

## Swain House Primary School

### Report on Impact of Pupil Premium Grant Spending 2015/2016

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 has received for this academic year?

Allocation	Amount per pupil	Pupil numbers	Total amount
Pupil premium Reception to Y6 - registered for a free school meal (FSM) at any point during the last 6 years	£1,320	164	£216,480
Pupil premium allocation for children who are looked after by the local authority	£1,900	3 currently	£5,700
Pupil premium allocation for children who have been adopted from care	£1,900	3	£5,700
Pupil premium allocation for children whose parents are in the armed forces.	£300	0	£0
Current Early Years PP amount per term per pupil for 3 and 4 year olds accessing 15 hours a week in Great Oak Nursery- estimated numbers.	£310	Summer 2016 - 4	£1,240
		Autumn 2016 - 14	£4,340
		Spring 2017 - 14	£4,340
		<b>Total</b>	<b>£232,100</b>

#### Impact of pupil premium grant spending up to July 2016

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
<ul style="list-style-type: none"> <li>• An additional Assistant Headteacher in Key Stage One to lead improvements.</li> <li>• An additional Assistant Headteacher in Lower Key Stage Two to lead improvements.</li> <li>• An additional, non-class based, Assistant Headteacher responsible for Inclusion/SEND to work with Y6 pupils each morning.</li> </ul>	<p>A number of pupils who are pupil premium also have special educational needs; it is crucial that we devise individual programs of work for these children, which are reviewed regularly. Employing a full time senior leader who is responsible for SEND ensures that our most vulnerable children have excellent provision, case studies show that these children have made good progress.</p>

<ul style="list-style-type: none"> <li>An additional full-time Cover Supervisor in Y1 to allow increased opportunities for outdoor learning</li> </ul>	Pupils in Year 1 made good progress – see Year 1 phonics results below.
<ul style="list-style-type: none"> <li>An additional non-class based part-time Teaching Assistant to undertake reading interventions with identified pupils.</li> </ul>	Identified pupils in receipt of PPG with additional special educational needs made good progress, relative to their starting points – see progress analysis in school. However some of these pupils did not attain age related expectations.
<ul style="list-style-type: none"> <li>Intervention programmes in addition to quality first teaching for identified pupils who are not meeting age related expectations or making expected progress relative to their starting points and for those with identified Special Educational Needs and Disabilities (SEND)</li> </ul>	Identified pupils in receipt of PPG with additional special educational needs made good progress, relative to their starting points – see progress analysis in school. However some of these pupils did not attain age related expectations
<ul style="list-style-type: none"> <li>Learning Mentor support to identified pupils through a tailored programme of individual or group mentoring sessions to improve well-being, confidence and self-esteem to remove barriers to learning and therefore improve achievement and access to the curriculum.</li> <li>Parental Involvement Worker (PIW) support to families to reduce barriers to learning for identified pupils including support and challenge to improve attendance and punctuality.</li> </ul>	<p>Parental Involvement Officer and Learning Mentor have dedicated time each day where they rigorously follow up attendance issues, seeking support for parents and signposting them to other agencies in order to improve attendance – see attendance information below.</p> <p>Our Parental Involvement Officer and Learning Mentor provide individual and group work for children and families to remove barriers to learning and address social, emotional and mental health issues. Our case studies show us that this work has had a direct impact upon standards.</p> <p>Our Parental Involvement Officer and Learning Mentor line manage pupils who are successfully recruited to jobs in school. This improves social development, gives pupils a sense of belonging, improves real life skills in a recruitment procedure and builds confidence.</p>
<ul style="list-style-type: none"> <li>Residential visits for pupils in Y3, Y4, Y5 and Y6 free of charge</li> </ul>	<p>Our aim is that every single pupil attends each residential visit. Last year there was the following attendance-</p> <p><b>Y3 Blackhills camp</b> – all 63 pupils (20 PPG pupils) attended for the first day, including 2 ARC pupils. However 3 pupils didn't stay overnight for religious reasons and 1 pupil had to go home overnight for medical reasons.</p> <p><b>Y4 Malham Youth Hostel</b> – Out of 64 pupils (32 PPG pupils) 63 attended for the 2 days, including 3 ARC pupils.</p> <p><b>Y5 Ingleborough Hall</b> – Out of 60 pupils (29 PPG pupils) 59 attended including 5 ARC pupils and 1 other pupil with a statement for emotional and behavioural needs.</p> <p><b>Y6 Winmarleigh Hall</b> – Out of 67 pupils (29 PPG pupils), 66 attended for the 2 days including 2 ARC pupils and 1 other pupil with severe learning difficulties.</p>
<ul style="list-style-type: none"> <li>Breakfast club and after school club free of charge for identified pupils</li> </ul>	During 2015-16 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.
<ul style="list-style-type: none"> <li>A range of after school activities free of charge to identified pupils</li> <li>Access to homework clubs after school for identified pupils</li> <li>A range of holiday activities are offered free of charge through Bradford East 1 Locality Achievement Partnership for identified pupils</li> </ul>	Our children accessed after school clubs, which addressed a range of needs from health, fitness, academic and emotional health and well-being. Access to clubs has helped children to build positive behaviours for learning and a strong and supportive school community.
<ul style="list-style-type: none"> <li>Opportunities outside of school for identified pupils to excel in an area they enjoy</li> </ul>	An identified pupil attended an out of school hours sports club partly funded by PPG on the request of parents. This has been very successful as the pupil has an Education, Health and Care plan for social and emotional needs and he is currently working at age related expectations, has above average attendance and is fully included in school life.
<ul style="list-style-type: none"> <li>Educational visits linked to the curriculum which are heavily subsidised</li> </ul>	<p>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.</p> <p>To enhance the wider curriculum and reading the school invested funds to provide all pupils in Key Stage 2 with a subscription to a monthly</p>

