

Evidencing the Impact of Pupil Premium Funding 2016- 2017



Number of pupils and amount of Pupil Premium funding received:

	2015/16	2016/17
Total number of pupils on roll	215	214
Total number of pupils eligible for Pupil Premium funding	34	31
Total amount received	£39,600	£34,320

Summary of the main barriers to educational achievement faced by eligible pupils at the school:

- A rising percentage of our school population live in local areas of deprivation
- Language and Communication skills on entry to school are increasingly lower than what would be regarded as typical for many children of similar age
- The growing number of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success.

Attainment of pupils eligible for Pupil Premium funding at KS1	2015/16				2016/2017			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally
Phonics in Y1	100%	79%	NA	NA	80%	83%	NA	NA
KS1 Reading	100%	77%	0%	26%	75%	77%	0%	28%
KS1 Writing	100%	68%	0%	15%	50%	68%	0%	18%
KS1 Mathematics	100%	75%	50%	19%	100%	75%	0%	23%
Additional relevant KS1 performance information for pupils eligible for Pupil Premium funding e.g. examples of pupils in making or exceeding expected progress; progress linked to attainment on entry	<u>2016-2017 Value Added</u>							
	<u>Reading</u>							
	<u>Percentage of pupils making better than expected/ outstanding progress</u> 67% of disadvantaged children who did not achieve the ELG in Reception achieved the expected standard at the end of Key Stage 1.							
	<u>Percentage of pupils making at least expected/ good progress</u> 100% of disadvantaged children who achieved the ELG in Reception achieved the expected standard at the end of Key Stage 1.							
	<u>Writing</u>							
<u>Percentage of pupils making better than expected/ outstanding progress</u> 33% of disadvantaged children who did not achieve the ELG in Reception achieved the expected standard at the end of Key Stage 1.								
<u>Percentage of pupils making at least expected/ good progress</u> 100% of disadvantaged children who achieved the ELG in Reception achieved the expected standard at the end of Key Stage 1.								

	<p><u>Maths</u></p> <p><u>Percentage of pupils making better than expected/ outstanding progress</u> 100% of disadvantaged children who did not achieve the ELG in Reception achieved the expected standard at the end of Key Stage 1.</p> <p><u>Percentage of pupils making at least expected/ good progress</u> 100% of disadvantaged children who achieved the ELG in Reception achieved the expected standard at the end of Key Stage 1.</p>
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Attainment of pupils eligible for Pupil Premium funding at KS2	2015/16				2016/2017												
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth										
	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally									
KS2 Reading	71%	72%	29%	23%	100%	72%	20%	29%									
KS2 Writing	86%	79%	43%	18%	60%	79%	0%	21%									
KS2 GPS	57%	78%	29%	27%	60%	78%	0%	36%									
KS2 Mathematics	86%	76%	29%	20%	80%	76%	20%	27%									
Additional relevant KS2 performance information for pupils eligible for Pupil Premium funding e.g. examples of pupils in making or exceeding expected progress; the effectiveness of 'catch-up'	<p><u>2017</u></p> <p><u>RWM Combined</u> 60% of disadvantaged children who did not achieve a 2B+ in RWM combined at the end of Key Stage 1 achieved the expected or high standard in RWM combined at the end of Key Stage 2.</p> <p><u>KS1 Prior Attainment Groups to KS2 Achievement</u></p> <table border="1" style="width: 100%;"> <tr> <td colspan="3">Prior Attainment Group- Reading</td> </tr> <tr> <td>Overall</td> <td>% EXS+</td> <td>100%</td> </tr> <tr> <td></td> <td>% High</td> <td>20%</td> </tr> </table>								Prior Attainment Group- Reading			Overall	% EXS+	100%		% High	20%
	Prior Attainment Group- Reading																
Overall	% EXS+	100%															
	% High	20%															

programmes or targeted support

PAG Low 2 pupils	% EXS+	100%
	% High	0%
PAG Middle 3 pupils	% EXS+	100%
	% High	33%
PAG High	% EXS+	
	% High	

Prior Attainment Group- Writing		
PAG Low 1 pupil	% EXS+	100%
	% HIGH	0%
PAG Middle 4 pupils	% EXS+	50%
	% HIGH	0%
PAG High	% EXS+	
	% HIGH	

