

# ST BARNABAS CE PRIMARY SCHOOL

## PUPIL PREMIUM GRANT EXPENDITURE REPORT 2016-17

Current Financial Year 2017-18

(Progress reported from September 2016-July 2017)

### Number of pupils and pupil premium grant (PPG) received

PPG was introduced in April 2011 and is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

The PPG is paid to the school for:

Pupils recorded on the January School Census who were eligible and receiving Free School Meals (FSM);

Pupils who have been eligible and receiving FSM on any of the termly censuses since Summer 2011, including the January 2017 School Census, known as "Ever 6 FSM"

Children who have been looked after continuously for more than six months.

Children whose parents are currently serving in the Armed Forces.

The progress reported in this document covers parts of two financial years, 2016-17, 2017-18.

#### Financial year 2016-17

Proportion of pupils in school eligible for the PPG grant (Jan 2016)	29.3%
Number of Pupils eligible for PPG January 2016	44
<b>Total amount of PPG received April 2016-April 2017</b>	<b>£58,080</b>

#### Financial year 2017-18

Proportion of pupils in school eligible for the PPG grant (Jan 2017)	24%
Number of Pupils eligible for PPG January 2017	37
<b>Total amount of PPG expected April 2017-April 2018</b>	<b>£48,840</b>

### How did we spend our PPG Grant in 2016/17?

We have targeted the PPG in several ways with the aim of:

- Narrowing the attainment and progress gap between children in receipt of PPG and their peers, (in school and nationally), especially in the areas of EYFS (Communication and Literacy); KS1 – writing & maths; KS2 – writing & reading.
- Improving attitudes to and engagement in learning
- Improving attendance and punctuality
- Improving children's personal, social, emotional and behavioural development
- Improving opportunities for all vulnerable children so that finance is not a barrier to engagement.

We have spent our PPG on a range of measures targeted at named children who receive the PP Grant and their specific needs and priorities as well as on whole school strategies that research has shown have a positive impact on progress for all children. Please see Pupil Premium Strategy template for details of specific measures.

## What has been the impact of this spending?

### Attainment and Progress

Comparisons to National Data July 2017 (based on Analyse School Performance October 2017)

'Disadvantaged' pupils refers to pupils who were entitled to the Pupil Premium Grant in Year 6.

Disadvantaged pupil performance is compared to that of non-disadvantaged pupils nationally. Where disadvantaged pupil performance is below that of non-disadvantaged pupils this is referred to as 'the gap'.

### End of Key Stage 2

#### There were 5 Disadvantaged pupils in this cohort

##### Progress:

Compared to non-disadvantaged pupils nationally, the progress of PPG pupils has improved from 2016 in reading and writing.

**Reading:** Score improved from -2.2 to -0.8, and gap between school PPG and national non-disadvantaged pupils closed from -1.9 in 2016 to -1.1 in 2017

**Writing:** Score improved from -3.9 (2016) to 0.1 in 2017, and gap closed from -3.8 (2016) to -0.1 in 2017.

**Maths:** Score declined from -0.8 (2016) to -1.8 in 2017, and gap has widened from -0.6 (2016) to -2.1 in 2017.

##### Expected Attainment:

Compared to non-disadvantaged pupils nationally, the % of children reaching expected standard improved from 2016 in Reading, Writing and Maths.

**Reading:** The attainment gap at expected standard is narrower than in 2016 (-17% compared to -34 in 2016) No gap is expected once remark of a papers is applied.

**Writing:** Gap has reduced from -41% (2016) to -1%, so almost near national.

**Maths :** Gap has reduced to -20% (from -38% in 2016)

##### Higher Attainment:

No disadvantaged pupils reached the higher standard in Reading and Writing in 2017, therefore the gap widened from 2016 in these subjects

Compared to non-disadvantaged pupils nationally, the % of children reaching the higher standard has widened in reading and writing but has reduced in maths.

**Reading:** No disadvantaged pupil has reached the higher standard in 2016 and 2017

**Writing:** Gap increased from -5% (2016) to -21%

**Maths:** Gap reduced from -20% (2016) to -7%

When reviewing prior attainment groups at KS1 compared to non-disadvantaged pupils nationally, the low attaining pupils performed better in reading, and middle attainers performed better in writing.

### **At the end of Key Stage 1**

There were 3 disadvantaged pupils in this cohort.

### **Pupils reaching Expected standard**

The gap between school disadvantaged and non-disadvantaged pupils nationally has narrowed since 2016 across all subjects: Reading: (from -28% to -12%), Writing (from -53% to -15%) and Maths: (from -27% to -12%).

However, disadvantaged pupils are attaining slightly lower than national non-disadvantaged pupils in across all subjects.

### **Pupils reaching Greater Depth (Higher Standard)**

The gap has narrowed across all subjects,: Reading: (from -27% to +39%), Writing: (from -15% to +15%); Maths (from -20% to +44%)

Disadvantaged pupils are attaining above all pupils nationally in all three subjects.

### **EYFS**

Although the % of children obtaining a Good Level of Development (GLD) has declined from 86% (2016) to 67% (2017) it is nearly in line with the national figure for 2016 (no national figure for 2017 available.)

The in school gap between PPG and non PPG has widened from -3% (2016) to -8% (2017)

### **Phonics**

This year there has been a 21% increase in the % disadvantaged pupils passing the Y1 phonics screening (67% in 2016 to 88% this year). This figure is now above national for all pupils as well as for non-disadvantaged nationally.

The gap between disadvantaged and non-disadvantaged pupils has therefore been removed (from -16% to +4%)

### **Pastoral Support**

A high number of PPG pupils have benefitted from pastoral support in 2016-17. This has been through a mix of timetabled interventions to work on specific social and emotional issues but also on a needs basis – accessed by pupils as they have needed it, especially older KS2 pupils. Some PPG pupils have also worked with our Primary Mental Health Worker on anxiety and anger.

This support has also extended to the parents/carers of these pupils, on a range of issues affecting the wellbeing and attendance of pupils.

Four staff have completed a year long diploma in Therapeutic Skills For Schools, and these skills have been utilised on a daily basis to helping pupils with social and emotional difficulties.

We have seen improvements in resilience and attitude of the pupils who have accessed this support, meaning they have been more 'available to learn' and in the case of Year 6 pupils, able to make a successful transition to secondary school. Exclusions have been rare as pupils have been supported to better manage their emotions and pupils have acknowledged how helpful this support has been.

We acknowledge the need to continue to support pupils with their mental health and continue to develop resilience when difficulties in life arise.

### **Attendance and Engagement in School**

Most PPG pupils have attended after school clubs throughout the year and have engaged well in school life such as the School Council, Worship Committee, fundraising, and carrying out responsibilities in Year 6.

PPG pupils in 2016-17 had lower overall attendance than non PPG pupils. PPG 93.4%, non PPG 95.7%.

However out of the 44 pupils, most had attendance above 90% and only 2 pupils had attendance below 85%. 1 of these pupils had exceptional circumstances for their absence.

We continue to focus on further reducing the gaps detailed above, especially for PPG pupils with middle attainment, through the strategies set out in the Pupil Premium Action Plan 2017-18.