

Swain House Primary School

Report on Impact of Pupil Premium Grant Spending 2017/2018

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools are funded a Pupil Premium for children who have been:

- registered for a free school meal (FSM) at any point during the last 6 years
- children who are looked after by the local authority
- have been adopted from care
- or children whose parents are in the armed forces.

1. How much pupil premium funding has our school received for the academic year 2017 2018?

Allocation	Amount per pupil	Pupil numbers	Total amount
Pupil premium Reception to Y6 - <ul style="list-style-type: none"> • registered for a free school meal (FSM) at any point during the last 6 years • for children who are looked after by the local authority • for children who have been adopted from care • for children whose parents are in the armed forces 	£1,320 per pupil (£1,900 per pupil for pupils looked after by the Local Authority or adopted from care)	162	£217,320

Impact of pupil premium grant spending up to July 2018

The impact of the Pupil premium Grant is measured at the end of the academic year in relation to :

- Impact of identified strategies
- Attendance
- Punctuality
- Achievement
 - Early Years
 - Phonics in Year 1
 - Phonics in Year2
 - End of Key Stage 1 results
 - End of Key Stage 2 results

Impact of identified strategies

Strategy identified on intended use document	Impact
1. Deputy Headteacher teaching target groups – Sept 2017 to July 2018 (percentage of Deputy Headteacher costs) to improve standards. Pupil premium funding allows the Deputy Headteacher to not be class based but this means she can teach targeted pupils in maths in Y4 and Y5.	<ul style="list-style-type: none"> • Y4 maths ARE 2017 75% 48/64. • Y4 maths ARE 2018 81% 50/62 <ul style="list-style-type: none"> ○ 6% increase in ARE in Y4 • Y5 maths ARE 2017 77% 50/65. • Y5 maths ARE 2018 81% 52/64 <ul style="list-style-type: none"> ○ 4% increase in ARE in Y5
2. An additional teacher in class to allow a member of the leadership team to be not class based and teach targeted groups in Year 6.	<ul style="list-style-type: none"> • Y6 combined R+W+M 2017 53%. • Y6 combined R+W+M 2018 60% <ul style="list-style-type: none"> ○ 7% increase in ARE combined in Y6 • Y6 combined High Attaining (HA) 2017 2%. • Y6 combined HA 2018 10%. <ul style="list-style-type: none"> ○ 8% increase in HA in Y6

<p>3. Assistant Heads in Lower Key Stage Two and Key Stage One to further improve teaching and learning. (Costs identified are the difference between a class teacher and an Assistant Head salary and the cost of additional leadership time out of class)</p>	<ul style="list-style-type: none"> • Y1 phonics above national average in 2017 and 2018. • Y1 phonics 2017 – 83%. 2018 84% - <ul style="list-style-type: none"> ○ 1% increase in Y1 phonics school results • Y2 phonics 2017 90% cumulative result. 2018 93% cumulative result <ul style="list-style-type: none"> ○ 3% increase in Y2 phonics school result • Lower KS2 – 2018 Y3 combined R+W+M 64% (previous result when in Y2 60%) – an increase of 4% combined R+W+M • Lower KS2 – 2018 Y4 combined R+W+M 68% (previous result when in Y3 53%) – an increase of 15% combined R+W+M
<p>4. Learning Mentor and Parental Involvement Officer to further improve attendance and punctuality. This team also support parents, signposting them to other agencies and providing individual and group work for children and families to remove barriers to learning, addressing social, emotional and mental health issues</p>	<p>Attendance is for full academic year (2018 data available March 2019)</p> <ul style="list-style-type: none"> • 2016 attendance – 95.9% (national 96.0%) • 2017 attendance – 96.0% (national 96.0%) <ul style="list-style-type: none"> ○ Increase of 0.1% • 2016 disadvantaged attendance – 94.4%% (national 94.6%) <ul style="list-style-type: none"> ○ gap - -0.2% • 2017 disadvantaged attendance – 95.3% (national 94.5%) <ul style="list-style-type: none"> ○ Gap to national - +0.8% <p>School disadvantaged improved by 0.9% and gap to national improved from -0.2% to +0.8%.</p> <p>PA - persistent absentee</p> <ul style="list-style-type: none"> • 2016 PA – 9.7% (national 8.2%) - gap to national -1.5% • 2017 PA– 8.9% (national 8.3%) - gap to national -0.6% <ul style="list-style-type: none"> ○ School improvement of 0.8% and gap to national improved by 0.9% • 2016 PA disadvantaged – 17.9% (national 15.1%) - gap to national -- -2.8% • 2017 PA–disadvantaged - 12.9% (national 15.7%) - gap to national - +2.8% <ul style="list-style-type: none"> ○ School improvement of 5.0% and gap to national improved by 5.6%
<p>5. Enhanced staffing structure to allow a fully inclusive education for identified pupils to address their emotional, communication, sensory and physical need to ensure they are not vulnerable to exclusion through a comprehensive programme of training and development for all staff and increased staff to pupil ratio. Costs include staff training and development budget for the academic year and TAs attending all staff training days and after school staff meetings.</p>	<ul style="list-style-type: none"> • All pupils are fully included in all lessons because their social, emotional and behavioural needs are met through universal provision. • There have been no fixed term or permanent exclusions since 2002 even though nationally 1.37% (2017 data) of all pupils experience a fixed term exclusion each year and that percentage rises to 3.77% for the group ‘ever 6 FSM’. • There have been no ‘managed moves’ out of school since 2002. • In January 2018 one boy was admitted to school in Y4 through a Fair Access Protocol (FAP) – he had been previously permanently excluded from a local school at the end of Y3. He made a successful transition and his needs are met through universal classroom provision. • In May 2018 a boy was admitted to Y5 with significant social and emotional needs. In his previous school he had a complete alternative curriculum with 1:1 support. He made a successful transition and his needs are met through universal classroom provision.
<p>6. One to one tuition and small group booster sessions for Y6 pupils with qualified teachers before and after school.</p>	<p>See Y6 results for 2018 above.</p>