	magazine – ‘Amazing’ magazine. We have seen an increase in the love of reading with many pupils sharing their magazine with family members at home.
<ul style="list-style-type: none"> <li>A fully inclusive education for identified pupils to address their emotional, communication, sensory and physical needs to ensure they are not vulnerable to exclusion through a comprehensive programme of training and development for all staff (including Teaching Assistants) and increased staff to pupil ratio.</li> </ul>	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% of all pupils experience a fixed term exclusion each year. There have been no ‘managed moves’ out of school since 2002. Our provision for all pupils is enhanced by the ‘Leader In Me’ programme which supports pupils to become leaders of themselves and responsible for their own development.
<ul style="list-style-type: none"> <li>School provide our pupil premium pupils with 2 school sweatshirts each year</li> </ul>	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.
<ul style="list-style-type: none"> <li>Employ a Speech and Language Therapist to identify and supply specific assessments and provision for pupils who have a variety of speech related difficulties, and support the training of staff to meet their needs</li> </ul>	Some of the money has been used to employ 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.

## Attendance and punctuality

### Attendance

- A significant improvement in attendance for all pupils in 2015 – 96.5%, compared to 2013 – 95.1% (2016 attendance information available in Dec 2016).
- From 2013 to 2015 the attendance of pupils in receipt of the Pupil Premium Grant (PPG) has improved by almost 1% from 94.2% in 2013 to 95.1% in 2015. Nationally in 2015 pupils in receipt of PPG had an attendance figure of 94.6%.
- Our pupils in receipt of PPG have higher attendance than pupils nationally in receipt of PPG for the last three years. However, when comparing our pupils in receipt of the PPG with our other pupils, the pupils in receipt of PPG are lower than other pupils.
- When comparing our pupils in receipt of PPG with other pupils nationally, again the difference has diminished. This remains high priority in school, and the full-time parental involvement officer, funded by PPG is there to improve the attendance of pupils in receipt of PPG.

