STAPLE HILL PRIMARY SCHOOL

Pupil Premium Report

2016-17 Reviewed

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. Staple Hill is committed to 'Narrowing the Gap' between vulnerable pupils and their peers. The pupil premium forms a vital part of that process. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

Reporting Pupil Premium

It is the responsibility of the governors to explain pupil premium expenditure to parents in the form of an annual statement although there is no set format for the report of pupil premium. Staple Hill Primary School began publishing a Pupil Premium report online annually from September 2012. This report aims to detail information on how Pupil Premium has been used within school and the impact on pupil outcomes. The report will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding. It will also detail the progress made towards narrowing the gap and this will be supported by reported data and academic progress. Reports will be presented on the progress of pupils supported by Pupil Premium to the governors of Staple Hill, three times a year.

Reporting to Parents

Parents will be able to obtain information on the pupil premium via the school's website. This will be updated annually.

Responsibility for reporting

The responsibility for the report will be allocated to the Head Teacher and Deputy Headteacher. Staple Hill staff including Senior Leaders, the Inclusion Leader, Maths/Literacy Leaders and teachers will be asked to report on the intervention in place for key pupils and the impact that intervention has had.

STAPLE HILL PRIMARY SCHOOL

Pupil Premium Report to Parents and Governors [2016-17 Reviewed]

Reporting Period: *From September 2016 to July 2017*

Number of Pupils on Roll	318 [including pupils who left during the year]
FSM PUPILS	
Total EVER6 FSM Pupils on Roll [@ 23-11-15]	96
Funding Received per FSM Pupil Currently	£1320 per pupil
LAC PUPILS	
Total LAC on Roll	3
Total Adopted/Special Guardianship on Roll	7
Total Funding Received for LAC	£1900
CHILDREN IN SERVICE PUPILS	
Total Children in Service Pupils on Roll	0
Funding Received per Child in Service Pupil /Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.	£300
Total Pupil Premium Funding Received [including LAC & EVER6 FSM]	£147,946 The 2016/7 Pupil Premium figure has been based on 97 Pupils (EVER6 and free school meals) @£1,320, 2 Service Children @£300, and 8 Post LAC @ £1,900. These pupil numbers are based on January 2016 census values. To be confirmed by DfE July 2016. Some children will have left us by the time the money is received.
Total Pupil Premium Funding Expenditure	£148, 344 Precise expenditure can be seen in the document submitted to Governors by the School Business Manager [R James]: '2016-17 Final PP Expenditure Report'

Summary of Pupil Premium Spending 2016-17

Priority Objectives for Spending:

1. Accelerate progress and close attainment gaps.
2. Aim for all pupils to make age-related progress and close the attainment of pupils compared to National data.
3. Floor standards at the end of KS2 are achieved.
4. To support all pupils in order for them to make progress and achieve their potential.
5. Offer curriculum enrichment and engage parents in order to improve life chances and aspirations of pupils.

Generic Impact:

Overall, as a result of all planned interventions, pupils **demonstrate in class an improvement in**:

- their engagement and readiness for learning
- their motivation and resilience when confronted with difficulties
- progress in their capabilities across age-related expectations
- an eagerness to improve their learning

We have target children who need their needs re-assessed in order to ensure that provisions are effective and that their progress improves at a greater rate. Some of this support is around emotional and behavioural issues.

Data & Impact:

EYFS

- 50% [2 out of 4] PP children achieved GLD. The 2 that didn't are both SEN. Both are receiving support for their additional needs. One has cognitive delays that means that he will repeat his Reception year as part of his modified curriculum.

- Of 2 children achieving GLD, both reached Early Learning Goals in Reading, Writing & Number. 1 child reached National Curriculum expectations in Reading which exceeds Early Learning Goals.

- Increased resourcing [Physical resources, Training, LA advisory support and external support] and focus on areas of need: physical development, moving & handling, speech & language assisted in the improvement in Reading and Writing.

Phonics [12 pupils]

- 50% of disadvantaged children [6 pupils] did not achieve the phonics standard. They will re-sit in Y2. Usually 100% of those not achieving in Y1 achieve it in Y2. Among these, 2 are high needs SEN. 1 child was newly arrived EAL but is expected to achieve the standard as a Y2 pupil.

KS1 [5 pupils]

- 60% of disadvantaged pupils achieved EXS+ in Reading, Writing, Maths and combined. 1 child who did not achieve the standards is SEN pending external assessment and 1 has a high absence rate and is under the EWO [has reached fixed penalty notice stage].

KS2 [23 pupils]

- Reading, Writing & Maths Combined: The percentage of disadvantaged pupils achieving the expected standard [EXS+] in all three areas was 52% compared with 67% [the national average for non-disadvantaged pupils]. 59% School ALL, 60% LA, 61% National ALL

- 9% of disadvantaged pupils achieved the higher standard [GDS] compared with 11% [national].

- 70% of PP children achieved EXS+ in each of R, W and M. National figures were 77% [R], 81%[W] and 80% [M].

- The average scaled score for disadvantaged pupils in Reading was 102.3 [105.4 national].

- The average scaled score for disadvantaged pupils in Maths was 102.3 [105.3 national].