7. Reading support Teaching Assistant to provide additional support for identified pupils in reading.	See Y6 results for 2018 above.
8. Residential visits subsidised for pupils in receipt of pupil premium to widen their life experiences and provide life long memories. Y3 Blackhills Camp Y4 Nell Bank Y5 Ingleborough Hall Y6 High Adventure	<ul style="list-style-type: none"> • Our aim is that every single pupil attends each residential visit. • Last year the majority of pupils in each year group attended the visit. <ul style="list-style-type: none"> ○ Y3 Blackhills Scout Camp July 2017 - - all attended ○ Y4 Nell Bank April 2017 – 4 did not attend ○ Y5 Ingleborough Nov 2017 – 1 did not attend ○ Y6 Winmarleigh Sept 2017 – 3 did not attend • Where pupils did not attend there was close communication between home and school and reasons given for the absence included - <ul style="list-style-type: none"> ○ illness ○ observance of a religious festival ○ Family celebrations.
9. Speech and Language Therapist for one year to improve the ability of identified pupils to express themselves fluently through speech. The service is purchased from the Local Health Authority and managed through a Service Level Agreement (70% of costs identified for pupils in Reception to Y6).	<ul style="list-style-type: none"> • A speech and language therapist who has worked with pupil premium children to improve language acquisition and language development. • All children made accelerated progress in language development as a result of this work.
10. Educational non-residential visits which are linked to the curriculum which are heavily subsidised (40% PP and 60 % direct revenue) to provide wider life experiences and to enhance the curriculum.	<ul style="list-style-type: none"> • Visits linked to the curriculum help to overcome one of the barriers to learning for our pupils which is a lack of wider life experiences outside of the home and school.
11. Necessity clothing allowance (162 pupils) cost of 2 free sweatshirts per child to support families in getting their children ready for school.	<ul style="list-style-type: none"> • This supports pupils in receipt of PPG to achieve 'green' on the uniform section of their individual pupil profile. • Parents receive their child's profile four times a year at each assessment point.
12. Breakfast club and after school club free of charge for identified pupils- - Breakfast Club - £7.50 per week - After School Club - £2.50 per week	<ul style="list-style-type: none"> • During 2017-2018 between 80 and 100 children attended breakfast club each day • Of these 30 to 40 attend free of charge funded by pupil premium. • This ensured that these children were in school on time, well fed and learned much needed social skills in order that they could access learning.
13. A monthly subscription to 'Amazing' magazine for all pupils in KS2 – 40% funded by PP grant and 60% funded by revenue budget.	<ul style="list-style-type: none"> • Pupils across KS2 have a greater love of reading and teachers use the magazines in lessons to enhance provision. • Pupils take home the monthly magazine to encourage reading at home.

Attendance and punctuality

Attendance

The national data is taken from the ASP (Analysing School Performance) - data is for the full academic year 2016/2017).

Attendance data for academic year 2018 available is March 2019

- Attendance close to or above national average for the last 4 years.
- From 2014 to 2017 the attendance of pupils in receipt of the Pupil Premium Grant (PPG) in our school has been better than the national PPG group by a range of +0.3 to +1.1

	Attendance of all pupils National figures in brackets	Attendance of pupils in receipt of PPG National figures in brackets	Attendance of other pupils National figures in brackets	Difference between our pupils in receipt of PPG and PPG pupils nationally
2017	96.0% (96.0%)	95.3% (94.5%)	96.6% (96.5%)	+0.8%
2016	95.9% (96.0%)	94.7% (93.6%)	96.5% (96.2%)	+1.1%
2015	96.5% (96.0%)	95.1% (94.6%)	97.4% (96.5%)	+0.5%
2014	96.1% (96.1%)	95.2% (94.9%)	96.9% (96.7%)	+0.3%

Punctuality

- A year on year reduction in the number of lates since 2013 (school manual records count the number of lates)
 - Lates in 2013 – 3002. Lates in 2018 – 765 – a reduction of 2,237 lates over 5 years.
- An improvement in the punctuality of pupils in receipt of PPG since 2014 – see table below using the school register which monitors lates as a percentage for each group in school.

