

## Swain House Primary School

### Report on Impact of Pupil Premium Grant Spending 2018/2019

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 2018 2019?

Allocation	Amount per pupil	Pupil numbers	Total amount
Pupil premium Reception to Y6 - <ul style="list-style-type: none"> <li>• registered for a free school meal (FSM) at any point during the last 6 years</li> <li>• for children who are looked after by the local authority</li> <li>• for children who have been adopted from care</li> <li>• for children whose parents are in the armed forces</li> </ul>	£1,320 per pupil  (£2,300 per pupil for pupils looked after by the Local Authority or adopted from care)	155	<b>£211,460</b>

#### Impact of pupil premium grant spending up to July 2019

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
<b>1.</b> Deputy Headteacher teaching target groups in Y5 and Y4 in maths – Sept 2018 to July 2019 (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.	<ul style="list-style-type: none"> <li>• <b>Increase in pupils attaining ARE in maths in Y4 and Y5 from 2018 to 2019</b> <ul style="list-style-type: none"> <li>○ Y3 maths ARE 2018 48/64 75%</li> <li>○ Y4 maths ARE 2019 50/62 81% - <b>6% increase in ARE in Y4</b></li> <li>○ Y4 maths ARE 2018 49/62 79%</li> <li>○ Y5 maths ARE 2019 53/63 84% - <b>5% increase in ARE in Y5</b></li> </ul> </li> </ul>

<p>2. Assistant Headteacher responsible for SEND and Inclusion teaching target groups in Y6 Sept 2018 to July 2019 (percentage of Assistant Headteacher costs) to improve standards. Pupil premium funding allows the SENDCo to not be class based but this means she can teach targeted pupils.</p>	<ul style="list-style-type: none"> <li>• <b>Maths -increase in end of KS2 outcomes in 2019</b> <ul style="list-style-type: none"> <li>○ Y6 maths 2019 79% - 2018 67% - <b>12% increase in a year and school result meeting the national result for the first time</b></li> </ul> </li> <li>• <b>Writing - maintain above national average in end of KS2 outcomes in 2019</b> <ul style="list-style-type: none"> <li>○ Y6 writing 2019 79% - 2018 79% - <b>1% above national average for the second year</b></li> </ul> </li> </ul>
<p>3. Assistant Heads in Key Stage One and Lower Key Stage Two 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"> <li>• <b>Y1 phonics above national average in 2018 and 2019.</b> <ul style="list-style-type: none"> <li>○ 2018 <b>84%</b> (national 83%)</li> <li>○ 2019 <b>83%</b> (national 82%)</li> </ul> </li> <li>• <b>Y2 phonics at national average in 2018 and 2019</b> <ul style="list-style-type: none"> <li>○ 2018 <b>93%</b> cumulative result (national 92%)</li> <li>○ 2019 <b>92%</b> cumulative result (national 92%)</li> </ul> </li> <li>• <b>Lower KS2 – Y4 combined end of year outcomes increased by 2% in 2019</b> <ul style="list-style-type: none"> <li>○ 2019 Y4 combined R+W+M 41/62 66% (previous result when in Y3 41/64 64%) – <b>an increase of 2% combined R+W+M</b></li> </ul> </li> </ul>
<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>	<ul style="list-style-type: none"> <li>• <b>Overall attendance at or above national average for the last three years</b> <ul style="list-style-type: none"> <li>○ 2016-2017 attendance – 96.0% (national 96.0%)</li> <li>○ 2017-2018 attendance – 96.2% (national 95.8%)</li> <li>○ 2018-2019* attendance – 96.3% (national 96.1%)</li> </ul> </li> <li>• <b>Attendance for disadvantaged pupils above the national average for disadvantaged pupils for the last three years</b> <ul style="list-style-type: none"> <li>○ 2017 – 95.3% (national 94.5%) <b>Gap to national - +0.8%</b></li> <li>○ 2018 – 94.8% (national 94.3%) <b>Gap to national - +0.5%</b></li> <li>○ 2019* - 94.9% (national 94.6%) <b>Gap to national - +0.4%</b></li> </ul> </li> </ul> <p><i>*2019 data based on Aut 2018 and Spring 2019 only</i></p>
<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"> <li>• <b>All pupils are fully included in all lessons because their social, emotional and behavioural needs are met through universal provision</b></li> <li>• <b>There have been no permanent exclusions since 2002.</b> <ul style="list-style-type: none"> <li>○ Nationally <b>0.03%</b> (2018 data) of all pupils experience a permanent exclusion each year and that percentage rises to <b>0.07%</b> for the group 'ever 6 FSM'</li> </ul> </li> <li>• <b>There have been no fixed term exclusions since 2002.</b> <ul style="list-style-type: none"> <li>○ Nationally <b>1.40%</b> (2018 data) of all pupils experience a fixed term exclusion each year and that percentage rises to <b>3.88%</b> for the group 'ever 6 FSM'</li> </ul> </li> <li>• <b>There have been no 'managed moves' out of school since 2002.</b> <ul style="list-style-type: none"> <li>○ Locally agreed managed moves are increasingly commonplace, particularly for schools with a higher than national average of disadvantaged pupils.</li> </ul> </li> <li>• <b>Over the last 8 years, 7 boys with a statement or EHCP (behaviour or SEMH needs) have been admitted following, either, a permanent exclusion or a 'fresh start' from a behaviour centre. All have been fully included in class and achieved well, leaving at the end of Y6 after completing the end of Key Stage 2 tests.</b></li> </ul>

