

The Pupil Premium: 2016-2017

Analysis & challenge tool for schools



Final Review - July 2017

Analysis & challenge toolkit for school leaders:

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey.

I have used these, alongside our own school tracking formats, to inform discussions with both the SLT & Governing Body, & to help to shape future strategic planning for the use of the Pupil Premium Grant (PPG) at Braybrook Primary School.

<u>Financial year</u>	<u>Amount of Pupil Premium funding</u>
2014-2015	£131,200
2015-2016	£125,980
2016-2017	£110,140

	<u>2015-2016</u>	<u>2016-2017</u>
<u>Percentage of FSM pupils:</u>	37% as in January 2015 census	32% as in January 2016 census
Number of FSM pupils eligible for the Pupil Premium:	94 @ £1320 = £124,080	82 @ £1320 = £108,240
Number of looked after pupils eligible for the Pupil Premium:	1 @ £1900 = £1,900	1 @ £1900 = £1,900 (post-LAC)
Number of service chn eligible for the Pupil Premium:	0 @ £300 = £0	0 @ £300 = £0
Number of adopted chn eligible for the Pupil Premium:	0 @ £1900 = £0	0 @ £1900 = £0
<u>Total</u>	£125,980	£110,140

Whole School Tracking 2016-2017:

Yr 1 & 5 FSM vs Non 2016-17

Yr 1	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress	ARE	Gap to ARE	*		
Reading													
FSM	0		33.1	34.0	36.0	37.6	-3.4	4.5	41.0	-3.4	1b	37.0	
Non-FSM			35.4	36.7	38.7	41.0		5.6	(1s)	0	1w	39.0	
											1s	41.0	
Yr 1	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress				2b	43.0
Writing												2w	45.0
FSM	0		32.3	33.1	35.0	38.0	-2.9	5.7	41.0	-3	2s	47.0	
Non-FSM			35.7	36.7	38.8	40.9		5.2	(1s)	-0.1	3b	49.0	
											3w	51.0	
Yr 1	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress				3s	53.0
Maths												4b	55.0
FSM	0		33.9	34.3	36.3	38.4	-2.6	4.5	41.0	-2.6	4w	57.0	
Non-FSM			35.6	37.0	38.9	41.0		5.4	(1s)	0	4s	59.0	
											5b	61.0	
											5w	63.0	
											5s	65.0	
Yr 3	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress	ARE	Gap to ARE		6b	67.0
Reading												6w	69.0
FSM	-0.6	45.4	46.3	47.3	47.9	50.1	-1.7	4.7	53.0	-2.9	6s	71.0	
Non-FSM		46.0	46.7	48.3	49.3	51.8		5.8	(3s)	-1.2			
Yr 3	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Writing													
FSM	-1.2	44.8	45.2	46.8	47.9	49.2	-1.1	4.4	53.0	-3.8			
Non-FSM		46.0	46.4	47.6	48.8	50.3		4.3	(3s)	-2.7			
Yr 3	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Maths													
FSM	-0.9	45.2	46.0	46.7	47.4	49.2	-1	4	53.0	-3.8			
Non-FSM		46.1	46.5	47.7	48.5	50.2		4.1	(3s)	-2.8			
Yr 5	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress	ARE	Gap to ARE			
Reading													
FSM	0	55.0	55.8	57.4	58.6	59.6	-2	4.8	65.0	-5.4			
Non-FSM		55.0	57.4	58.3	60.0	61.6		6.6	(5s)	-3.4			
Yr 5	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Writing													
FSM	-1.6	51.4	53.6	55.0	57.2	58.8	-2.1	7.4	65.0	-6.2			
Non-FSM		53.0	55.3	56.9	59.3	60.9		7.9	(5s)	-4.1			
Yr 5	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Maths													
FSM	3.2	58.0	60.6	61.4	62.8	64.6		6.6	65.0	-0.4			
Non-FSM		54.8	57.0	58.4	60.3	61.8	2.8	7	(5s)	-3.2			

