

The Pupil Premium: 2015-2016

Analysis & challenge tool for schools



Final Review: July 2016

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	

	<u>2014-2015</u>			<u>2015-2016</u>		
<u>Percentage of FSM pupils:</u>	38.8% as in January 2014 census			37% as in January 2015 census		
Number of FSM pupils eligible for the Pupil Premium:	98	@£1300	=£127,400	94	@ £1320	= £124,080
Number of looked after pupils eligible for the Pupil Premium:	2	@£1900	=£3,800	1	@ £1900	= £1,900
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>			£131,200			£125,980

Whole School Tracking 2015-2016:

Yr1 3 & 5 FSM vs Non 2015-16

Yr 1	DIFF	Baseline	Aut	Spr	Sum	Progress	DIFF	ARE	Gap to ARE	*	
Numeracy											
FSM	-0.3	34.8	36.7		40.0	5.2	-0.4	41.0	-1	1b	37
Non-FSM		35.1	37.2		40.4	5.3		(1s)	-0.6	1w	39
										1s	41
Yr 1											
Reading											
FSM	-0.9	34.3	37.2		39.8	6.4	-0.5	41.0	-1.2	2s	47
Non-FSM		35.2	37.5		40.3	5.1		(1s)	-0.7	3b	49
										3w	51
Yr 1											
Writing											
FSM	-0.5	34.3	36.7		40.0	5.7	-0.4	41.0	-1	4w	57
Non-FSM		34.8	37.1		40.4	5.6		(1s)	-0.6	4s	59
										5b	61
										5w	63
Yr 3											
Numeracy											
FSM	-0.8	44.1	45.5	46.7	48.9	4.8	-1.2	53.0	-4.1	6w	69
Non-FSM		44.9	46.9	47.9	50.1	5.2		(3s)	-2.9	6s	71
Yr 3											
Reading											
FSM	-1.4	43.7	45.6	46.8	49.9	5.6	-0.1	53.0	-3.1		
Non-FSM		45.1	46.4	47.5	50.0	4.9		(3s)	-3		
Yr 3											
Writing											
FSM	0.0	45.5	46.0	47.5	49.9	4.4	0.4	53.0	-3.1		
Non-FSM		45.5	46.2	47.4	49.5	4		(3s)	-3.5		
Yr 5											
Numeracy											
FSM	-5.8	49.6	53.4	54.5	58.4	8.8	-3.3	65.0	-6.6		
Non-FSM		55.4	58.2	59.6	61.7	6.3		(5s)	-3.3		
Yr 5											
Reading											
FSM	-2.7	54.9	56.5	57.9	59.3	4.4	-2.5	65.0	-5.7		
Non-FSM		57.6	59.3	60.4	61.8	4.2		(5s)	-3.2		
Yr 5											
Writing											
FSM	-4.3	50.3	51.1	53.2	57.1	6.8	-3.8	65.0	-7.9		
Non-FSM		54.6	55.5	57.6	60.9	6.3		(5s)	-4.1		

Yr2 4 & 6 FSM vs Non 2015-16

Yr 2	DIFF	Baseline	Aut	Spr	Sum	Progress	DIFF	ARE	Gap to ARE	*	
Numeracy											
FSM	-0.9	40.7	42.2	43.6	45.2	4.5	-0.9	47.0	-1.8	1b	37
Non-FSM		41.6	43.1	44.4	46.1	4.5		(2s)	-0.9	1w	39
										1s	41
Yr 2											
Reading											
FSM	-1.3	37.9	40.7	44.2	45.4	7.5	-0.6	47.0	-1.6	2s	47
Non-FSM		39.2	41.6	44.7	46.0	6.8		(2s)	-1	3b	49
										3w	51
Yr 2											
Writing											
FSM	-0.2	40.5	41.9	43.8	44.8	4.3	-1.2	47.0	-2.2	4w	57
Non-FSM		40.7	42.2	44.6	46.0	5.3		(2s)	-1	4s	59
										5b	61
										5w	63
Yr 4											
Numeracy											
FSM	3.1	52.8	54.0	55.6	58.0	5.2	3.2	59.0	-1	6w	69
Non-FSM		49.7	50.9	51.9	54.8	5.1		(4s)	-4.2	6s	71
Yr 4											
Reading											
FSM	-1.2	48.8	50.5	51.4	55.0	6.2	0	59.0	-4		
Non-FSM		50.0	51.7	53.0	55.0	5		(4s)	-4		
Yr 4											
Writing											
FSM	-2.8	45.5	46.5	47.8	51.4	5.9	-1.6	59.0	-7.6		
Non-FSM		48.3	48.9	50.7	53.0	4.7		(4s)	-6		

