

Pupil Premium grant expenditure: Report to parents 2016 / 2017

Overview : Number of pupils and pupil premium grant (PPG) received	
Total number of primary pupils on roll	591 Oct census
Total number of primary pupils eligible for PPG	<i>108 pupils across school (19.9%)</i>
Amount of PPG received per pupil	FSM - £1320 LAC - £1900 Service child - £300
Total amount of PPG received	£142,560

Our key priorities:

- To raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with their Non-Pupil Premium peers.
- Address inequalities in education of pupils from low-income families and raise attainment of these pupils

Impact in 2016 / 2017 :

As a result of Quality First teaching and targeted support for pupils in receipt of pupil premium grant, improvements have been made in all areas, and linked to 4 barriers to learning. In addition targeted quality intervention and support strategies have been deployed to:

- Improve levels of attainment and progress;
- Enhance reading, writing, mathematics and communication skills;
- Close attainment gaps relative to school averages;
- Challenge more able pupils;
- Improve attendance ;
- A clear focus on all disadvantaged pupils, including those with SEND and more able pupils
- Support pupils with social, emotional and self esteem needs
- Support pupils in becoming aspirational, confident and successful learners

Barriers to future attainment identified:

A Pupils reaching expected standard in English and Maths at the end of KS1 and KS2

B Pupils achieving the required standard in Phonics screening test in KS1

C Pupils achieving good level of development in EYFS

D Pupils achieving 95% attendance

Nature of support in 2016/17
<p>The leadership team have led key developments, staff training and pupil tracking for this academic year. Funding contributed towards:</p> <ul style="list-style-type: none"> • Focused 1:1 tuition to address specific needs of the child in reading, writing and maths. <ul style="list-style-type: none"> KS1 Every Child A Reader (ECAR) 0.5 teacher KS1 TA Fisher Family Trust reading intervention (FFT)/ Numicon Maths KS1 & KS2 Intervention / Better Reading Partners (BRP) KS2 1:1 booster tuition in Year 6 Beanstalk reading intervention Mentorlink 1:1 daily readers Gifted and Talented enrichment clubs/ activities / trips / JASS

- **Interventions** led by teachers and teaching assistants for all abilities to address misconceptions from lessons and gaps in learning
 - KS2 Year 3/ 4 intervention groups in Reading / Writing / Maths
 - Additional teacher in KS2 working across Years 4,5,6 - small group tuition for targeted children, intervention groups, 1 to 1 support. Year 6 Maths specialist teacher.
 - Early intervention
 - Speech & Language development in EYFS
 - Family support offered to families as children start school signposting services
 - Forest schools to promote self esteem & wellbeing
 - Access to external services: Support provided via SENCo / Use of specialist support services – visiting professionals Learning Support / Educational Psychology / Learning Support Services
 - Provision of school **attendance** officer / advice from Education Investigation Service
 - **Subsidies** towards enrichment activities or trips / Music tuition and use of instruments for the year / Sports tuition
 - **Letterbox** initiative to support pupil & parental engagement in learning by distributing monthly reading and educational resources for use at home. Parent workshops.
 - **HLTA** to support pupil premium pupils and families with attendance, parenting, family learning, CAFs, nurture.
 - **Extra curricular clubs** for specific year groups / groups of pupils
- Curriculum focus** area include Maths, Reading, Writing, and PSHE/Social development
- EYFS – Pastoral support with transition into school / Nurture and Play therapy
- KS1 – Reading and Maths interventions, Reading and Numicon resources
- KS2 - Reading, Writing and Maths interventions, Reading and Maths resources
- In addition this year:
- EEF Funded project in Year 2 “Zippy’s Friends” for PHSE
 - Partially funded EEF project – Achievement for All (Years 4 & 5)
 - Extra curricular club JASS

Measuring the impact of PPG spending 2016-2017

Measuring the impact of PPG spending (FSM = Free Schools Meals)

EYFS (C)

Reception 2017 cohort 90 pupils	71 % Good Level of development
FSM 14 pupils	46 % Reached Good Level of development
Non FSM 76 pupils	76 % Reached Good Level of development

Attendance and family support (D)

Support for some children in Receipt of pupil premium funding is used to support families with early help, engagement with family support and other strategies to improve attendance. Whilst overall school attendance is broadly in line with national 95.6% v 96.1% 2016 national , that of Pupil Premium pupils is improving more rapidly in Years 2,4,5 and 6 across school.

