

# The Pupil Premium: 2017-2018

Analysis & challenge tool for schools

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**Final Review – July 2018**

## **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.

<b><u>Financial year</u></b>	<b><u>Amount of Pupil Premium funding</u></b>
<b>2014-2015</b>	<b>£131,200</b>
<b>2015-2016</b>	<b>£125,980</b>
<b>2016-2017</b>	<b>£110,140</b>
<b>2017-2018</b>	<b>£107,340</b>

	<b><u>2016-2017</u></b>			<b><u>2017-2018</u></b>		
<b><u>Percentage of PPG pupils:</u></b>	32% as in January 2016 census					
Number of PPG pupils eligible for the Pupil Premium:	82	@ £1320	= £108,240	77	@ £1320	= £101,640
Number of looked after pupils eligible for the Pupil Premium:	1	@ £1900	= £1,900 (post-LAC)	2	@ £1900	= £3,800
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	1	@ £1900	= £1,900
			<b>= £110,140</b>			<b>= £107,340</b>
<b><u>Total</u></b>						<b>£4,495.50 (C/F)</b>
						<b>TOTAL: £111,835.50</b>

# Whole School Tracking 2017-2018:

## Yr 1 & 5 PPG vs Non 2017-2018

Yr 1	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress	ARE	Gap to ARE	*	
Reading												
PPG			31.9	34.0	37.8	39.9	0.7	8	41.0	-1.1	1b	37.0
Non-PPG	0		32.9	34.7	36.9	39.2	0.7	6.3	(1s)	-1.8	1w	39.0
											1s	41.0
											2b	43.0
											2w	45.0
											2s	47.0
Yr 1												
Writing												
PPG			33.0	34.5	37.7	39.7	0.3	6.7	41.0	-1.3	3b	49.0
Non-PPG	0		33.5	34.9	37.2	39.4	0.3	5.9	(1s)	-1.6	3w	51.0
											3s	53.0
											4b	55.0
											4w	57.0
											4s	59.0
Yr 1												
Maths												
PPG			32.7	34.7	37.5	40.3	0.7	7.6	41.0	-0.7	5b	61.0
Non-PPG	0		33.7	35.3	37.6	39.6	0.7	5.9	(1s)	-1.4	5w	63.0
											5s	65.0
Yr 3												
Reading												
PPG	0.6	47.0	48.5	50.0	51.0	52.3	0.6	5.3	53.0	-0.7	6b	67.0
Non-PPG	0.6	46.4	48.1	49.1	50.0	51.7	0.6	5.3	(3s)	-1.3	6w	69.0
											6s	71.0
Yr 3												
Writing												
PPG	1	47.3	48.0	48.8	49.8	51.8	1.8	4.5	53.0	-1.2		
Non-PPG	1	46.3	47.4	47.6	48.3	50.0	1.8	3.7	(3s)	-3		
Yr 3												
Maths												
PPG	0.2	46.5	48.5	49.3	50.3	52.0	0.5	5.5	53.0	-1		
Non-PPG	0.2	46.3	47.4	47.8	48.8	51.5	0.5	5.2	(3s)	-1.5		
Yr 5												
Reading												
PPG	0.3	57.0	57.5	58.2	59.8	62.5	-0.4	5.5	65.0	-2.5		
Non-PPG	0.3	56.7	57.0	58.5	60.5	62.9	-0.4	6.2	(5s)	-2.1		
Yr 5												
Writing												
PPG	0.3	56.2	57.2	57.8	59.6	62.2	-0.2	6	65.0	-2.8		
Non-PPG	0.3	55.9	56.8	57.9	59.6	62.4	-0.2	6.5	(5s)	-2.6		
Yr 5												
Maths												
PPG	-0.9	55.3	55.7	56.6	57.6	60.3	-2.4	5	65.0	-4.7		
Non-PPG	-0.9	56.2	57.0	58.6	60.5	62.7	-2.4	6.5	(5s)	-2.3		

