

William Shrewsbury Primary School



Pupil Premium Report 2016

Background

Pupil Premium is used to provide additional educational support to improve progress and to raise the standard of achievement for pupils who are, or who have ever been, registered as eligible for FSM. A premium is also available for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. Pupil Premium Plus has also been introduced for adopted children and those on special guardianship. The funding is used to narrow and close the gap between the achievement of these pupils and their peers. As far as its powers allow, the school will also use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We aim to ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Details of Pupil Premium

Allocation: £117,160 from April 2015 - April 2016

£120,700 from April 2016 - April 2017

Breakdown of PP pupils at school

2015-16				2016-17			
Year group	Male	Female	Total	Year group	Male	Female	Total
YR	1	4	5	YR	4	7	11
Y1	4	5	9	Y1	2	8	10
Y2	4	1	5	Y2	3	6	9
Y3	3	12	15	Y3	5	5	10
Y4	2	11	13	Y4	5	3	8
Y5	11	6	17	Y5	5	12	17
Y6	8	8	16	Y6	3	10	13
Overall Total	33	47	80		27	51	78

PP funding and spending

2015-16		2016-17	
Funding Stream	Amount	Funding Stream	Amount
FSM	£121,440	FSM	£105,800
LAC	£14,800	LAC	£13,700
Service Premium	£900	Service Premium	£1,200
Total Income	£131,140	Total Income	£120,700

How the funding was spent

Intervention	Amount	Description
Small group tuition/reduction in class sizes	£27,000 £25,000 £16,000	Additional set in Year 6, Small group work in Years R-5
Early Years Intervention	£10,000	Additional adult support in Nursery
One to one tuition	£15,000	Year 5/6 support for reading and writing
Oral language intervention	£7000	Speaking and listening groups. Dedicated TA for Speaking and Listening in EYFS
Digital	£2500	Bug Club
Enrichment	£4100	Residential and other trips
Social and emotional support	£29,000	Hope and Positive play work
Basic skills resources	£5,200	Tests, Numicon
TOTAL	£142,800	

Impact: Progress and attainment

Attainment at the end of Key Stage 2:

(DAP = Disadvantaged pupils)

KS2 at Expected (Higher Level in brackets)	School DAP	School All	National All	National Other
Reading	50% (6%)	66% (22%)	66% (19%)	71% (23%)
Writing	72% (11%)	82% (26%)	74% (15%)	74% (18%)
Mathematics	72% (0%)	82% (25%)	70% (17%)	75% (20%)
RWM combined	62% (0%)	39% (9%)	53% (5%)	60% (7%)
GAPS	72% (11%)	81% (33%)	72% (22%)	78% (27%)
Science	89%	86%	81%	86%

At the end of KS2, disadvantaged pupils generally perform well in Writing and in Maths at the expected levels. In Reading however, they are below national at both expected and higher levels and this is our key area of focus for 2016/17. In addition, we will focus on ensuring that more of our disadvantaged pupils achieve the higher levels, especially in Maths.

Progress at the end of KS2:

Group/No of Children	Reading	Writing	Maths	GPS
All Pupils (91)	+1.7	+3.5	+3.5	
Disadvantaged (17)	+0.6	+1.9	+2.1	+2.5

Disadvantaged pupils have made good progress compared to national, but not as much as their peers in our school. We are aiming to ensure that this group of pupils make more accelerated progress across the school in order to catch up.

Attainment at the end of KS1:

KS1 at expected (greater depth in brackets)	School DAP	School other	School All	National All
Reading	54% (23%)	77% (22%)	73% (22%)	74% (24%)
Writing	72% (15%)	73% (23%)	82% (22%)	74% (13%)
Mathematics	46% (23%)	73% (27%)	69% (27%)	73% (18%)

For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils.

However, disadvantaged pupils do not perform as well at expected levels in Reading and Maths and this is a focus for improvement work in 2016/17. Writing is more in line reflecting the work we have done in this area.

