistant support</u> in all EYFS, KS1 and KS2 classes to support quality first teaching within the classroom, targeted 1:1 and group interventions for PP children.</p> <p><u>Pupil Pupil Champion (TA)</u> (3 afternoons across school) to provide: -targeted group interventions to pre-teach concepts or address misconceptions and gaps;</p>	<p>£33,828 Plus £2,200 (resources)</p> <p>£5,559</p>	<p>To close the gap between pupil eligible for pupil premium and other pupils in reading, writing and maths.</p>	<p><b><u>Context</u></b> In 2017-18, 9 children in year 6 received PP funding. A very high proportion (6 or 75%) were on the SEND register and 5 were boys.</p> <p><b><u>Progress- KS2</u></b> Overall, progress from KS1 was as expected (-0.1) for reading, but below expected for writing (-4.7) and Maths (-2.6). This is lower than other (and all pupils) at St Wilfrids (3.4, -2.3 and 0.9 respectively). Of the eight children whose KS1 assessment judgements were made at this school (and therefore verified as accurate), progress was slightly above expected in reading, below expected in writing (-4.39) and Maths (-1.28) (One child joined the school in year 3 having been assessed as working at GD in all subjects at the end of KS1 at a previous school however yr3 assessments were lower). The 2 non-SEND children (middle attainers) made above expected progress in all subjects (1.1, 1.8 and 0.2 respectively). The gap in progress between PP and non PP was less for Reading but greater for Writing and Maths.</p> <p>Across years 3-5, the gap in progress between PP and others is much less than for attainment. Between 68 and 74% of PP children are making expected progress (78 to 88% of others)</p> <p><b><u>Attainment – KS2</u></b> Overall attainment was significantly lower than for other pupils Nationally and at St Wilfrids. This reflected the high proportion of SEND pupils in this cohort (6 or 75%). 33% met the expected standard (or above) in Reading, 33% in Writing and 22% in Maths. This is lower than the National % for all pupils (75%, 78% and 76% respectively) and for other pupils at St Wilfrids (88%, 75%, 80% respectively). Average scaled scores were 97.9 for reading (108.1 for all pupils at St Wilfrids) and 95.9 for Maths (105.0 for all pupils at St Wilfrids). The gap between PP children and others was greater than 2016/17 however the previous cohort had just 3 of the 14 children with SEND.</p>

		<p>Attainment at end of KS2 for PP children without SEND was in line, with other pupils nationally. All three non-SEND children met the expected standard in Reading and Writing and two met the expected standard in Maths. Their average scaled score for Reading was 105.5, equivalent to the National for all pupils (3 pts lower than the average for St Wilfrids) and 101.3 for Maths.</p> <p>Across year 3-5, the gap in attainment between PP children and others was smaller (53% vs 81% ARE in reading, 53% vs 70% in writing and 58% vs 79% in Maths). For PP without SEND, the gap is smaller still.</p> <p><b><u>KS2 - Three year averages</u></b></p> <p>As PP cohorts are small, variations between years can be greater than for whole cohorts. Therefore 3 year trends can give useful insights into the attainment and progress of PP pupils in comparison to others. In the years ending 2016-2018, the total number of Pupil Premium pupils was 33. Across the 3 years, the average progress score was 0.74 (reading), -2.48 (writing) and -1.11 (Maths). This compares to the national 3 year average for non-pupil premium of 0.32 (reading), 0.21 (writing) and 0.28 (Maths).</p> <p>Average scaled scores were 101.0 for reading and 99.7 for Maths compared to National non pupil premium of 105.1 (reading) and 104.9 (Maths). Overall the average attainment in RWM was 33% versus 66% for National non pupil premium.</p> <p><b><u>Attainment and Progress in KS1 and EYFS</u></b></p> <p>In 2017-18, 3 children in year 2 received PP funding. 2 of these were on the SEND register. 2 of the 3 children met ARE in reading (67%) and Maths (67%) and 1 in writing (33%). This compared to 81% of all pupils meeting ARE in reading, 76 in Writing and 80% in Maths. In Year 1, 50% of the 8 PP met ARE in reading and writing (51% and 64% of other pupils) and 63% met ARE in Maths (compared to 77% of other pupils)</p> <p>Across years 1 and 2, the gap in progress for PP children was small with 64 vs 69 making expected progress in Reading, 64 vs 73 making expected progress in writing and 91 vs 82 making expected progress in Maths.</p> <p>4 of the 8 PP children met the expected standard for the phonics screening (75% overall), 2 of those who didn't were SEND and working well below age year group objectives.</p>
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<p>-access to (or provision of) enrichment activities;</p> <p>- emotional support and family liaison</p>		<p>To increase numbers of pupils accessing enrichment activities.</p> <p>To support the emotional health and well-being of pupils to improve attendance, punctuality and learning behaviours.</p>	<p>In EYFS, 1 of the 3 PP children met GLD, the 2 who did not meet GLD, met the expected ELG in reading and Maths but not writing. All made better than expected progress from a lower than average baseline</p> <p>See below for impact</p> <p>See below for impact</p>
Learning Links (Homework support) club in KS2	£2,220	To enable pupils to complete homework or classwork, consolidating learning in an appropriate environment with adult support.	All but 9 KS2 PP children accessed learning links homework club during the year and all those who did not choose to attend were able to complete their homework at home. For most, this was regular weekly or twice weekly attendance. Pupil conferencing found that pupils particularly valued the support offered by the teaching assistant during this time and particularly with Maths. Parents reported that pupils were often very unwilling to start homework at home and that this opportunity reduced tension at home.
Learning mentor/nurture group resources	£12,600	To support children with emotional/social barriers to learning, identifying measurable gaps in emotional development as well as providing a differentiated curriculum.	<p>All pupils receiving learning mentoring or participating in the nurture group (and their parents) reported satisfaction with the support and most reported a positive impact on their emotional health and confidence. Teachers reported improved engagement with learning and resilience over the year though for many pupils, maintaining this positive approach required ongoing support through open mentoring. Learning walks and lesson observations indicated that behavior in lessons was generally good with a very small number of children requiring additional strategies/support to maintain positive learning behaviours.</p> <p>Analysis of behaviour logs provided further evidence of the positive impact of support for children who had been identified as having difficulties with making positive choices either in the classroom or outside. In KS2 analysis found a significant reduction from the Autumn to Summer term in the numbers of PP children being referred to SLT (7 vs 4 and the numbers</p>