## Yr 2 & 6 PPG vs Non 2017-2018

Yr 2	DIFF	Sum	Aut 1	Aut 2	Spr	Sum	DIFF	Progress	ARE	Gap to ARE	*	
Reading												
PPG			37.6	38.2	39.0	40.8	43.2	5.6	47.0	-3.8	1b	37.0
Non-PPG	-3.4	41.0	42.0	43.3	44.9	46.6	-3.4	5.6	(2s)	-0.4	1w	39.0
											1s	41.0
											2b	43.0
											2w	45.0
											2s	47.0
Yr 2												
Writing												
PPG			38.0	38.0	39.0	40.8	42.8	4.8	47.0	-4.2	3b	49.0
Non-PPG	-2.9	40.9	42.2	43.1	45.0	46.3	-3.5	5.4	(2s)	-0.7	3w	51.0
											3s	53.0
											4b	55.0
											4w	57.0
											4s	59.0
Yr 2												
Maths												
PPG			38.4	38.5	39.5	41.0	43.7	5.3	47.0	-3.3	5b	61.0
Non-PPG	-2.6	41.0	42.3	43.3	44.9	46.5	-2.8	5.5	(2s)	-0.5	5w	63.0
											5s	65.0
Yr 4												
Reading												
PPG			50.1	51.1	51.7	52.8	55.3	5.2	59.0	-3.7	6b	67.0
Non-PPG	-1.7	51.8	52.0	52.9	54.1	56.3	-1	4.5	(4s)	-2.7	6w	69.0
											6s	71.0
Yr 4												
Writing												
PPG			49.2	50.5	51.4	52.7	55.5	6.3	59.0	-3.5		
Non-PPG	-1.1	50.3	50.7	52.0	53.6	56.1	-0.6	5.8	(4s)	-2.9		
Yr 4												
Maths												
PPG			49.2	50.1	51.4	52.4	55.0	5.8	59.0	-4		
Non-PPG	-1	50.2	50.5	51.9	53.5	55.7	-0.7	5.5	(4s)	-3.3		
Yr 6												
Reading												
PPG			59.6	62.3	64.0	66.0	67.9	8.3	71.0	-3.1		
Non-PPG	-2	61.6	63.1	64.8	66.7	69.0	-1.1	7.4	(6s)	-2		
Yr 6												
Writing												
PPG			58.8	61.9	63.1	65.0	68.0	9.2	71.0	-3		
Non-PPG	-2.1	60.9	62.3	63.7	66.2	68.4	-0.4	7.5	(6s)	-2.6		
Yr 6												
Maths												
PPG			64.6	64.6	68.0	69.4	71.1	6.5	71.0	0.1		
Non-PPG	2.8	61.8	63.2	65.6	67.6	68.9	2.2	7.1	(6s)	-2.1		