Planning & evaluation outline 2015-2016:

<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 (Nov '15/ Feb '16/ June '16) AfA passports document discussions had & targets agreed <u>Inc. Ldr to report to Pupil Achievement Committee Summer Term 2016. to review progress and impact</u> Chn make at least good progress in R/W/M by July 2016</p>	<p>Vulnerable learners identified through Autumn Term PPMs. (3x per class) AfA conversations undertaken termly with markedly improved engagement as compared to 2014-2015. Personal invites via phone and follow-up letter secured 100% attendance and engagement from targeted families. Personalised targets set, for home and school to address collaboratively, as evidenced in AfA passports. Individuals' 'passports' evidence impact. <u>Inc. Leader to report impact to Pupil Achievement Committee (Aut '16)</u></p>

<p>Promote good attendance, to exceed the national expectation & raise the school's % to 97% by July 2016</p>	<p><u>£1,200</u></p>	<p>Contd.</p>	<p>Half-termly whole school draws for 100% attendance</p> <p>End of year whole school draw for 100% attendance <i>(Prizes to promote quality family time or to support educational achievement)</i></p> <p>Award and treat day for the best attending class during 2015-2016</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</p> <p>97% by July 2016</p> <p>Reduction in SAMs</p> <p>FSM chn make good progress, as compared to their non-FSM peers</p> <p><u>HT to report to Full Governing Body at EVERY meeting</u></p> <p><u>Chair of Gobs to write to parents of 100%ers at end of year, July 2016</u></p>	<p>Attendance in July 2016 stands at <u>96.6%</u> (as compared to <u>96.3% in July 2015</u> and <u>96% in July 2014</u>)</p> <p>This represents a good improvement over time.</p> <p>Whilst the attendance of FSMs is still below that of non-FSM pupils, this has improved since July 2013, rising from 92.4% to 95.8%, which is now above national expectations.</p> <p>An end of year scrutiny of attendance has identified improvements in 10 of the 12 who had pre-SAMs in the Spring. 2 chn living out of area have now applied to their nearest primary school and await places.</p> <p>Monitoring ongoing in 2016-2017.</p>
<p>Support & improve the opportunities available to CiC chn</p>	<p>Breakfast & After-school Club – Daily (£9.50) <u>£1,805</u></p>	<p>Contd.</p>	<p>Subsidy @ £9.50 per day (ongoing)</p>	<p>Ensure a positive & successful start to the day</p> <p>Support carers with daily routines</p>	<p>Child has a calm start to each day, arriving & settling to learning without issues</p> <p>Carers feel supported with daily routines</p>	<p>This was a resounding success – positive start and end to every day. Secured calm & positive approach to learning. Carer felt well supported.</p>
	<p>Targeted support with Mathematics Specialist Teacher daily <u>(See below)</u></p>	<p>Contd.</p>	<p>Targeted support with Mathematics Specialist Teacher daily</p>	<p>Child makes good or better progress by July 2016</p> <p>Child is able to access learning with greater confidence and independence, being 'Secondary ready' by July 2016</p>	<p>Half-termly data evidences good progress in maths and reading</p> <p>Data evidences that child has made good or better progress in Maths and reading by July 2016</p>	<p>Data for Summer Term evidences 11 steps progress since Sept baseline. (2b+ to 4b) (This is outstanding and accelerated progress.)</p>
	<p>Daily Reading 1:1 with TA, as outlined in PEP</p>	<p>Contd.</p>	<p>Daily Reading 1:1 with TA</p>		<p><u>HT to report on child's progress to Full Governing Body and Pupil Achievement Committee at EVERY meeting</u></p>	<p>Data for Summer Term evidences 11 steps progress since Sept baseline. (2w+ to 4w) (This is outstanding and accelerated progress.)</p>

