

# Pupil Premium Grant expenditure: Report to parents: 2015/16



## Overview of the school

### What is Pupil Premium? A brief explanation / context

Pupil Premium was introduced by the government in April 2011. It provides additional funding to address the gap in educational attainment and long term economic wellbeing between socially disadvantaged children and young people, and their peers. All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. Atwood is committed to 'Closing the Gap' between vulnerable pupils, and the effective utilisation of the Pupil Premium Grant (PPG) forms a vital part of that process.

Socially disadvantaged pupils have been defined as pupils eligible for free school meals (FSM) at some point in the last six years. Children who have been 'looked after' for one day or more, including those who have been adopted from care, also qualify for additional funding.

It is the responsibility of the Head Teacher in consultation with the Governing Body and other key staff to decide on how to spend the funding, but schools will be held accountable to show impact of the interventions and resources funded by the grant.

### Objectives of spending PPG:

Accelerate progress:

- For all pupils in receipt of PPG funding to make at least expected progress each term and year, and greater than expected progress across each key stage.
- For all pupils in receipt of PPG funding to achieve the nationally expected standard for their year group.
- To close any gap in average attainment between the group of pupils eligible for PPG funding, and those not eligible.

Number of pupils and (PPG) received	2013/14	2014/15	2015/16
Total number of pupils on roll	451	451	444
Total number of pupils eligible for PPG	51 (11%)	60 (13%)	51 (11%)
Number of Looked after pupils eligible for PPG	undisclosed	undisclosed	undisclosed
<b>Total amount of PPG received</b>	£53,100	£67,600	£71,690

## Nature of support 2015/16

- We ensure that day to day teaching is adapted and modified to meet the needs of all pupils and supports good progress.
- School data tracking and analysis identifies patterns and progress and attainment for classes, groups and individuals across the school, including those considered as disadvantaged. This needs analysis informs decision making on the nature of interventions and resources to be funded by pupil premium.
- In considering provision for socially disadvantaged pupils we also recognise that not all pupils eligible for PPG experience difficulties or that not all pupils who experience economic hardship are eligible for free school meals.
- Allocation of funding will also consider the needs of higher attaining pupils eligible for PPG to ensure that support is in place to ensure they can achieve their full potential.
- Allocation of funding will also reflect priorities identified in the school development plan.
- Targeted interventions are closely monitored and refined to ensure they have a positive impact.
- Pupils eligible for PPG have priority in intervention and booster groups – both those aimed at lower attaining pupils, and those aimed at extending higher attaining pupils.
- Ongoing support is in place to ensure that all staff members are aware of the needs of all pupils and have the necessary skills and knowledge to address specific areas of both social and academic need.
- We also see it as essential to foster positive relationships with the parents and carers of pupils eligible for PPG and encourage them to have greater involvement in school life and in their child's education.
- We seek advice on the best use of funding for pupils eligible for Pupil Premium Grant, for example from the Education Endowment Foundation.

The head teacher and governors maintain an overview of the use and impact of PPG.

*The PPG has been allocated to three areas to address the gap in educational attainment and well being. These are:*

**Enriching the Curriculum:** to engage pupils in their learning and foster lifelong learning

- workshops;
- trips;
- subsidised residential visits;
- swimming;
- music.

**Targeted Support:**

- intervention groups – including those for higher attaining pupils;
- Early Birds, Late Birds, Lunch Birds: Lexia software to support reading;
- one-to-one tuition including both that with a teaching assistant, and that with a teacher employed specifically to support children eligible for PPG;
- Emotional Literacy Support Assistant (ELSA) trained staff.

### Extended School Support:

- breakfast club;
- after school care;
- after school clubs.

### Whole school Initiatives

New practices introduced as well as developing and improving existing practices have an impact on all pupils' learning. This includes:

#### Effective Feedback

We will continue to review and evaluate our marking and feedback policy. We will train and support our new teachers to implement this policy that ensures that the children understand what they have learned and what they need to do to progress.

#### Pupil Progress Meetings

We will continue to hold termly meetings between the teacher(s) of each class and school leaders to discuss the progress of each child in reading, writing and maths. These meetings will be used to plan and evaluate interventions for children at risk of not making at least good progress and/or achieving age-related levels at the end of the year.

#### Quality First Teaching

High quality whole class teaching, including guided work, to meet the needs of all pupils.

### How do we know if this is making a difference?

We track the progress of all of our pupils in school on a termly basis and we compare children according to different characteristics including PPG. The DfE also publish our results in a report called RAISEonline which analyses our school data.