## Planning & evaluation outline 2017-2018:

<p><b><u>Pupil Premium used to:</u></b></p>	<p><b><u>Amount allocated to intervention / action (£)</u></b></p>	<p><b><u>Is this a new or continued activity?</u></b></p>	<p><b><u>Brief summary of the intervention or action, including details of year groups &amp; pupils involved, &amp; the timescale:</u></b></p>	<p><b><u>Specific intended outcomes:</u></b> <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></p>	<p><b><u>How will this activity be monitored, when &amp; by whom?</u></b>  <b><u>How will success be evidenced?</u></b></p>	<p><b><u>Actual impact: R.A.G</u></b>  <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>
<p><b>Forge positive home/school links with specifically targeted &amp; potentially vulnerable families</b></p>	<p>9 x Phase TA cover for 1 afternoon every term (Class teacher release)</p> <p>9 classes x £40 Termly = £360</p> <p>x3 Terms = <b>£1,080</b></p>	<p>Contd.</p>	<p>'Achievement for All' (AfA) 1:1 structured conversations termly, targeting 3x PPG chn per class across the school</p>	<p>Improved relationships bet. home/school</p> <p>Improved understanding of the child's home circumstances</p> <p>Shared &amp; agreed targets to better support the good progress of each child</p>	<p>Termly 1:1 conversations timetabled by Inc. Ldr (Jan '18 / Apr '18 / July '18)</p> <p>AfA passports document discussions &amp; targets agreed</p> <p><b><u>Inc. Ldr to report to Pupil Achievement Committee, January 2018 to review progress and impact</u></b></p> <p>Chn make at least good progress (6.6+) in R/W/M by July 2018</p>	<p>AfA conversations undertaken during year. These focused on 3x PPG families per class across the school.</p> <p>Meetings were well attended &amp; there was positive engagement from parents. Passports evidence the quality of conversations had &amp; the targets set in collaboration with parents.</p>
<p><b>Promote good attendance, to: exceed the national expectation</b></p> <p><b>raise the school's % to 96.8% by July 2018</b></p> <p><b>Narrow the attendance gap between disadvantaged &amp; Non-disadvantaged pupils by July 2018</b></p>	<p>½ Termly 100% attendance draw 6 x £60 = £360</p> <p>End of year 100% attendance draw 1 x bike &amp; accessories = £200</p> <p>End of year 100% attendance medals £100</p> <p>'Magic March' - £296 Wk 1: Pencils 9 x £9 = £81 Wk 2: Draw for £5 = £90 Wk 3 – Draw for £10 = £45 Wk 4: Draw for Tablet = £80</p> <p>Treat day for best attending class – Termly 3 x £250 = £750</p> <p><b>£1,706</b></p>	<p>Contd.</p>	<p>Half-termly whole school draws for 100% attendance</p> <p>End of year whole school draw for 100% attendance</p> <p><i>(Prizes to promote quality family time or to support educational achievement)</i></p> <p>'Magic March' Initiative to promote good attendance over time</p> <p>Reward / treat day for the best attending class each term in 2017-2018</p>	<p>Raise the profile of good attendance, which supports good progress &amp; improves chn's chances for the future</p>	<p>Monthly, half termly &amp; end of year attendance returns evidence improved whole school attendance %s</p> <p>96.8% by July 2018</p> <p>Reduction in SAMs</p> <p>PPG chn make at least good progress, as compared to their non-PPG peers</p> <p><b><u>HT to report to Full Governing Body at EVERY FGB meeting</u></b></p> <p><b><u>Chair of Gobs to write to parents of 100%ers at end of year, July 2018</u></b></p>	<p>A range of attendance strategies and incentives were in place to promote positive attendance.</p> <p>These were popular with both children and their parents.</p> <p>Attendance across the school was lower than usual, as compared to previous years. July 2017 – 96.3% July 2018 – 95.6%</p> <p>Attendance for PPG pupils for 2017-2018 was 93.7% for PPG pupils as compared to 96.3% for non-PPG pupils</p>

<p><b>Provide additional targeted support in Mathematics and English for Yr 5 &amp; 6 Chn, to accelerate progress &amp; further narrow the gap between Disadvantaged &amp; National Non-Disadvantaged attainment in Maths and Reading</b></p>	<p>3.5 hrs daily (4x week) (0.8) Tchr <b>£26,560</b></p> <p>3.5 hrs daily (5x week) (F/T) Tchr (1 Term) <b>£12,520</b></p>	<p>Contd.</p>	<p>Specialist teachers to target low attaining pupils with PPG 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 2018</p> <p>Chn become more confident &amp; independent as learners</p>	<p>Data evidences that identified chn have made accelerated progress of 7 or more steps by July 2018</p> <p>Attainment gap closes, as compared to National expectations of their non-disadvantaged peers</p> <p>Observations evidence that chn are confident &amp; independent learners</p> <p><b><u>Governors to undertake maths monitoring visits in Autumn 2017 and English monitoring visits in Spring 2018, to observe sessions and evaluate impact with Subject Leaders</u></b></p>	<p>PPG pupils in Yr 6 made better than expected progress (6 steps) since Sept 2017, of: Reading: 8.3 (71% ARE) Writing: 9.2 (71% ARE) Maths: 6.5 (86% ARE)</p> <p>Additionally, their progress has been better than that of their non-PPG peers in each of reading &amp; writing. The difference has diminished between the PPG and non-PPG pupils in Yr 6 in all areas.</p> <p>Progress in Yr 5 was broadly in line with that expected at the end of the year. (Numbers of PPG pupils in Yr 5 are far greater than those in Yr 6)</p>
<p><b>Accelerate progress &amp; further narrow the gap between Disadvantaged &amp; National Non-Disadvantaged attainment in reading across the school</b></p>	<p>1x hour daily per class (6 chn x 10 mins)</p> <p>(Yrs 1–6: 8 classes)</p> <p><u>8 x 5hrs = 40 TA hrs per week</u></p> <p><u>40 x £10.70 x 38 weeks</u></p> <p><b>£16,264</b></p> <hr/> <p><u>EYFS: 2 chn x £135</u></p> <p><u>Yr 1: 7 chn x £135</u></p> <p><u>Yr 2: 7 chn x £135</u></p> <p><u>Yr 3: 4 chn x £135</u></p> <p><u>Total: £2,700</u></p> <hr/> <p><u>Yr 4: 15 chn x £145</u></p> <p><u>Total: £2,175</u></p>	<p>Contd.</p> <p>New</p> <p>New</p>	<p><b><u>'Daily Hotlisting'</u></b> 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>Identified chn to change termly, in the light of PPM actions</p> <p><b><u>The Book Trust: Letterbox Club</u></b> 6 parcels per child (inc. books, games, Q prompts for parents etc)</p> <p><b><u>The Book Trust: Story hunters</u></b> 6 parcels per child (inc. books, games, Q prompts for parents etc) Oct 2017-March 2018</p>	<p>Identified chn make accelerated progress of 7 or more steps in reading by July 2018</p> <p>Chn become more confident &amp; independent as readers</p> <p>Parents are better able to support in reading at home, sharing high quality texts and stimulating discussion about them through games and questioning.</p>	<p>Data evidences that identified chn have made accelerated progress of 7 or more steps by July 2018</p> <p>Attainment gap closes, as compared to National expectations of their non-disadvantaged peers</p> <p><b><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></b></p> <p>HT &amp; DHT to listen to pupils weekly, as evidenced in reading records</p> <p>Literacy Ldr to survey parents and families for views and impact of family engagement initiatives</p>	<p>1:1 reading with 'Hot listers' was undertaken daily across the school for key identified chn since Sept 2017.</p> <p>PPM minutes &amp; provision maps evidence the positive impact of 1:1 reading on chn's progress. (Progress has been equal to or better than that of their non-PPG peers in Yrs 1, 2, 3, 4 &amp; 6)</p> <p>PPM actions identified other chn for 1:1 reading, where progress was slow or attainment was below their ARE.</p> <p>Letterbox Club &amp; Story Hunters projects engaged parents in reading at home. (Parent views will be surveyed on completion of these projects in Autumn 2018)</p>