<p>Provide specific & targeted support to enhance provision within EYFS</p>	<p>TA – 15 hrs per week £3,500</p>	<p>New Sept 2015</p>	<p>TA works to support specifically identified high needs chn, better enabling targeted teacher support of FSM new intake</p>	<p>Provision in EYFS is enhanced to better support chn in making the best possible start to their school career</p> <p>Identified chn will reach the expected GLD goals by July 2016</p>	<p>Data evidences that identified chn have reached the expected GLD goals by July 2016</p> <p>Observations evidence that chn are confident & independent learners as they leave EYFS in July 2016</p>	<p>Targeted support has enhanced capacity, aiding high needs individuals & enabling effective support of FSM.</p> <p>GLD for the cohort was at 70% in July 2016 (a 3 yr upwards trend & above national).</p> <p>Whilst FSM was 33%, 2 of these 6 chn were high needs SEND.</p> <p>Data evidences good progress of FSM pupils.</p>
<p>Provide additional targeted support in Mathematics for Yr 5 & 6 Chn, to accelerate progress & ensure chn make at least good progress in 2015-2016</p>	<p>50% of (0.8) Tchr £19,814</p>	<p>Contd.</p>	<p>Tchr to use ECC specialist teaching to target low attaining pupils with FSM in daily mathematics lesson</p> <p>Ongoing</p> <p>Flexible groupings</p>	<p>Identified chn make at least good progress in mathematics</p> <p>Chn become more confident & independent as learners in maths</p>	<p>Data evidences that identified chn have made at least good progress by July 2016</p> <p>Attainment gap closes, as compared to FSM National expectations & their non-FSM peers</p> <p>Observations evidence that chn are confident & independent learners in maths</p> <p><u>Governors to undertake maths monitoring visit in Spring 2016, to observe sessions and evaluate impact with Maths Leader</u></p>	<p>Of the 7 chn in Yr 5, all made better than expected progress of 6 or more steps, with 6 of the 7 making accelerated progress of 10 or more steps since Sept 2015.</p> <p>Of the 12 chn in Yr 6, 10 made better than expected progress of 6 or more steps, with 8 of the 12 making accelerated progress of 10 or more steps since Sept 2015.</p> <p>This has impacted positively, closing the gap between FSM & their non-FSM peers nationally.</p>
<p>Provide additional targeted support in Mathematics & Literacy for Yr 2 Chn, to accelerate progress & ensure chn meet National EYE in July 2016</p>	<p>50% of (0.6) Tchr £8,783</p>	<p>New From Spring 2 2016</p>	<p>KS1 specialist & LA Moderator to target low attaining pupils with FSM in daily mathematics and literacy lessons, enhancing provision and targeted support where progress was slow and attainment was low in Yr 1 (July 2015)</p> <p>Ongoing</p> <p>Flexible groupings</p>	<p>Chn benefit from additional support and intervention, which is specifically targeted</p> <p>Identified chn make at least good progress, meeting National EYE in July 2016 & ensuring contd. good outcomes at KS1</p> <p>Chn become more confident & independent as learners</p>	<p>Data evidences that identified chn have made at least good progress by July 2016 meeting National EYE</p> <p>Attainment gap closes, as compared to FSM National expectations & their non-FSM peers</p> <p>Observations evidence that chn are confident & independent learners</p>	<p>Data for July 2016 evidences that of 15 chn: 13 have made expected progress or better in reading.</p> <p>10 have made expected progress or better in writing.</p> <p>11 have made expected progress or better in maths.</p> <p>In KS1 SATs: 73% in R / 60% in W / 60% in M</p>

