

Pupil Premium Report



The school has identified that the impact of pupil premium funding has been effective in raising the achievement of pupils by the end of KS1 but that there is a priority to improve the achievements of disadvantaged learners (DL) in KS2. A review has been carried out and these are the issues identified for priority action:-

- Update the pupil premium report to include the impact of funding on achievement.
- Review the leadership of how funding is allocated, tracked, evaluated and managed. This process will require clear lines of management to the SLT and the capacity of the current structure to deliver it.
- An action plan is required to deliver the actions and evaluate their impact.
- A policy will be produced to identify how staff will respond to and organise provision.
- A draft tracking system has been produced to identify disadvantage learners, record their barriers to learning, record progress and attainment, match provision maps to individual needs, review impact on achievement and plan for further actions.
- Current evidence shows that DL are achieving stronger in reading in Yr6 and that phonics and KS1 outcomes should remain strong in KS1 for all and disadvantaged learners.
- The school will include a report on the outcomes from 2016/17 as an appendix to the pupil premium report.

Pupil Premium Report – 2018

Pupil premium is allocated to those children who are looked after, in care, from armed forces families or have been entitled to FSM at any time whilst in school. The funding is fixed at £1320 per pupil and at £302.10 for children in the EYFS.

During the current financial year the school has been allocated £407,880 and has provided a breakdown of this expenditure: - (see report). As the school has expanded and will do so in the future, this funding is likely to increase. The school was currently (date entered) for more pupils than the NAV who are identified as being disadvantaged learners.

Year Group	School	National Average	Difference
6	60%	31%	+ 29%
5	57%	30%	+ 27%
4	48%	28%	+ 15%
3	60%	26%	+ 34%
2	51%	22%	+ 29%
1	79%	19%	+ 80%
R	54%	N/K	N/K

These figures indicate the very high levels of social-economic deprivation of local families which are also for higher than the Manchester average. The school draws its pupils from an area in which 80.3% are experiencing urban adversity and 7.7% from financially stretched households. Only 12% of local residents are assessed as being from more comfortable or efficient backgrounds.

- The school has a vision to help pupils to overcome barriers to learning, to use the funding to enhance and tailor provision to assist the good achievements of disadvantaged learners and has high aspirations for all its pupils. It aims to maximise the potential of learners so they succeed in achieving the skills needed for future educational advancement and for having a happy and successful life.
- The pupil premium report will be updated during the year to reflect both the assessment and monitoring processes and to change the pupil numbers to reflect the roll turnover and school expansion.

Outcomes for 2017 for Disadvantaged Pupils

EYFS

- PLG outcomes for DL showed that 75% achieved all 8 aspects. This was slightly better than the overall cohort figure of 74%.
- DL did slightly less well in achieving all 9 SLG than did other pupils, 57% to 61.6% overall.
- The GLD was achieved by 54% of DL, slightly lower than the now DL66.0% figure, both groups bring below the NAV.
- DL had similar to NAV non- DL outcomes in all PLG expect speaking.
- DL had below NAV outcomes in all aspects of literacy and maths but were similar to the NAV in other SLG.

Phonics

- DL had an 80% success rate in phonics in Yr1, almost meeting the 81% NAV and close to the 86% achievement of non- disadvantage learners.
- Pupils in Yr2, who re-took the assessment or were new to the school, had an overall success rate of 81%. DL did less well, 76%, than did other pupils, 90% but still exceeded the NAV.
- Pupils left Yr2 with 94% having the phonic standard, above the 92% NAV. Only 5 pupils, 4 of whom were disadvantage learners, did not achieve the national standard.

Year 2

- Outcomes in reading at the ExSt of 72% for DL and others were close to the NAV. The GD was reached by 19% of DL and 20% of other pupils, slightly lower than the 25% NAV.
- Both disadvantage learners, 74% and non-DL 76%, achieved a success rate at the ExSt in writing which was similar to the NAV. Disadvantage learners, 17% and non-DL, 16%, had similar to NAV GD outcomes.
- DL, 72% were close to the 75% NA in maths but non-DL did better, 88% reaching the ExSt. The GD was achieved by 17% of DL and 20% of non-DL, similar to the NAV of 18%.
- Both DL and non-DL were close to the NAV of 83% in science.
- The school evaluates that all pupils make rapid progress in phonics reading and writing in the first four years of school, the impact of the Read, Write, Inc programme supporting DL to meet the high national standards.

Key Stage 2

Progress in reading, writing and maths between KS1 and KS2 was below 0 for both DL and non-DL in the school. The rate of progress was less good for DL in writing by -1.05 for DL and -0.05 for non-DL. Maths progress was -2.64 for DL and 0.44 for others. The gap was widest in reading, -3.29 for DL and -0.10 for non-DL.

- Several DL were close to the expected standard threshold, which impacted on the attainment data. In reading 41% of DL compared to 70% of other pupils at the ExSt and 7% to 20% at the HiSt. There was a similar pattern in writing, 63% of DL and 80% of others at the ExSt and 10% to 15% at the GD. Maths was 61% to 85% at the ExSt and 2% to 25% at the HiSt. This figure was also seen in the combined outcomes, 34% for DL and 70% for others, being 2% to 10% at the combined HiSt. In GPS the 59% for DL and 80% for others showed a similar pattern reflecting in differences in spelling particularly. The HiSt also showed a 17% to 35% outcome which matched the other outcomes achieved in 2017. There were also clear differences in average scaled scores for GPS, 103.0 (DL), 106.9 for others, in reading 99.4 (DL) and 103.8 for others and in maths, 101.4 (DL) and 105.0 for non-DL. Teacher assessment in science also showed a 61% to 90% outcome, correctly adding to view that achievement for DL is a priority.
- The school will also help non-DL to access the additional provision as is appropriate in meeting individual needs.