Prior Attainment Group- Maths		
PAG Low	% EXS+	
	% HIGH	
PAG Middle 5 pupils	% EXS+	80%
	% HIGH	20%
PAG High	% EXS+	
	% HIGH	

Improving Attendance

Absence Rate of Pupils eligible for Pupil Premium funding	2015/16		2016/17	
	School	National	School	National
% of sessions missed due to overall absence	3.4%	5.2%	2.6%	
% Persistent absentees – absent for 10% or more of sessions	11.1%	15.1%	0%	
<p>Free breakfast club is offered to disadvantaged children in school. A school clerk monitors lateness and produces a spreadsheet showing this. Parents are contacted if children are often late. Persistent lateness is “nipped in the bud” before it translates into persistent absence. Parents receive a letter advising them if absence is becoming an issue. The Head Teacher telephones parents if absence is heading towards becoming “persistent absence”. All of the above help children to have a good start to their school day by attending breakfast club and /or attending school on time.</p>				

One aspect of Pupil Premium allocation

Objective

Reading- To provide additional support closely focussed upon the needs of disadvantaged children to enable them to make at least expected progress and/or meet Age Related Expectation.

Targeted pupils:

Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Identify the needs of PP children to increase their rate of progress.

Children to be given 1:1 reading support with TAs and/or teachers before school, focussing on basic reading skills and reading comprehension skills.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Children to be allocated time with volunteer readers up to 4 times/week to increase their amount of time spent reading, to develop a love of reading and to build confidence in their reading skills.

Children to be placed on the Accelerated Reading Programme (when appropriate to do so). Give 1:1 TA support in developing their confidence to access the ARP quizzes.

Place a high level of value on reading and reward children for good levels of effort and/or progress in class and during Praise Assembly via reading awards.

Outcomes to date:**Value added:-EYFS to End of KS1**

-67% of disadvantaged children who *did not achieve* the ELG in Reception achieved the expected standard at the end of Key Stage 1.

-100% of disadvantaged children who *achieved* the ELG in Reception achieved the expected standard at the end of Key Stage 1.

Value added:- End of KS1 to End of KS2

KS1 Prior Attainment Groups to KS2 Achievement

Prior Attainment Group- Reading		
Overall	% EXS+	100%
	% High	20%
PAG Low 2 pupils	% EXS+	100%
	% High	0%
PAG Middle 3 pupils	% EXS+	100%
	% High	33%
PAG High	% EXS+	
	% High	

Percentage of disadvantaged children meeting Age Related Expectation

Cohort	% of children on track or better
Y1	80%
Y2	75%

Y3	100%
Y4	40%
Y5	60%
Y6	100%

Percentage of disadvantaged children making Good or Better Points Progress

Cohort	% Good or better progress	% Accelerated progress
Y1	100%	40%
Y2	100%	50%
Y3	100%	0%
Y4	60%	20%
Y5	80%	0%
Y6	100%	100%

Diminishing the Difference

In school gap between disadvantaged and non-disadvantaged children .

Cohort	Gap on entry	Gap on exit
Reception	0.24	↓0.12
Y1	0.56	↓-0.08
Y2	0.50	↓0.15
Y3	-0.38	↑-0.37
Y4	2.40	↑2.64
Y5	0.17	↑0.58
Y6	1.16	↓.12

Outcomes for disadvantaged children in comparison to National Other.

Year 2- The outcomes for disadvantaged children in reading are similar to Other pupils nationally.

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Reading (expected standard)	Number of Pupils	2017
St Anne's CE – disadvantaged	4	75%
National – other pupils	n/a	77%
National - Gap		-2%
National – disadvantaged	n/a	60%

Year 6- The outcomes for disadvantaged children in reading are better than Other pupils nationally.

Reading (expected standard)	Number of Pupils	2017
St Anne's CE – disadvantaged	5	100%
National – other pupils	n/a	72%
National - Gap		+28%
National – disadvantaged	n/a	53%

Evaluation

These outcomes show that the provision put in place to meet the needs of disadvantaged children has, in most cases, had a positive impact upon both their progress and attainment, with disadvantaged children performing in line or better than Other children nationally.

Process for monitoring impact:

Disadvantaged children are discussed at Pupil Progress Meetings which take place with class teachers and a member of the SLT. Teachers identify the children, monitor and track their progress and adjust their access to additional support as necessary. Teachers keep Class Action Plans which plan to address the needs of the cohort, including any disadvantaged children. These plans are updated termly and children are targeted in order to access provision they need.