Phonics:

The percentage of disadvantaged children passing the Year 1 phonics screen (86%) was almost the same as non-disadvantaged pupils (88%)

The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in Year 1.

Fewer than 80% of disadvantaged pupils met the expected standard in phonics in Year 2.

Early Years:

In EYFS 50% of the ten children reached a Good Level of Development, compared with 77% of other pupils. This will be an area of improvement for the school in 2016/17 in both EYFS and Year 1.

Data for other groups 2015-16: (based on Teacher Assessment)

Maths

	Number achieving ARE	% achieving ARE	Number exceeding ARE	% exceeding ARE
Year 1	6/8	75%	4/8	50%
Year 2	5/11	45%	2/11	18%
Year 3	5/7	71%	0/7	0%
Year 4	9/18	50%	1/18	6%
Year 5	6/12	50%	0/12	0%
Year 6	16/19	84%	2/19	11%

Reading

	Number achieving ARE	% achieving ARE	Number exceeding ARE	% exceeding ARE
Year 1	6/8	75%	5/8	63%
Year 2	7/11	64%	2/11	18%
Year 3	5/7	71%	0/7	0%
Year 4	10/18	56%	1/18	6%
Year 5	8/12	67%	0/12	0%
Year 6	16/19	84%	4/19	21%

Writing

	Number achieving ARE	% achieving ARE	Number exceeding ARE	% exceeding ARE
Year 1	6/8	75%	3/8	38%
Year 2	6/11	55%	1/11	9%
Year 3	3/7	43%	0/7	0%
Year 4	12/18	67%	1/18	6%
Year 5	7/12	58%	0/12	0%
Year 6	15/19	79%	3/19	16%

In a number of year groups, the proportion of disadvantaged pupils working at or above age related expectations is low when compared to national 'other' pupils. We are aware of this and are addressing it through our pupil premium plans outlined below. We are also aware of the need to ensure more pupils in the group exceed ARE across the school.

Plans for 2016/2017

In the academic year 2016/17 we will be aiming to continue to close the gap for PP children and we will be focusing in particular on supporting PP children to achieve higher levels in Reading and Maths across the school.

Small group tuition/reduction in class sizes

- Creation of additional morning class in Year 6 for English and Maths five mornings per week all year
- Employment of additional qualified teacher (ex Headteacher) for two days per week supporting individuals and small groups in KS2 with basic skills
- Small group and one to one tuition for targeted groups in Y6 and Y2

Early Years Intervention

- Employment of additional member of staff in Nursery
- Employment of additional qualified teacher for four mornings per week supporting individuals and small groups in Reception and Year 1 with phonics, reading and early writing

One to one tuition

- One to one and small group tuition for Year 2 pupils two mornings per week

Oral language intervention

- Additional intervention programmes in English including Speaking and Listening groups across the school whole year – Chatterbox, Wellcomm, FFT, Inference interventions
- Designated specialist Teaching Assistant for Speech and Language carrying out screening and catch up programmes for S and L in EYFS

Deployment of teaching assistants

- Reorganisation of Teaching Assistant timetables so that interventions take place for targeted groups in the afternoon.
- Training for all Teaching Assistants in targeted intervention programmes and timetabling for delivery in both key stages

Metacognition

- Additional enrichment events linked to topics, which enthuse and motivate learners to support accelerated progress in writing
- Use of P4C and BLP strategies across the school
- Information and guidance to parents on how to support their children's learning at home through parent information evenings, Bug Club, Family Learning sessions and website developments

Social and emotional support

- HOPE and Positive Play support is available. Full time Inclusion Officer employed to work with vulnerable families and children and three additional members of support staff have been trained in these areas
- Support for residential activities, Breakfast club, enrichment (eg Brownies, Music) and uniform for PP children

Peer tutoring

- New 'family system' promotes peer tutoring of older children working with younger children