Play Therapist	£2,960	To support children with emotional/social barriers to learning leading to improved progress.	<p>of incidents in which PP were involved (14 vs 5). In KS1, of the 2 children identified in the Autumn term, 1 recorded no behavior incidences in the summer term and the other showed a reduction in incidences.</p> <p>Overall attendance for PP children was similar to non PP (94% vs 97%) (one child was on a part-time table) and attendance for four of the five PP children with persistent absence (less than 90%) improved over the year, in some cases very significantly.</p> <p>Analysis of SDQ scores for children participating in play therapy indicated a reduction in the overall difficulty score as reported by either teacher or parent (or both) for all but one of the children. In all cases, the overall SDQ score at exit was within or very close to the average indicating that monitoring and no further therapeutic intervention was required.</p>
Subsidised trips and enrichment activities (including school residential and clubs and music lessons)	£4,936	To enable pupils to access enrichment activities to raise self-esteem, social skills and provide inspiration for learning.	<p>All except four PP children from KS2 children took part in one or more extra-curricular club during the year. For some children, their places were funded from Pupil Premium budget, whilst others required support from the pupil premium champion to identify an opportunity and in some cases to attend. Many of these were sports clubs but resources (time and materials) were given to support a sewing club, cookery sessions, writing club, outdoor learning and gardening club. Pupils were also supported to take up music lessons and participate in a choir. Feedback through pupil conferencing indicated that pupils enjoyed these, developed friendships, social skills and felt more confident. A particularly successful enrichment activity involved 2 groups of children visiting Waterstones to purchase books for the school library. This experience was very highly valued by the children and parents who reported an increased excitement and enthusiasm for reading.</p> <p>All PP children were able to fully participate in the school residentials in years 5 and 6. As well as funding, a few children (and parents) benefitted from emotional support which enabled children to feel confident enough to participate.</p>
Pupil Support Fund	£677	To provide access to school uniform, PE kit and reading materials.	Just two families took up the offer of new school uniform or vouchers for shoes when registering for free school meals and so PP. Next year, alternative incentive will be considered.
Library/reading resources	£3, 011	To increase use of library and borrowing of good quality books	Pupil conferencing found children across year groups to be very positive about the redesigned library and new books. All children were given weekly opportunities to take books home. Teachers reported that children were more enthusiastic about taking books home and keen to talk about and share books with peers.

<b>Total PPG received</b>	£67,991
<b>Total PPG expenditure</b>	£60,018
<b>PPG remaining</b>	£7,973