Cost: £7,500

% of total PPG: 22%

One aspect of Pupil Premium allocation

Objective

Writing- To provide additional support closely focussed upon the needs of disadvantaged children, to enable them to make at least expected progress and/or meet Age Related Expectation.

Targeted pupils:

Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Identify the needs of PP children to increase their rate of progress.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Place a high level of value on writing and reward children for good levels of effort and/or progress in class and during Praise Assembly via awards.

Years 2, 5 and 6 to have 2 teachers, with a smaller group being taught separately each morning for English. This will lower the staff- pupil ratio in both groups and allow teachers to dedicate more time to each pupil.

Writing intervention will be led by trained TAs during the afternoon sessions.

Outcomes to date:

Value added:-EYFS to End of KS1

-33% of disadvantaged children who *did not achieve* the ELG in Reception achieved the expected standard at the end of Key Stage 1.

-100% of disadvantaged children who *achieved* the ELG in Reception achieved the expected standard at the end of Key Stage 1.

Value added:- End of KS1 to End of KS2

KS1 Prior Attainment Groups to KS2 Achievement

Prior Attainment Group- Writing		
Overall	% EXS+	60%
	% High	0%
PAG Low 1 pupil	% EXS+	100%
	% High	0%
PAG Middle 4 pupils	% EXS+	50%
	% High	0%
PAG High	% EXS+	
	% High	

Percentage of disadvantaged children meeting Age Related Expectation

Cohort	% of children on track or better
Y1	80%
Y2	50%
Y3	100%
Y4	40%
Y5	40%
Y6	100%

Percentage of disadvantaged children making Good or Better Points Progress

Cohort	% Good or better progress	% Accelerated progress
Y1	80%	0%
Y2	75%	50%
Y3	100%	0%
Y4	80%	0%
Y5	80%	0%
Y6	100%	80%

Diminishing the Difference

In-school gap between disadvantaged and non-disadvantaged children.

Cohort	Gap on entry	Gap on exit
Reception	0.24	↓-0.28
Y1	0.2	↑0.32
Y2	0.63	↓0.58

Y3	0.04	↓-0.13
Y4	2.52	↑2.92
Y5	0.24	↑0.75
Y6	1.24	↓0.36

Outcomes for disadvantaged children in comparison to National Other.

Year 2- The outcomes for disadvantaged children in writing are lower than National Other but are in line with other disadvantaged pupils nationally.

Writing (expected standard)	Number of Pupils	2017
St Anne's CE – disadvantaged	4	50%
National – other pupils	n/a	68%
National - Gap		-18%
National – disadvantaged	n/a	50%

Year 6- The outcomes for disadvantaged children in writing are lower than national Other but are broadly in line with other disadvantaged pupils nationally.

Writing Teacher Assessment (expected standard)	Number of Pupils	2017
St Anne's CE – disadvantaged	5	60%
National – other pupils	n/a	79%
National - Gap		-19%
National – disadvantaged	n/a	64%

Evaluation

These outcomes show that the provision put in place to meet the needs of disadvantaged children has, in many cases, had a positive impact upon both their progress and attainment, with disadvantaged children performing in line with disadvantaged children nationally.

Process for monitoring impact:

Disadvantaged children are discussed at Pupil Progress Meetings which take place with class teachers and a member of the SLT. Teachers identify the children, monitor and track their progress and adjust their access to additional support as necessary. Teachers keep Class Action Plans which plan to address the needs of the cohort, including any disadvantaged children. These plans are updated termly and children are targeted in order to access provision they need.

Cost: £8,000

% of total PPG: 23%

One aspect of Pupil Premium allocation

Objective

Maths- To provide additional support, closely focussed upon the needs of disadvantaged children, to enable them to make at least expected progress and/or meet Age Related Expectation.

Targeted pupils:

Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Identify the needs of PP children to increase their rate of progress.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Place a high level of value on maths and reward children for good levels of effort and/or progress in class and during Praise Assembly via awards.

Years 2, 5 and 6 to have 2 teachers, with a smaller group being taught separately each morning for Maths. This will lower the staff- pupil ratio in both groups and allow teachers to dedicate more time to each pupil.

Maths intervention will be led by a teacher for Years 5 and 6.

Trained TAs will lead intervention for maths during the afternoon session.