	Attendance of all pupils National figures in brackets	Attendance of pupils in receipt of PPG National figures in brackets	Difference between our pupils in receipt of PPG and PPG pupils nationally	Attendance of other pupils 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>2016</b>	2016 attendance information available in Dec 2016					
<b>2015</b>	96.5% (96.0%)	95.1% (94.6%)	+0.5%	97.4% (96.5%)	-2.3%	-1.4%
<b>2014</b>	96.1% (96.1%)	95.2% (94.9%)	+0.3%	96.9% (96.7%)	-1.7%	-1.5%
<b>2013</b>	95.1% (95.2%)	94.2% (93.7%)	+ 0.5%	96.0% (95.8%)	-1.8%	-1.6%

### Punctuality

- A significant improvement in overall punctuality since 2013.
- A significant improvement in the punctuality of pupils in receipt of PPG – see table below
- When comparing pupils in receipt of the PPG with other pupils, the difference has diminished significantly from 2013 to 2016 – see table below.

	Lates - all pupils	Lates for pupils in receipt of PPG	Lates for other pupils	Difference
<b>2016</b>	0.46%	0.86%	0.36%	-0.5%
<b>2015</b>	0.5%	0.7%	0.4%	-0.3%
<b>2014</b>	0.6%	1.1%	0.5%	-0.6%
<b>2013</b>	1.6%	2.8%	0.9%	-1.9%

### Persistent absentees

- A significant improvement in the percentage of pupils who are classed as persistent absentees in 2015 compared to 2012 (2016 attendance information available in Dec 2016).
- In 2013 and 2014 our percentage of pupils in receipt of PPG who are classed as persistent absentees is lower than the

national average of pupils in receipt of PPG who are classed as persistent absentees.

- In 2015 even though our percentage of pupils in receipt of PPG who are classed as persistent absentees has increased to 6%, the difference between those pupils and others nationally has reduced from -4.3% in 2012 to -3.7% in 2015.
- When comparing pupils in receipt of the PPG with other pupils, the difference has diminished since 2012 – see table below.

	Persistent absentees* – whole school National figures in brackets	Persistent absentees – pupils in receipt of PPG National figures in brackets	Persistent absentees – other pupils 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	Difference between national PPG and national other pupils
<b>2016</b>	2016 attendance information available in Dec 2016					
<b>2015</b>	2.9% (2.7%)	6.0% (5.4%)	0.8% (1.7%)	-5.2%	-4.3%	-3.7%
<b>2014</b>	2.9% (2.8%)	5.4% (5.6%)	1.3% (1.7%)	-4.1%	-3.7%	-3.9%
<b>2013</b>	4.3% (3.6%)	5.9% (6.8%)	2.8% (2.3%)	-3.1%	-3.6%	-4.5%
<b>2012</b>	5.9% (3.4%)	8.3% (6.5%)	3.3% (2.2%)	-5.0%	-6.1%	-4.3%

\*Persistent absentees definition up to July 2016 – absent for more than 15% or more of sessions

\*Persistent absentees definition from July 2016 onwards – absent for more than 10% or more of sessions

## Achievement in Early Years and phonics

### Early Years

- An improvement in overall percentage of Good Level of Development (GLD) in 2016, very close to the national average.
- A significant improvement in the 2016 GLD achieved by pupils eligible for free school meals (FSM) – see table below

	% 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
<b>2016</b>	68% (69%)	92%	63%	+29%
<b>2015</b>	59% (66%)	59%	59%	0%
<b>2014</b>	53% (60%)	42%	58%	-16%

### Phonics in Year 1

- A significant improvement in the Y1 phonics results over the last 4 years.
- The difference between our pupils in receipt of PPG and other pupils nationally is diminishing – see table below.

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>2016</b>	82% (national 81%)	73% (national 70%)	88% (national 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%
<b>2013</b>	70% (69%)	60% (57%)	78% (73%)	-18%	-13%

### Phonics in Year 2

- A significant improvement in the Y2 phonics results over the last 2 years.
- The difference between our pupils in receipt of PPG and other pupils nationally is diminishing – see table below.

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>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 – pre 2016 results

- The attainment of all pupils in KS1 improved in 2015 (national in brackets) -
  - 89% (90%) attaining level 2 and above in reading
  - 85% (88%) attaining level 2 and above in writing

- 89% (93%) attaining level 2 and above in maths
- In the 2015 Y2 cohort 33% of pupils are in receipt of PPG and 19% have special educational needs (SEN). Within this group of SEN pupils there are 2 deaf and hearing impaired pupils who are members of the Additionally Resourced Centre (ARC).
- Using Average Points Score (APS) as a measure the gap between pupils in receipt of PPG and other pupils in our school is smaller in reading and writing than the national gap. In maths our school gap is the same.
- In-year progress for all three cohorts from the start of Year 1 to the end of Year 2 is good and outstanding.