<p>6. One to one tuition and small group booster sessions for Y6 pupils with qualified teachers before and after school.</p>	<ul style="list-style-type: none"> <li>• See Y6 results for 2019 in point 2.</li> </ul>
<p>7. 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</p>	<ul style="list-style-type: none"> <li>• Our aim is that every single pupil attends each residential visit regardless of need.</li> <li>• Last year the majority of pupils in each year group attended the visit <ul style="list-style-type: none"> <li>○ <b>Y3 Blackhills Scout Camp July 2019 – 1 did not attend (all 20 disadvantaged and all pupils with SEND attended)</b></li> <li>○ <b>Y4 Nell Bank April 2019 – all attended (all 27 disadvantaged and all pupils with SEND attended)</b></li> <li>○ <b>Y5 Ingleborough Nov 2018 – all attended (all 23 disadvantaged and all pupils with SEND attended)</b></li> <li>○ <b>Y6 High Adventure Sept 2018 – 1 did not attend (29/30 disadvantaged and all pupils with SEND attended)</b></li> </ul> </li> <li>• 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"> <li>○ illness</li> <li>○ observance of a religious festival</li> <li>○ family celebrations</li> </ul> </li> </ul>
<p>8. 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).</p>	<ul style="list-style-type: none"> <li>• A speech and language therapist who has worked with pupil premium children to improve language acquisition and language development</li> <li>• All children made accelerated progress in language development as a result of this work</li> </ul>
<p>9. Educational non-residential visits are linked to the curriculum. These are heavily subsidised (40% PP and 60% direct revenue) and provide wider life experiences and enhance the curriculum.</p>	<ul style="list-style-type: none"> <li>• Visits linked to the curriculum help to overcome one of the barriers to learning for our pupils - this is a lack of wider life experiences outside of the home.</li> </ul>
<p>10. Necessity clothing allowance (139 pupils) cost of 2 free sweatshirts per child to support families in getting their children ready for school.</p>	<ul style="list-style-type: none"> <li>• This supports pupils in receipt of PPG to achieve 'green' on the uniform section of their individual pupil profile</li> <li>• Parents receive their child's profile four times a year at each assessment point</li> </ul>
<p>11. 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</p>	<ul style="list-style-type: none"> <li>• <b>During 2018-2019 between 80 and 120 children attended breakfast club each day</b> <ul style="list-style-type: none"> <li>○ Of these, up to 35 attend free of charge funded by pupil premium</li> <li>○ 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</li> </ul> </li> </ul>

## Attendance and punctuality

### Attendance

The national data 2014-2018 is taken from ASP (Analysing School Performance) - data is for the full academic year.