Children will have access to Mathletics to improve their basic skills in fun on-line challenges.

Year 6 children will have Maths Booster Club, once per week, led by teachers.

Revision materials will be purchased by school for children to use in booster sessions and at home.

Outcomes to date:

Value added:-EYFS to End of KS1

-100% of disadvantaged children who *did not achieve* the ELG in Reception achieved the expected standard at the end of Key Stage 1.

-100% of disadvantaged children who *achieved* the ELG in Reception achieved the expected standard at the end of Key Stage 1.

Value added:- End of KS1 to End of KS2

KS1 Prior Attainment Groups to KS2 Achievement

Prior Attainment Group- Maths		
Overall	% EXS+	80%
	% High	20%
PAG Low	% EXS+	
	% High	
PAG Middle 5 pupils	% EXS+	80%
	% High	20%
PAG High	% EXS+	
	% High	

Percentage of disadvantaged children meeting Age Related Expectation

Cohort	% of children on track or better
Y1	80%
Y2	100%
Y3	100%
Y4	80%
Y5	60%

Y6	80%
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Percentage of disadvantaged children making Good or Better Points Progress

Cohort	% Good or better progress	% Accelerated progress
Y1	100%	20%
Y2	100%	100%
Y3	100%	0%
Y4	100%	0%
Y5	60%	20%
Y6	100%	40%

Diminishing the Difference

In school gap between disadvantaged and non-disadvantaged children.

Cohort	Gap on entry	Gap on exit
Reception	0.52	↓0.16
Y1	0.16	↓-0.16
Y2	0.38	↓-0.38
Y3	0.19	↓-0.02
Y4	1.12	↓1.04
Y5	-0.24	↑0.19
Y6	0.76	↓0.36

Outcomes for disadvantaged children in comparison to National Other.

Year 2- The outcomes for disadvantaged children in maths are better than Other pupils nationally.

Maths (expected standard)	Number of Pupils	2017
St Anne's CE – disadvantaged	4	100%
National – other pupils	n/a	75%
National - Gap		+25%
National – disadvantaged	n/a	58%

Year 6- The outcomes for disadvantaged children in maths are better than Other pupils nationally.

Maths (expected standard)	Number of Pupils	2017
St Anne's CE – disadvantaged	5	80%
National – other pupils	n/a	76%
National - Gap		+4%
National – disadvantaged	n/a	58%

Evaluation

These outcomes show that the provision put in place to meet the needs of disadvantaged children has, in many cases, had a positive impact upon both their progress and attainment, with disadvantaged children performing better than Other children nationally.

Process for monitoring impact:

Disadvantaged children are discussed at Pupil Progress Meetings which take place with class teachers and a member of the SLT. Teachers identify the children, monitor and track their progress and adjust their access to additional support as necessary. Teachers keep Class Action Plans which plan to address the needs of the cohort, including any disadvantaged children. These plans are updated termly and children are targeted in order to access provision they need.

Cost:£8,500

% of total PPG: 25%

One aspect of Pupil Premium allocation

Objective

To provide access to enrichment activities for disadvantaged children.
To raise self- confidence and self-esteem.

Targeted pupils:

Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Disadvantaged children may access, free of charge:

Breakfast Club

After school clubs

Specialist music tuition

Educational visits

Residential trips

Enrichment activities- visiting theatre groups and authors

Outcomes to date:

It is very difficult to quantify the impact of these opportunities afforded to disadvantaged children.

The children who access this provision enjoy coming to Breakfast Club, having their breakfast and playing games whilst chatting to their friends. It has helped some children to feel more settled and confident before the school day begins. They report that they like "Being at school on time" and that they "Feel ready for work". Similarly, children who access after school clubs, talk about "Having fun learning a new skill with my friends" and " I like staying behind when others have gone. It makes me feel good".

Children who take up the offer of music tuition have said "I never knew I would be allowed to learn to play an instrument." and "it's good. I'm going to be a musician when I'm older.". They have voiced feeling "special" and " a bit important" when they have their lessons.

Pupils who benefit from attending educational visits and residential trips have been vocal in sharing with staff how much they enjoyed the experience. Parents have reported that children were more "independent" and "grown up" following the residential trip.

It is clear to staff and yet impossible to evidence how the children benefit from these opportunities. What is evident is the increased self- esteem, confidence and enthusiasm of these children which spills over into all aspects of their school life.