	Lates - all pupils	Lates for pupils in receipt of PPG	Lates for other pupils	Difference
2018	0.49%	0.84%	0.35%	-0.49%
2017	0.47%	0.69%	0.36%	-0.33%
2016	0.52%	0.79%	0.42%	-0.37%
2015	0.50%	0.70%	0.40%	-0.30%
2014	0.60%	1.10%	0.50%	-0.60%

Achievement in Early Years and phonics

Early Years

- In 2018 pupils eligible for free school meals (FSM) achieved a higher percentage at GLD compared to other pupils– see table below.
- Pupils eligible for FSM have achieved a higher percentage at GLD than other pupils for the past 3 years.

	% achieved Good Level of Development (GLD) -whole school (national figures in brackets)	% achieved Good Level of Development (GLD) - pupils eligible for free school meals (FSM)	% achieved Good Level of Development (GLD) - pupils not eligible for free school meals (FSM)	Difference
2018	61% (71.5%)	61.5%	61.2%	+0.3
2017	66% (71%)	73%	64%	+9%
2016	68% (69%)	92%	63%	+29%
2015	59% (66%)	59%	59%	0%
2014	53% (60%)	42%	58%	-16%

Phonics in Year 1

- A significant improvement in the overall Y1 phonics results over the last 5 years

Year 1 phonics	% of all pupils who have met the expected standard by the end of Y1 (national figures in brackets)	% of pupils in receipt of PPG who have met the expected standard by the end of Y1 (national figures in brackets)	% of other pupils who have met the expected standard by the end of Y1 (national figures in brackets)	Difference between our pupils in receipt of PPG and other pupils in our school	Difference between our pupils in receipt of PPG and other pupils nationally
2018	84% (83%)	65% (N/A)	92% (N/A)	-27%	N/A
2017	83% (81%)	73% (70%)	87% (83%)	-14%	-10%
2016	82% (81%)	73% (70%)	88% (82%)	-15%	-9%
2015	73% (77%)	57% (66%)	81% (80%)	-24%	-23%
2014	78% (74%)	67% (63%)	81% (78%)	-14%	-11%

Phonics in Year 2

- A significant improvement in the Y2 phonics results over the last 3 years.

Year 2 phonics	% of all pupils who have met the expected standard by the end of Y2 (national figures in brackets)	% of pupils in receipt of PPG who have met the expected standard by the end of Y2 (national figures in brackets)	% of other pupils who have met the expected standard by the end of Y2 (national figures in brackets)	Difference between our pupils in receipt of PPG and other pupils in our school	Difference between our pupils in receipt of PPG and other pupils nationally
2018	93% (91%)	88%	96%	-9%	N/A
2017	90% (92%)	96% (86%)	87% (93%)	+9%	+3%
2016	97% (91%)	90% (86%)	100% (93%)	-10%	-3%
2015	90% (90%)	82% (84%)	93% (92%)	-11%	-10%

Achievement at the end of Key Stage 1

Key Stage 1 – 2018 results

- The gap between our pupils in receipt of PPG and our other pupils is less than 10% for the second year.

Key Stage 1 2018 results	% of all pupils at or above expected standard (national figures in brackets)	% of pupils in receipt of PPG at or above expected standard	% of other pupils at or above the expected standard (national figures in brackets)	Difference between our pupils in receipt of PPG and other pupils in our school	Difference between our pupils in receipt of PPG and other pupils nationally
Reading	68% (76%)	60%	71% (N/A)	-8%	N/A
Writing	67% (70%)	60%	69% (N/A)	-7%	N/A
Maths	68% (76%)	60%	71% (N/A)	-8%	N/A

Achievement at the end of Key Stage 2

Key Stage 2 – 2018 results

- A significant improvement in 2018 results compared to the 2017 KS2 results for all pupils.
- The difference between our pupils in receipt of PPG and other pupils has diminished.
- All progress measures in 2018 are above the national average. The difference between disadvantaged in school and other pupils are all positive.

Key Stage 2 2018 results	% of all pupils at or above expected standard (national figures in brackets)	% of pupils in receipt of PPG at or above expected standard	% of other pupils at or above the expected standard (national figures in brackets)	Difference between our pupils in receipt of PPG and other pupils in our school	Difference between our pupils in receipt of PPG and other pupils nationally
Reading	68% (75%)	63%	73% (80%)	-10%	-17%
Writing	79% (78%)	73%	85% (83%)	-12%	-10%
Maths	67% (76%)	60%	73% (81%)	-13%	-21%
Combined R+W+M	60% (64%)	53%	67% (70%)	-14%	-17%

Key Stage 2 – 2018 progress measures

Key Stage 2 2017 results	Progress measures – all pupils	Progress measures –pupils in receipt of PPG	National average progress score for non-disadvantaged pupils
Reading	0.00	+0.02	+0.31
Writing	+1.30	+1.26	+0.24
Maths	+0.50	+0.20	+0.31