Data for 2019 is for Autumn 2018 and Spring 2019 only (full academic year data is available in March 2020)

- Attendance close to or above national average for the last 6 years.
- From 2014 to 2019 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
<b>2019</b> (Au+ Sp term only)	96.3% (96.1%)	94.9% (94.6%)	97.1% (96.6%)	<b>+0.3%</b>
<b>2018</b>	96.2% (95.8%)	94.8% (94.3%)	97.0% (96.3%)	<b>+0.5%</b>
<b>2017</b>	96.0% (96.0%)	95.3% (94.5%)	96.6% (96.5%)	<b>+0.8%</b>
<b>2016</b>	95.9% (96.0%)	94.7% (93.6%)	96.5% (96.2%)	<b>+1.1%</b>
<b>2015</b>	96.5% (96.0%)	95.1% (94.6%)	97.4% (96.5%)	<b>+0.5%</b>
<b>2014</b>	96.1% (96.1%)	95.2% (94.9%)	96.9% (96.7%)	<b>+0.3%</b>

### 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 2019 – **597 – a reduction of 2,405 lates over 6 years**
- An improvement in the punctuality of pupils in receipt of PPG since 2013.

## Achievement in phonics

### Phonics in Year 1

- A significant improvement in the overall Y1 phonics results over the last 5 years
- An improvement in the Y1 phonics result for pupils in receipt of PPG in 2019 compared to other pupils in our school.

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
<b>2019</b>	83% (82%)	86% (N/A)	83% (N/A)	+3%	N/A
<b>2018</b>	84% (83%)	65% (72%)	92% (85%)	-27%	-19%
<b>2017</b>	83% (81%)	73% (70%)	87% (83%)	-14%	-10%
<b>2016</b>	82% (81%)	73% (70%)	88% (82%)	-15%	-9%
<b>2015</b>	73% (77%)	57% (66%)	81% (80%)	-24%	-23%
<b>2014</b>	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
<b>2019</b>	92% (92%)	85%	95%	-10%	N/A
<b>2018</b>	93% (91%)	88% (85%)	96% (94%)	-9%	6%
<b>2017</b>	90% (92%)	96% (86%)	87% (93%)	+9%	+3%
<b>2016</b>	97% (91%)	90% (86%)	100% (93%)	-10%	-3%
<b>2015</b>	90% (90%)	82% (84%)	93% (92%)	-11%	-10%

## Achievement at the end of Key Stage 1

### Key Stage 1 – 2019 results

Key Stage 1 2019 results	% of all pupils at or above expected standard (national figures in brackets)	% of pupils in receipt of PPG at or above expected standard – school's own data –ASP not yet published (Jan 2019)	% 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	71% (75%)	62% 13/21	76% 32/42	-14%	-13%
Writing	71% (69%)	62% 13/21	76% 32/42	-14%	-7%
Maths	70% (76%)	62% 13/21	74% 31/42	-12%	-14%

## Achievement at the end of Key Stage 2

### Key Stage 2 – 2019 results

- A significant improvement in 2019 results in maths compared to the 2017 KS2 results for all pupils.
- The difference between our pupils in receipt of PPG and other pupils has diminished in all subjects apart from reading.

Key Stage 2 2019 results	% of all pupils at or above expected standard (national figures in brackets)	% of pupils in receipt of PPG at or above expected standard (national figures in brackets)	% 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
Reading	60% (73%)	50% (62%)	67% (78%)	-17%
Writing	79% (78%)	75% (68%)	82% (83%)	-7%
Maths	79% (79%)	71% (67%)	85% (84%)	-14%
Combined R+W+M	56% (65%)	42% (51%)	64% (71%)	-22%

### Key Stage 2 – 2019 progress measures

- Progress measures in 2019 for pupils in receipt of PPG are better than the same national measures in maths and writing.
- In writing, pupils in receipt of PPG in our school made better progress than other pupils in our school.

Key Stage 2 2019 results	Progress measures – all pupils	Progress measures – non-disadvantaged (other) pupils	Progress measures –pupils in receipt of PPG (national figure for pupils in receipt of PPG in brackets)
Reading	-1.89	-1.79	-2.05 (-0.66)
Writing	+1.02	+0.89	+1.22 (-0.54)
Maths	0.00	+0.37	-0.55 (-0.77)