Year	2015/2016	2016/2017	
2	95.58%	95.79	+ 0.21
	91.4%	95.96	+ 4.56
3	95.64%	95.25	- 0.39
	94.5%	94.12	- 0.38
4	95.68%	95.99	+ 0.31
	91.1%	93.65	+ 2.55
5	95.11%	95.48	+ 0.37
	93.5%	96.17	+ 2.67
6	96.38%	96.54	+ 0.16
	92.9%	95.28	+ 2.38

Whilst a new 2016 DFE measure of 90% for persistent absence was introduced, a number of pupils had improved attendance just below this measure, and in the lowest 20% of schools after 2 terms. By the end of the school year the number of persistent absentees had reduced.

Measuring the impact of PPG spending (FSM = Free Schools Meals)

Families have also been supported either by school, or referrals to early help.

- 20 children supported with family / pastoral support (69%)
- Triple P programme or other parenting support recommended & undertaken by a number of families
- 13 children supported with emotional & social aspects of learning (69%)

KS1 Phonic Screening (Measured in %) (B)

Year 1: 89% of children achieved expected standard in phonics

Year 1: 93% of pupil premium children achieved expected standard in phonics. This is significantly above the 2017 national figure of 68%

Year 2: Phonic Screening (B)

16 children took the phonic recheck.

70% of children achieved expected standard in phonics

100% of pupil premium children achieved expected standard in phonics

In total 97% of Y2 children achieved the expected standard in phonics by end of Year 2.

KS1 Year 2: (A)

Expected standard +			Above expected standard		
R	W	M	R	W	M
84%	80%	84%	21%	19%	17%
73% 61	73% 52	73% 60	9% 13	18% 7	9% 10
76%	67%	75%	25%	16%	21%

Gig Mill **Disadvantaged FSM** **National**

There has been a significant rise in pupil premium pupils attaining both the Expected level, and greater depth in English.

18% improvement in KS1 achieving Expected Writing (3% Nationally)

18% improvement in KS1 achieving Expected Maths (3% Nationally)

9% improvement in KS1 achieving GDS Reading.

18% improvement in KS1 achieving GDS Writing

KS2: (A)

The school recognises that whilst it is an improving picture, there is a gap in attainment when compared to 'other' pupils nationally.

Gig Mill compared favourably with National data in 2016. This is due to our effective targeting of pupils to achieve R,W,M. In **2016**, by the end of KS2 the attainment of disadvantaged pupils at the school in RWM exceeds that of disadvantaged pupils nationally **52% school v 39%** of disadvantaged nationally, and v 53% of all pupils nationally.

The **2017** KS2 cohort had 20 fewer pupils than 2016, with 14% joining the school as new pupils in Years 5 and 6, with several pupils entitled to pupil premium. Some pupils may only have accessed 1 or 2 terms of support whilst at Gig Mill. This in turn has impacted on outcomes and progress measures at the end of KS2.

The table below show the percentage of pupils reaching the expected standards and above by the end of Key Stage 2. New national assessment system introduced in 2016, and new progress measures in 2016 and 2017.

As a result of Quality First teaching in KS2 and targeted support for pupils in receipt of pupil premium grant, improvements have been made in all areas, and linked to 4 barriers to learning.

Gig Mill **Disadvantaged** **National** **National Disadvantaged 2016**

Expected standard +			High scaled score		
Combined measure: 59% 44% 61% 39%			Combined measure: 9% 0% 9%		
Reading	Writing	Maths	Reading	Writing	Maths
71%	76%	75%	25%	18%	23%
69%	77%	69%	23%	26%	21%
67%	67%	44%	0%	0%	0%
<i>D 53%</i>	<i>D 64%</i>	<i>D 57%</i>	<i>D 10%</i>	<i>D 8%</i>	<i>D 9%</i>
Non 69%	Non 78%	Non 73%	Non 25%	Non 9%	Non 18%

In 2016 attainment of more able disadvantaged pupils at the school exceeded that of national in all areas. In 2017 no pupils reached high scaled scores.

The school recognises that whilst this is an improving picture compared to historic school data, this remains an area to improve on the gap in attainment when compared to other pupils nationally.

Pupil Progress * new DFE progress measures in place for 2017

The main purpose of the additional funding is to ensure that disadvantaged pupils at the school make accelerated progress, that is, progress that is at least in line or better than other pupils nationally. At Gig Mill since 2014 effective strategies have been deployed so that Pupil Premium pupils' progress has been accelerated in comparison to previous years. Maths and Writing school priorities have improved for 2017, with PP pupils performing better than peers in school. National PP figures have not yet been released for progress measures.

Provisional Gig Mill figures

Reading Progress: -1.3 all pupils / - 0.92 PP pupils / -2.50 non-disadvantaged

Writing Progress: -1.4 all pupils / + 0.40 PP pupils / -1.67 non-disadvantaged

Maths Progress: -1.4 all pupils / -1.28 PP pupils / -2.24 non-disadvantaged