Yr 2 & 6 FSM vs Non 2016-17

Yr 2	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress	ARE	Gap to ARE	*		
Reading													
FSM	-0.5	39.8	42.0	44.3	45.8	47.0	0.6	7.2	47.0	0	1b	37.0	
Non-FSM		40.3	41.5	43.1	45.0	46.4		6.1	(2s)	-0.6	1w	39.0	
											1s	41.0	
Yr 2	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress				2b	43.0
Writing												2w	45.0
FSM	-0.4	40.0	42.8	44.3	45.8	47.3	1	7.3	47.0	0.3	2s	47.0	
Non-FSM		40.4	41.5	43.1	44.8	46.3		5.9	(2s)	-0.7	3b	49.0	
											3w	51.0	
Yr 2	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress				3s	53.0
Maths												4b	55.0
FSM	-0.4	40.0	42.0	43.3	45.3	46.5	0.2	6.5	47.0	-0.5	4w	57.0	
Non-FSM		40.4	41.6	43.3	45.1	46.3		5.9	(2s)	-0.7	4s	59.0	
											5b	61.0	
											5w	63.0	
											5s	65.0	
Yr 4	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress	ARE	Gap to ARE		6b	67.0
Reading												6w	69.0
FSM	-0.1	49.9	51.0	52.6	55.3	57.0	0.3	7.1	59.0	-2	6s	71.0	
Non-FSM		50.0	51.4	52.8	55.0	56.7		6.7	(4s)	-2.3			
Yr 4	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Writing													
FSM	0.4	49.9	50.8	52.2	54.5	56.2	0.3	6.3	59.0	-2.8			
Non-FSM		49.5	50.9	52.0	54.0	55.9		6.4	(4s)	-3.1			
Yr 4	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Maths													
FSM	-1.2	48.9	50.5	51.5	53.5	55.3	-0.9	6.4	59.0	-3.7			
Non-FSM		50.1	51.7	52.8	54.6	56.2		6.1	(4s)	-2.8			
Yr 6	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress	ARE	Gap to ARE			
Reading													
FSM	-2.5	59.3	60.3	61.9	63.1	64.8	-3.5	5.5	71.0	-6.2			
Non-FSM		61.8	63.2	64.5	66.6	68.3		6.5	(6s)	-2.7			
Yr 6	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Writing													
FSM	-3.8	57.1	58.6	59.8	61.3	65.3	-3.1	8.2	71.0	-5.7			
Non-FSM		60.9	61.6	64.1	66.1	68.4		7.5	(6s)	-2.6			
Yr 6	DIFF	2016	Aut 1	Aut 2	Spr	Sum	DIFF	Progress					
Maths													
FSM	-3.3	58.4	61.1	62.3	63.3	66.6	-4	8.2	71.0	-4.4			
Non-FSM		61.7	63.8	66.2	68.1	70.6		8.9	(6s)	-0.4			

Planning & evaluation outline 2016-2017:

<u>Pupil Premium used to:</u>	<u>Amount allocated to intervention / action (£)</u>	<u>Is this a new or continued activity?</u>	<u>Brief summary of the intervention or action, including details of year groups & pupils involved, & the timescale:</u>	<u>Specific intended outcomes:</u> <i>How will this intervention or action improve achievement for pupils eligible for the Pupil Premium?</i> <i>What will it achieve if successful?</i>	<u>How will this activity be monitored, when & by whom?</u> <u>How will success be evidenced?</u>	<u>Actual impact: R.A.G</u> <i>What did the action or activity actually achieve?</i> <i>If you plan to repeat this activity, what would you change to improve it next time?</i>
<p>Forge positive home/school links with specifically targeted & potentially vulnerable families</p>	<p>9 x £159 (supply release) = £1431 Termly x3 Terms = £4,293</p>	<p>Contd.</p>	<p>'Achievement for All' (AfA) 1:1 structured conversations termly, targeting 3x FSM chn per class across the school</p>	<p>Improved relationships bet. home/school Improved understanding of the child's home circumstances Shared & agreed targets to better support the good progress of each child</p>	<p>Termly 1:1 conversations timetabled by Inc. Ldr (Oct '16/ Feb '17/ June '17) AfA passports document discussions had & targets agreed Inc. Ldr to report to Pupil Achievement Committee, Autumn Term 2016 (15/12/16), to review progress and impact Chn make at least good progress in R/W/M by July 2017</p>	<p>Parent Consultation pms held 2/11 & 3/11/16 and 15/2 & 16/2/17. 80% attendance. AfA conversations undertaken – 3x targeted vulnerable families per class – Dec '16 / April '17 / July '17. Good response & engagement from families Key strategies identified to enhance parental support at home.</p>
<p>Promote good attendance, to: exceed the national expectation raise the school's % to 97% by July 2017 Narrow the attendance gap between disadvantaged & Non-disadvantaged pupils by July 2017</p>	<p>£750</p>	<p>Contd.</p>	<p>Half-termly whole school draws for 100% attendance End of year whole school draw for 100% attendance <i>(Prizes to promote quality family time or to support educational achievement)</i> Award and treat day for the best attending class each term in 2016-2017</p>	<p>Raise the profile of good attendance, which supports good progress & improves chn's chances for the future</p>	<p>Monthly, half termly & end of year attendance returns evidence improved whole school attendance %s 97% by July 2017 Reduction in SAMs FSM chn make at least good progress, as compared to their non-FSM peers HT to report to Full Governing Body at EVERY FGB meeting Chair of Govs to write to parents of 100%ers at end of year, July 2017</p>	<p>Attendance as of 20/7/17: 96.3% (as compared to 96.6% in July 2016) PPG: 95.1% Non PPG: 96.6% (Highest attendance: Yr 6 @ 97.9% attendance) Regular monitoring of poor attendance. Pre-SAMs held. Significant decline in Fixed Penalty Notice fines, as compared to 2015-2016. Sep '15 – Apr '16: 15 FPNs Sep '16 – July '17: 1 FPN (Decline due in part to Isle of Wight case)</p>