<p><b>Provide targeted PiXL 'therapies' by specialist ITAs, to address gaps in both reading and maths for PPG pupils in Yrs 5 &amp; 6</b></p>	<p>PiXL Primary Package ('Basic Offer')</p> <p><b><u>£3,000</u></b></p>	New	<p><b><u>Implementation of PiXL</u></b></p> <p>Yr 5 &amp; 6 teachers use half termly diagnostic testing to identify issues for 'key marginal' pupils, in danger of not attaining the 'expected' standard by the end of KS2 (Focus on PPG)</p>	<p>The proportion of PPG pupils attaining the nationally expected standard rises to be in line with nationally non-disadvantaged pupils at the end of KS2 in July 2018</p> <p>Identified chn make accelerated progress of at least 7 steps, in reading and/or maths, which is at least good</p>	<p>Data evidences that chn have made &amp; sustained at least good progress by July 2018</p> <p>Attainment gap closes, as compared to non-disadvantaged National expectations in July 2018</p> <p>SLT observations evidence that chn are confident &amp; independent learners</p>	<p>PIXL principles are well-embedded in Yr 6 and systems for identifying pupils at risk of not attaining combined for R, W &amp; M are now more robust.</p> <p>Diagnostic tools were used to identify gaps in learning and 'therapies' were delivered daily to both Key Marginal pupils and GDS pupils in reading and maths.</p> <p>PPG pupils in Yr 6 made better than expected progress (6 steps) since Sept 2017, of: Reading: 8.3 Writing: 9.2 Maths: 6.5</p> <p><b><u>Yr 6 PPG pupils @ ARE in July 2018:</u></b> 71% Reading (<b><u>75% Nat</u></b>) (29% in BB in 2017) 71% Writing (<b><u>78% Nat</u></b>) (71% in BB in 2017) 86% Maths (<b><u>76% Nat</u></b>) (21% in BB in 2017) 57% Comb (<b><u>64% Nat</u></b>) (14% in BB in 2017)</p>
	<p>2x ITAs 'Intervention TAs' £7,216 £6181</p> <p><b><u>£13,397</u></b></p>	New	<p>ITAs target 'key marginal' chn with gaps in learning, or those identified by Inc. Ldr &amp; SLT through PPMs, with apt Programmes of work / 'therapies' daily</p>	<p>Chn are more confident &amp; independent when approaching or applying their learning</p>	<p><b><u>HT to report on impact of 'therapies' to Pupil Achievement Committee at EVERY meeting</u></b></p> <p><b><u>Governors to undertake monitoring visits in Spring 2018, to observe sessions and discuss impact with Inclusion Leader</u></b></p>	
<p><b>Rigorously support, track, and evaluate the progress of ALL PPG Pupils, to secure a narrowing in the attainment gap to their National Non Disadvantaged peers</b></p>	<p>TLR</p> <p><b><u>£2,560</u></b></p>	Contd.	<p>Inclusion Leader to: rigorously track &amp; monitor the progress of PPG chn half termly</p> <p>identify &amp; address poor progress or underachievement, identified through data analysis &amp; PPMs</p> <p>evaluate the impact of identified interventions</p>	<p>Progress &amp; attainment of PPG chn is rigorously tracked &amp; quickly addressed, where concerns arise regarding slow progress or underachievement</p> <p>Chn benefit from additional support or intervention, which is quickly identified &amp; specifically targeted</p>	<p>Data evidences that disadvantaged chn across the school have made at least good progress by July 2018</p> <p>Attainment gap closes, as compared to non-disadvantaged National expectations</p> <p>Minutes and actions arising from termly PPMs evidence quick identification &amp; addressing of underachievement</p>	<p>Inc. Leader oversees systems for monitoring the progress and attainment of PPG &amp; non-PPG pupils.</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>End of year data evidences that the in-school difference has diminished between PPG &amp; Non-PPG pupils in Yrs 1, 3, 4 &amp; 6.</p>