### Summary of spending and actions taken:

Nature of Support	Spending 2014/2015	Proposed spending 2015/2016
Enriching the curriculum	£26,000	£16,575
Targeted support	£13,000	£33,115
Extended school support	£28,900	£19,100
Total amount	£67,900	£68,790
Total grant received	£67,600	£71,690
Total remaining to be allocated	-£300	£2,900*

*\*The remaining grant of £2,900 has nominally been allocated to 'Targeted Support' but its specific use will be allocated during the Spring Term after reflection of where its allocation will have most impact, following Pupil Progress Meetings.*

## Where are the 'Gaps' as identified by using Reception, Year 1, 2 and 6 2015 RAISEonline data?

### Early Years Foundation Stage Profile Outcomes (2014) - % of children achieving a Good Level of Development

	Outcome for Disadvantaged pupils	Outcome for other pupils	Difference between Disadvantaged and other pupils
Atwood (3)	<b>67%</b>	70%	<b>-3%</b>
National	45%	64%	-19%
Difference	<b>+22%</b>	+6%	<b>+16%</b>

The percentage of disadvantaged pupils achieving a Good Level of Development was 22% above nationally (45%), and notably higher not only than disadvantaged children nationally, but also than non-disadvantaged children nationally (64%), narrowing the gap to only 3% with Atwood's 'other children' (70%) – compared with a national gap of 19%. This is the 2014 figure – which is the most recent figure used in the current RAISEonline report.

### Year 1 Phonic Screening (2015) - % of children meeting the expected standard

	Outcome for Disadvantaged pupils	Outcome for other pupils	Difference between Disadvantaged and other pupils
Atwood (7)	<b>86%</b>	89%	<b>-3%</b>
National	66%	80%	-14%
Difference	<b>+20%</b>	+9%	<b>+11%</b>

The percentage of disadvantaged pupils attaining the expected standard rose by 36% year on year to **86%** - 20% above nationally (66%), and notably higher not only than disadvantaged children nationally, but also than non-disadvantaged children nationally (80%), narrowing the gap to only 3% with Atwood's 'other children' (89%) – compared with a national gap of 14%.

### Year 2 Phonic Screening Retake (2015) - % meeting the expected standard by the end of Year 2

	Outcome for Disadvantaged pupils	Outcome for other pupils	Difference between Disadvantaged and other pupils
Atwood (3)	<b>67%</b>	95%	-28%
National	84%	92%	-8%
Difference	<b>-17%</b>	+3%	<b>-20%</b>

All disadvantaged pupils, with the exception of 1, met the expected standard by the end of Year 2.

### KS1 Results (2015) – Average Points Score – 1 point ≈ 1 term's progress

	Outcome for Disadvantaged pupils (2*)	Outcome for other pupils	Difference between Disadvantaged and other pupils	Outcome for Non - Disadvantaged pupils nationally	Difference between Atwood Disadvantaged and national other pupils
Reading	<b>18.0</b>	17.9	<b>+0.1</b>	17.1	<b>+0.9</b>
Writing	<b>18.0</b>	16.3	<b>+1.7</b>	15.8	<b>+2.2</b>
Mathematics	<b>18.0</b>	17.5	<b>+0.5</b>	16.8	<b>+1.2</b>

\*This data includes all pupils on roll throughout the whole of Year 2.

The Average Points Score of disadvantaged pupils at Atwood who were on roll throughout Year 2 was higher than that for other pupils both at Atwood and nationally. This was particularly marked in writing, where our disadvantaged pupils were approximately 6 months ahead of non-disadvantaged pupils nationally.

## KS2 Results (2015)

		Outcome for Disadvantaged pupils (14)	Outcome for other pupils	Difference between Disadvantaged and other pupils	Outcome for Disadvantaged pupils nationally	Difference between Disadvantaged pupils at Atwood and nationally
Attainment	Level 4+ R, W, M	<b>86%*</b>	87%	<b>-1%</b>	70%	<b>+16%</b>
	Level 4+ Reading	<b>93%*</b>	100%	<b>-7%</b>	83%	<b>+10%</b>
	Level 4+ Writing	<b>93%*</b>	89%	<b>+4%</b>	79%	<b>+14%</b>
	Level 4+ Maths	<b>86%</b>	91%	<b>-5%</b>	80%	<b>+6%</b>
	Level 4+ EGPS	<b>93%*</b>	93%	<b>0%</b>	71%	<b>+22%</b>
	Level 5+ R, W, M	<b>21%</b>	20%	<b>+1%</b>	13%	<b>+8%</b>
	Level 5+ Reading	<b>64%*</b>	48%	<b>+16%</b>	34%	<b>+30%</b>
	Level 5+ Writing	<b>29%</b>	24%	<b>+5%</b>	22%	<b>+7%</b>
	Level 5+ Maths	<b>43%</b>	37%	<b>+6%</b>	28%	<b>+15%</b>
	Level 5+ EGPS	<b>64%*</b>	67%	<b>-3%</b>	43%	<b>+21%</b>
APS	Reading	<b>29.5*</b>	29.2	<b>+0.3</b>	27.2	<b>+2.3</b>
	Writing	<b>28.3</b>	27.8	<b>+0.5</b>	26.6	<b>+1.7</b>
	Maths	<b>29.6</b>	29.5	<b>+0.1</b>	27.3	<b>+2.3</b>
	English GPS	<b>30.0*</b>	31.0	<b>-1.0</b>	27.5	<b>+2.5</b>

The attainment of disadvantaged pupils at Atwood was considerably higher than that for disadvantaged pupils nationally – they were between 6 and 10 months ahead of their peers nationally in each subject. Furthermore, in many measures they achieved higher results than non-disadvantaged children nationally (\*shown in here in blue), and other children at Atwood. In every case where non-disadvantaged children attained higher results than disadvantaged children, the gap was narrower than nationally.