<p>Provide additional targeted support in Mathematics and English for Yr 5 & 6 Chn, to accelerate progress & further narrow the gap between Disadvantaged & National Non-Disadvantaged attainment in Maths and Reading</p>	<p>50% of (0.8) Tchr £20,748</p> <p>50% of (0.8) Tchr £16,851</p>	<p>Contd.</p>	<p>Specialist teachers to target low attaining pupils with FSM in daily English and mathematics lessons, thereby enhancing impact on PPG pupils of all abilities through a reduction in group size.</p> <p>Ongoing</p> <p>Flexible groupings</p>	<p>Identified chn make accelerated progress of 7 or more steps in each of reading, writing and mathematics by July 2017</p> <p>Chn become more confident & independent as learners</p>	<p>Data evidences that identified chn have made accelerated progress of 7 or more steps by July 2017</p> <p>Attainment gap closes, as compared to National expectations of their non-disadvantaged peers</p> <p>Observations evidence that chn are confident & independent learners</p> <p><u>Governors to undertake maths monitoring visits in Autumn 2016 and English monitoring visits in Spring 2017 to observe sessions and evaluate impact with Subject Leaders</u></p>	<p>Where 6 STEPS are expected: <u>Data for Summer 2017 evidences:</u></p> <p>In Yr 6 maths group: 8/8 made accelerated progress of at least 10 steps progress.</p> <p>In Yr 5 maths group: 9/9 made expected progress with 5/9 making progress of at least 5 steps.</p> <p>In Yr 6 Literacy Group: 9/9 made accelerated progress of at least 10 steps progress.</p> <p>In Yr 5 Literacy Group: 3/6 made expected progress of 4+ steps.</p> <p>Books evidence very good progress of all groups.</p>
<p>Accelerate progress & further narrow the gap between Disadvantaged & National Non-Disadvantaged attainment in Reading across the school, through daily 1:1 'Hot-listing' with an adult</p>	<p>(6 chn x 10 mins)</p> <p>1x hour daily per class (Yrs 1 – 6)</p> <p><u>40 TA hrs per week</u></p>	<p>Contd.</p>	<p>TAs to listen to identified chn read daily 1:1, (as highlighted through Termly PPM actions) to support in the accelerated progress of disadvantaged pupils in reading.</p> <p>Ongoing</p> <p>Identified chn to change termly, in the light of PPM actions.</p>	<p>Identified chn make accelerated progress of 7 or more steps in reading by July 2017</p> <p>Chn become more confident & independent as readers</p>	<p>Data evidences that identified chn have made accelerated progress of 7 or more steps by July 2017</p> <p>Attainment gap closes, as compared to National expectations of their non-disadvantaged peers</p> <p><u>Governors to listen to a sample selection of readers across the school during monitoring visits, to gauge enjoyment, engagement and attitudes to reading (Focus on High Attaining Disadvantaged pupils)</u></p>	<p>Where 6 STEPS are expected: class provision maps and data from Summer 2017 in reading evidence:</p> <p>Yr 2: 7.2 steps Yr 3: 4.7 steps Yr 4: 7.1 steps Yr 5: 4.6 steps Yr 6: 5.5 steps</p> <p>Support of reading for PPG pupils requires enhanced focus and support in 2017-2018</p>