#### **Key Stage 1 – 2016 results**

- This cohort attained below the national average in 2014 at the end of Reception – 53% GLD (national 61%) with a significant proportion assessed at 40-60D. There were 19 pupils in receipt of free school meals at the end of Reception. Of these 19 pupils 42% achieved a good level of development compared to 64% of other pupils nationally.
- There are 18 pupils in receipt of PPG in the 2016 KS1 cohort -
  - 6 of these pupils attained the expected standard or above in RWM combined
  - of the 12 that did not attain expected or above in RWM combined, 2 have significant special educational needs (range 4) and another 6 are on the SEND register at ranges 1 and 2

<b>Key Stage 1 2016 results</b>	<b>% of all pupils at or above expected standard (national figures in brackets)</b>	<b>% of pupils in receipt of PPG at or above expected standard</b>	<b>National other (non-disadvantaged) pupils %</b>
<b>Reading</b>	63% (74%)	38%	78%
<b>Writing</b>	62% (65%)	38%	70%
<b>Maths</b>	60% (73%)	43%	77%

### **Achievement at the end of Key Stage 2**

#### **Key Stage 2 results – pre 2016 results**

- The attainment of all pupils in KS2 improved in 2015 (national in brackets) -
  - 87% (89%) attaining level 4 and above in reading
  - 87% (87%) attaining level 4 and above in writing
  - 81% (87%) attaining level 4 and above in maths
  - 79% (80%) attaining level 4 and above in English, grammar, punctuation and spelling
  - 73% (80%) attaining level 4 and above in reading, writing and maths combined
- In this cohort 44% of pupils are in receipt of PPG and 27% have special educational needs. Within this group of SEN pupils there are 5 deaf and hearing impaired pupils who are members of the ARC.

#### **Key Stage 2 progress measures 2015**

- In reading 87% (92% national other pupils) of pupils in receipt of PPG made expected progress in 2015.
  - 94% of our other pupils made expected progress.
- In reading 31% (33% national other pupils) of pupils in receipt of PPG made better than expected progress.
  - 31% of our other pupils made better than expected progress.
- These results in reading are a significant improvement on the 2014 results.
- In writing 90% (95% national other pupils) of pupils in receipt of PPG made expected progress in 2015.
  - 96% of our other pupils made expected progress.
- In writing 46% (37% national other pupils) of pupils in receipt of PPG made better than expected progress.
  - 35% of other pupils made better than expected progress.
- These results in writing are a significant improvement on the 2014 results.
- In maths 79% (91% national other pupils) of pupils in receipt of PPG made expected progress in 2015.
  - 90% of our other pupils made expected progress.
- In maths 15% (37% national other pupils) of pupils in receipt of PPG made better than expected progress.
  - 24% of other pupils made better than expected progress.
- Maths is the key area for improvement across school.

#### **Key Stage 2 – 2016 results**

- In writing and EGPS in 2016 pupils in receipt of PPG achieved in line with or close to national other pupils.
- In reading in 2016, pupils in receipt of PPG achieved below national other pupils. There were 28 pupils in receipt of PPG – 12 of whom attained age related expectations (ARE) in reading. Of the 14 that did not attain ARE, 8 were identified on the SEN register – 3 with EHC plan and 5 with SEN support.

- In maths in 2016, pupils in receipt of PPG achieved below national other pupils. There were 28 pupils in receipt of PPG – 9 of whom attained age related expectations (ARE) in maths. Of the 19 that did not attain ARE, 8 were identified on the SEN register – 3 with EHC plan and 5 with SEN support.

Key Stage 2 2016 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 other (non-disadvantaged) pupils %
Reading	54% (66%)	43%	71%
Writing	90% (74%)	79%	79%
Maths	54% (70%)	32%	75%
EGPS	76% (72%)	68%	78%
Combined	39% (53%)	18%	60%