- Progress scores for disadvantaged pupils were good in Reading [+0.36 which is above 0.33 national]. We need to target progress in Writing [-0.54 compared with +0.17 national] and Maths [-2.65 compared with +0.28 national]. While PP children achieved good outcomes in tests, our focus will need to be on improving progress based on prior attainment [from KS1 outcomes] especially in Writing and Maths.

- We will be placing higher focus on identifying and addressing needs of SEN and EAL children who are PP in order to ensure they all make good progress over time. Accurate and rigorous assessment and assessment tracking to be introduced the new academic year will ensure this happens.

During 2016-17, the school used Target Tracker to track and assess progress. There are 6 steps per age-related year group e.g. Year 1 expectations are split into b, b+, w, w+, s, s+ representing beginning, beginning plus, working towards, working towards plus, secure, secure plus. Children should work within their year group expectations and are targeted to achieve secure [average] or secure plus [more able] by the end of the year. Expectations for some SEN might be lower in line with any cognitive delays they may have. In relation to progress, we were expecting children to make the 6 steps progress or more, if they were underachieving. Some children are working below expectations and may have made accelerated progress but continue to work below expectations. Our aim is always to help as many pupils catch up to their peers and achieve age-related expectations by the end of the year. The following data is based on analysis of Target Tracker assessment:

Spending on adult support including Reading Assistant:

Reception – 4 of 4 pupils progressed by 6 steps or more in R & W. 3 by 6 steps or more in Number with 1 pupil progressing by 4 steps in Number. Y1 – 50% made 6 steps progress; 17% made 5 steps progress. 33% are identified as SEND and made 3 or 4 steps progress. These will be targeted again in 2017-18 with structured 1:1 intervention [Switch On Reading & Writing; Catch Up Literacy]. Y2 – 86% made 6 steps progress; 14% made 5 steps progress. Y3 – 93% made 6 steps+ progress. Y4 – 9% made 6+ steps progress. Y5 – 82% made 6+ steps progress; 12% made 5 steps progress. 6% made 4 steps progress. Y6 – 91% made 6+ steps progress. Y1 Phonics – 45% achieved expected. Those that did not achieve it are SEND and require intensive support in Y2. 67% of Y2s repeating the test achieved expected. The two that did not: 1 was SEND and the other had poor attendance and was on action.

Spending on Speech & Language, Talk Boost Training and TA hours to deliver intervention:

84% of all Reception pupils achieved ELGs+ in Speaking FSP. 7% of these pupils were at NC standard. 50% of PP pupils achieved ELG in Speaking FSP. 50% that did not achieve expected are SEND: 1 child statemented with high needs and well behind his peers; a second child has EBD and limited support at home with language and communication.

Spending on resources to improve provision for moving and handling skills:

July 2017 – 50% of PP pupils achieved GLD and ELG in Moving & Handling. Of the 50% who didn't, 1 was a child with an EHCP and operating well below his peers [autistic] and the second had EBD and poor development resulting from lack of learning experiences at home. July 2016 – 36% achieved ELG or NC/APP in Moving & Handling. Key interventions and focus on this area has ensured an improvement in the % achieving expected standard.

Spending on training for 'Switch On Reading & Writing', 'Inference Reading' and development of specialist TAs in these areas to deliver interventions. Also additional adult support, booster teachers and homework club/tuition:

Y1 – 50% made 6 steps progress; 17% made 5 steps progress. 33% are identified as SEND and made 3 or 4 steps progress. These will be targeted again in 2017-18 with structured 1:1 intervention [Switch On Reading & Writing; Catch Up Literacy].
Y2 – 86% made 6+ steps progress in Reading. 100% of pupils made 6+ steps progress in Writing. 100% made 6+ steps progress in Maths.
Y3 – 93% made 6+ steps progress in Reading. 60% of pupils made 6+ steps progress in Writing. 87% made 6+ steps progress in Maths.

Y5 – 82% made 6+ steps progress in Reading. 94% of pupils made 6+ steps progress in Writing. 82% made 6+ steps progress in Maths.

Y4 – 91% made 6+ steps progress in Reading. 81% of pupils made 6+ steps progress in Writing. 81% made 6+ steps progress in Maths. Y5 – 82% made 6+ steps progress in Reading. 94% of pupils made 6+ steps progress in Writing. 82% made 6+ steps progress in Maths. Y6 – 91% made 6+ steps progress in Reading. 100% of pupils made 6+ steps progress in Writing. 87% made 6+ steps progress in Maths.

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Training on 'Inference Reading' undertaken by DHT who trained several TAs and a HLTA. The HLTA led intervention targeting Y6 pupils at risk of not getting EXS [expected standard]. 78% of all Y6 pupils achieved expected standard. Those who did not achieve expected were on the SEND register and working below their peers though they made between 3 and 5 steps progress in Reading. 91% of PP pupils made 6+ steps progress. Pupils with good reading and decoding who were at risk of not getting expected due to their poor comprehension and inference made the leap to EXS, as a result of this structured intervention.

The support pupils received with preparing for their classroom writing tasks, during Homework Club, enabled pupils to access writing opportunities at a deeper level. The club and booster teachers allowed pre-teaching and an extension of vocabulary. Pupils were able to complete homework that was often not completed at home through lack of support or reluctance to take part.