Process for monitoring impact:

Impact is monitored by observing increases in confidence and self-esteem and by chatting with the children whilst they are attending these clubs or following a visit or trip.

<p>Cost:</p> <p>Breakfast Club £500</p> <p>After school clubs £250</p> <p>Specialist music tuition £250</p> <p>Educational visits £1,700</p> <p>Residential trips £1,000</p> <p>Enrichment activities £250</p>	<p>% of total PPG:</p> <p>Breakfast Club 1.4%</p> <p>After school clubs 0.7%</p> <p>Specialist music tuition 0.7%</p> <p>Educational visits 4.9%</p> <p>Residential trips 2.9%</p> <p>Enrichment activities 0.7%</p>
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<p>One aspect of Pupil Premium allocation</p>
<p>Objective Forest Schools Programme-To allow children to be stimulated by the outdoors and to experience, over time, an increase in their self- belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.</p>
<p>Targeted pupils: Disadvantaged children in Reception class.</p>
<p>Provision: At St Anne’s Forest School is a unique and fun learning experience involving stimulating, exciting and memorable experiences. Children learn to recognise the importance of being healthy, being safe and making a positive contribution. Forest School sessions to be held weekly and attended on a rotational basis. The sessions will be led by a skilled Forest Schools Lead practitioner and will be based around the Forest School ethos that;</p>

children need more risk
need to be more active
need more independence in play
need to learn to think outside the norm
need real life experiences
need biophilia-to connect with nature to improve health and wellbeing

Outcomes to date:

The disadvantaged children who accessed Forest School exhibited an increase in confidence and self-belief. They developed their social skills, increased their levels of motivation and concentration and improved their physical skills. The children demonstrated a deeper knowledge and understanding of the surrounding environment and of seasonal change. Other noticeable effects were an increase in their ability to manage risk, increased health and well being and improved language and communication. The children also developed their intellectual skills and improved in the area of Personal, Social and Emotional Development.

Process for monitoring impact:

The impact was monitored closely by Early Years staff and the Forest School practitioner via ongoing observations and assessments which take place throughout the year.

Cost: £1,250

% of total PPG: 3.6%

One aspect of Pupil Premium allocation

Objective -

Speech and Language- To support children to develop their speech and language skills to be age appropriate.

Targeted pupils:

Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

The school engages a trained Speech and Language therapist to assess children and to provide school with a programme to support each child. The programmes are followed by school staff. The therapist then returns termly to assess progress and set new targets and provide new programmes.

To run Talk Boost sessions.

Outcomes to date:

One disadvantaged child was re-assessed in the Autumn term, having previously worked with the therapist. That child was no longer in need of any therapy. Another child demonstrated improved spontaneous speech, improved expressive language and improved communication skills. The child was also able to make clearer speech sounds and syllables in longer words.

Process for monitoring impact:

Cost: £2,500

% of total PPG: 7.3%

One aspect of Pupil Premium allocation

Objective

To provide emotional support to children.

Targeted pupils:

Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Much of this support is provided by the school chaplain who works with children who may experience bereavement, family upset, changes in family circumstances or personal difficulties. The chaplain supports these children on a needs basis, providing them with emotional support, offering time and a safe and confidential place to explore their feelings. Children may see her regularly or just now and again. The chaplain acts as a "go to" person and children know they can approach her at any time with any issue. The chaplain is in close contact with the parents of these children and often offers emotional support to them also.

Other difficulties children may experience may lead to a referral to Educational psychiatry.

Children may also access Drawing and Talking therapy sessions provided by trained school staff, including the school chaplain.

Outcomes to date:

Outcomes for these children are difficult to measure. However the children who access this support become more resilient and able to deal with their difficult circumstances, whatever they may be. The children become more "free" and less weighed down by their worries and upsets. Whilst we may not solve their circumstances, school does provide a mechanism to support the children and allow them to adjust to changed circumstances. The children often return to how they were before the upset and exhibit increased confidence and happier behaviour.

Process for monitoring impact:

Impact is difficult to measure but is clear to see in the way children grow in confidence and emotional maturity. They exhibit improved concentration in class and access lessons more fully. Parents often inform the chaplain of improvements in behaviour and/or emotional resilience in the home situation.

Cost:

Chaplain £2,500

% of total PPG: 7.3%