<p>Provide targeted intervention programmes by specialist ITAs</p>	<p>2x ITAs 'Intervention TAs' £11,355</p>	<p>Contd.</p>	<p>ITAs target chn identified as underachieving by Inc. Ldr & SLT through PPMs with apt Programmes of work / interventions</p>	<p>Identified chn make accelerated progress of at least 7 steps, in reading and/or maths, which is at least good</p> <p>Chn are more confident & independent when approaching or applying their learning</p>	<p>Data evidences that chn have made & sustained at least good progress by July 2017</p> <p>Attainment gap closes, as compared to non-disadvantaged National expectations</p> <p>SLT observations evidence that chn are confident & independent learners</p> <p><u>HT to report on impact of interventions to Pupil Achievement Committee at EVERY meeting</u></p> <p><u>Governors to undertake monitoring visits in Autumn 2016, to observe sessions and discuss impact with Inclusion Leader at Pupil Achievement Committee on 15/12/16</u></p>	<p>ITAs used to enhance capacity for PPG pupils in key groups for Yrs 2 & 6. Data from Spring 2017 evidences the good impact of this.</p> <p>Key interventions inc.</p> <ul style="list-style-type: none"> • <u>Additional reading foci in Yr 6: 9/12 made Exp+ progress in Aut.</u> • <u>1st Class @ Number: 4/4 made acc. Progress of 4+ steps in Aut.</u> • <u>Talk 4 Number: 4/4 made expected progress of 2 steps in Aut.</u> • <u>Hands @ Work & Play: 4/4 made expected+ prog of 2+ steps in Aut 5/5 made expected+ prog of 2+ steps in Sum</u> • <u>Yr 2 Phonics outcomes: 100% met the required standard in 2017.</u>
<p>Rigorously support, track, and evaluate the progress of ALL FSM/Pupil Premium Pupils, to secure a narrowing in the attainment gap to their National Non-Disadvantaged peers.</p>	<p>TLR £2,560</p>	<p>Contd.</p>	<p>Inclusion Leader to: rigorously track & monitor the progress of FSM chn half termly</p> <p>identify & address poor progress or underachievement, identified through data analysis & PPMs</p> <p>evaluate the impact of identified interventions</p>	<p>Progress & attainment of PPG chn is rigorously tracked & quickly addressed, where concerns arise regarding slow progress or underachievement</p> <p>Chn benefit from additional support or intervention, which is quickly identified & specifically targeted</p>	<p>Data evidences that disadvantaged chn across the school have made at least good progress by July 2017</p> <p>Attainment gap closes, as compared to non-disadvantaged National expectations</p> <p>Minutes and actions arising from termly PPMs evidence quick identification & addressing of underachievement</p>	<p>Inc. Leader oversees systems for monitoring the progress and attainment of PPG & non-PPG pupils. Summer data evidences expected progress or better in each of R, W & M in Yrs 2, 4, 5 & 6. Focus is required for 2017-2018 in Reading: Yrs 2, 4 & 6 in Writing & Maths: Yr 4</p> <p>Inc. Leader's attendance of PPMs ensures rigour in identifying and addressing under-achievement and in evaluating the impact of interventions.</p>

<p>Support the social/emotional dvt. & welfare of potentially vulnerable chn & their families</p>	<p>2x FLOs 'Family Liaison Officers' £47,088</p>	<p>Contd.</p>	<p>2x FLOs work with chn & families across the school through: Social nurture groups Behaviour support Counselling CIN/CP/MASG/CAF Webster Stratton Parenting classes Links with agencies PTFA – 'FOBSA' Family events</p>	<p>Chn feel safe, secure & valued & are able to better focus on their learning because of this Potentially vulnerable families are well supported & confident in approaching the school for help & advice</p>	<p>Parent surveys & pupil interviews evidence that chn & families feel safe, secure & well supported by the school FLOs' documentation evidences good ongoing support of potentially vulnerable families HT to report bi-annually on Parent Survey feedback to Full Governing Body Governors to undertake Pupil Survey re: behaviour and safety in Spring 2017</p>	<p>The work of the FLOs has immeasurable impact on a number of chn and families, through ongoing support and work to reduce barriers to learning. Support in addressing attendance and punctuality is impacting positively on key families over time. Ofsted Feb 2017 strongly evidenced the positive impact of the FLOs and of their work alongside potentially vulnerable chn and families. Case studies evidence the positive impact of the FLOs' work on a range of chn and families</p>
<p>Support other needs, as they arise (Ongoing) inc. improving opportunities through subsidising trips, visits & other enrichment activities</p>	<p>Discretionary Breakfast / Afterschool Club subsidies: £1999.50 <i>(7 families – 11 chn supported)</i> £4495.50 Outstanding PPG Funds unallocated CARRY FORWARD TO 2017-2018</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p>HT to report to the Full Governing Body re: use of outstanding PPG Funds on a termly basis, through the finance section of the HT Report to Governors</p>	<p>Since April 2016, 5 families (9 chn) have been supported with subsidised breakfast / afterschool club provision. This has impacted positively on: Attendance Punctuality Readiness for learning LAC Supporting parents in crisis</p>
<p>TOTAL:</p>	<p>£105,644.50</p>					

Additionally, a key focus for 2016-2017 is the teaching provision and aspirational targets for high attaining disadvantaged pupils across the school.