<p><b>Support the social/emotional dvt. &amp; welfare of potentially vulnerable chn &amp; their families</b></p>	<p>1x FLO 'Family Liaison Officer' <b>£24,615</b></p>	<p>Contd.</p>	<p>FLOs work with chn &amp; 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 Parenting groups inc. 'Family Cookery' project</p>	<p>Chn feel safe, secure &amp; valued &amp; are able to better focus on their learning because of this  Potentially vulnerable families are well supported &amp; confident in approaching the school for help &amp; advice</p>	<p>Parent surveys &amp; pupil interviews evidence that chn &amp; families feel safe, secure &amp; well supported by the school  FLOs' documentation evidences good ongoing support of potentially vulnerable families <b>HT to report bi-annually on Parent Survey feedback to Full Governing Body</b> <b>Governors to undertake Pupil Survey re: behaviour and safety in Spring 2018</b></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 has impacted positively on key families over time.  Case studies evidence the positive impact of the FLOs' work on a range of chn and families</p>
<p><b>Support other needs, as they arise (Ongoing) inc. improving opportunities through subsidising trips, visits &amp; other enrichment activities</b></p>	<p>20 chn x £10 <b>£200</b></p>	<p>New OCTOBER</p>	<p>High attaining PPG pupils from Yrs 5 &amp; 6 to attend Harry Hill Book launch event &amp; receive 2x books each</p>	<p>Chn meet an author and celebrity, hear a live book reading and attend a book launch to inspire and engage them in their own reading and writing</p>		<p>A breadth of different opportunities and learning experiences have been supported through the PPG funding.</p>
	<p>11 chn x £40 <b>£440</b></p>	<p>New NOVEMBER</p>	<p>High attaining PPG pupils from Yrs 5 &amp; 6 to see a London show, 'Aladdin'.</p>	<p>Chn visit London, seeing the major sights and places of significance, before experiencing a live theatre production in a West End Theatre</p>	<p><b>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</b></p>	<p>This has enabled children to take part in a number of events throughout the year, which might otherwise not have been possible.</p>
	<p>7 chn <b>£2160.50</b></p>	<p>New Autumn Term</p>	<p>Children from vulnerable families receive subsidised places at Breakfast &amp; After-School Club.</p>	<p>Calm start/end to the day. Easy transitions to/from class to support learning. Support in readiness for learning. Social/emotional dvt.</p>		<p>Subsidised places at breakfast club and after-school club have supported a number of families in need throughout the year, inc. 7 chn. This has secured punctuality, improvements in attendance and support for the well-being of pupils.</p>
<p><b>TOTAL:</b></p>	<p><b>£109,377.50</b></p>	<p><b>End of year funds outstanding: £2,458</b></p>				

**Additionally, a key focus for 2017-2018 is the teaching provision and aspirational targets for high attaining disadvantaged pupils across the school.**