<p>Provide targeted intervention programmes by 1:1 specialist teachers (inc. training) and ITAs</p>	<p>50% of (0.8) Tchr £16,608</p> <p>ECAR training £1,000</p> <p>2x ITAs 'Intervention TAs' £17,448</p>	<p>Contd.</p>	<p>1:1 ECAR Tchr targets low attaining FSM chn for daily reading intervention. (KS1)</p> <p>ECAR Tchr / Dyslexic Specialist to work to support targeted Yr 5 FSM chn through daily small group tuition, from Sept 2015</p> <p>ITAs target chn identified as underachieving by Inc. Ldr & SLT with apt Programmes of work / interventions</p>	<p>Identified chn make accelerated progress in reading and writing, 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 2016</p> <p>Attainment gap closes, as compared to FSM 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 visit in Summer 2016, to observe sessions and discuss impact with Inclusion Leader</u></p>	<p>Data for July 2016 evidences good impact of Dyslexic Specialist Tchr on targeted Yr 5 FSM chn, through daily small group tuition.</p> <p>7 of 9 chn have made expected or better progress in reading, of which 6 chn had made 8 or more steps of accelerated progress.</p> <p>5 of 6 chn have made expected or better progress in writing, of which 4 chn had made accelerated progress.</p> <p>Provision maps evidence the good impact of additional interventions since Sept 2015, esp. Project X Code, BRP, ECaR, Tower Hamlets Maths & daily 'hot listing' of readers.</p>
<p>Inclusion Leader rigorously tracks, evaluates & supports the good progress of ALL groups, inc. FSM/Pupil Premium</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 FSM 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 FSM chn across the school have made at least good progress by July 2016</p> <p>Attainment gap closes, as compared to National FSM expectations & their non-FSM peers</p> <p>Minutes and actions arising from termly PPMs evidence quick identification & addressing of underachievement</p>	<p>Inc. Leader has supported in devising new systems for monitoring the progress and attainment of FSM & non-FSM chn. July 2016 data evidences good progress in closing the gap between FSM & non-FSM peers locally & nationally – see p7</p> <p>Inc. Leader's attendance of PPMs has ensured rigour in identifying and addressing under-achievement and in evaluating the impact of interventions.</p> <p>Supported in the identification of targeted families to engage in AfA and to secure further good progress for potentially vulnerable groups.</p>

<p>Support the social/emotional devt. & welfare of potentially vulnerable chn & their families</p>	<p>2x FLOs 'Family Liaison Officers' £45,103</p>	<p>Contd.</p>	<p>2x FLOs work with chn & families across the school through:</p> <p>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</p> <p>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</p> <p>FLOs' documentation evidences good ongoing support of potentially vulnerable families</p> <p><u>HT to report bi-annually on Parent Survey feedback to Full Governing Body</u></p> <p><u>Governors to undertake Pupil Survey re: behaviour and safety in Spring 2016</u></p>	<p>The work of the FLOs has had immeasurable impact on a number of chn and families this year, through ongoing support and work to reduce barriers to learning.</p> <p>Supported in addressing attendance and lateness issues, impacting positively on improvements. (See monitoring docs)</p> <p>Parent surveys in March 2016, with 105 returns, evidence that:</p> <ul style="list-style-type: none"> • 100% say their chd is safe & well looked after. • 100% feel that the school deals with bullying effectively. • 100% feel that the school responds well to their concerns. • 100% would recommend the school to another parent. <p>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 Up to£3866 (Outstanding PPG Funds Currently unallocated)</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p><u>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</u></p>	
<p><u>TOTAL:</u></p>	<p>£122,114 allocated</p>					