

## ST BARNABAS CE PRIMARY SCHOOL

### PUPIL PREMIUM GRANT EXPENDITURE REPORT 2015-16

Current Financial Year 2016-17

(Progress reported from September 2015-July 2016)

#### 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 2007, including the January 2013 School Census, known as "Ever 6 FSM"

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

The progress reported in this document covers parts of two financial years, 2015-16, 2016-17.

#### Financial year 2015-16

Proportion of pupils in school eligible for the PPG grant (Jan 2015)	28%
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Number of Pupils eligible for PPG January 2015	40*
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<b>Total amount of PPG received April 2015-April 2016</b>	<b>£52,000</b>
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#### Financial year 2016-17

Proportion of pupils in school eligible for the PPG grant (Jan 2016)	29.3%
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Number of Pupils eligible for PPG January 2016	44
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<b>Total amount of PPG received April 2016-April 2017</b>	<b>£58,080</b>
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\*As a result of pupils entitled to FSM joining the school after January, we have supported 49 pupils through this grant.

#### How did we spend our PPG Grant in 2015/16?

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 phonics, Key Stage 1 Writing and Language and Writing in EYFS.
- Improving attitudes to and engagement in learning
- Improving attendance and timekeeping
- Improving children's personal, social, emotional and behavioural development

We have spent our PPG on a range of interventions 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.

The majority of our PPG is spent on staffing:

- Teaching Assistants who are skilled in the delivery of intervention programmes throughout the school.
- A Children's Champion and several TAs trained as ELSAs to deliver the Emotional Literacy Support Programme in school. The work of the Children's Champion is a key component of the school's Behaviour and Pastoral Care Policy and improving attendance and punctuality. The Children's Champion works closely with a large number of children and their families in receipt of Pupil Premium Grant. She also works with children and families across the school where need is greatest at specific times and where family issues are impacting on children's learning, behaviour, emotional and social needs.
- The ELSAs provide targeted support and intervention to individual pupils as the need arises, many of which are in receipt of the PPG.
- Trained teachers who deliver specific targeted additional support for some pupils in receipt of the PPG.

We continually work to improve the quality of teaching and learning for all children, including those in receipt of the PPG. This is done through specific training for individual teachers as well as training which addresses whole school improvement priorities, identified through our ongoing monitoring and analysis of attainment and progress pupil data.

**In addition to the above we have used our PPG on the following specific approaches**

- Provide further training to the Children's Champion to deliver more effective pastoral intervention and support families with a range of issues.
- Review and improve systems for monitoring attendance and intervening quickly with families whose children have low attendance.
- Review our policy and practice in teaching phonics to Key Stage 1. One of the barriers we have noted is a lack of children reading at home, especially many PPG pupils. Fund support staff and find volunteers to hear children read as regularly as possible in school time. Staff to visit other schools to look at best practice in order to improve practice at St Barnabas.
- Improve teaching of grammar and spelling across the school – targeted staff training and additional resources.
- Continue to fund additional teachers support to provide targeted one to one and small group interventions.
- Continue to increase the expertise of TAs to ensure that interventions are of the highest quality through training opportunities. Provide opportunities for TAs to access high quality training in phonics, writing and maths problem solving. Fund TAs to deliver targeted intervention for PPG pupils.
- Strengthen use of assessment to target teaching and interventions effectively. Introduce Assertive Mentoring and provide staff training in analysing the gaps and addressing them rapidly.
- Further engaging pupils in understanding their own progress and targets for learning and behaviour by building on 'Learning Mentor' meetings introduced last year (one to one meetings with the class teacher each term) – supply teacher cover for class subsidised by PPG.
- Continue to subsidise subscription of home –school web resources such as Mathletics

and Education City.

- Provide opportunities for PPG pupils to access computers at lunchtime– TAs to supervise.
- Continue to provide after school 'homework' clubs including phonics club, clubs where pupils can access ICT.
- Continue to raise aspirations and widen interests of PPG pupils through involvement of subsidised after school clubs and participation in the Children's University Passport Scheme.
- Improve life skills of further groups of PPG pupils by offering 'Food Masters' programme for an hour per week for 10 weeks after school (partly subsidised by an award from 'The Rotary Club'.

## What has been the impact of this spending?

### Attainment and Progress

#### **Comparisons to National Data July 2016 (based on Raise online October 2016)**

**NB PPG pupil performance is compared to that of non PPG pupils nationally.**

**Although the approach to assessment has changed from 2015-16, comparisons have been made by comparing attainment at the expected standard in 2016 with attainment at L4+ (KS2) / L2b+ (KS1) in 2015.**

At the end of Year 6, the gap between PPG and non PPG pupils is wider than 2015 in attainment and progress. However, the 2016 cohort had a much higher proportion of PPG pupils with SEN and low prior attainment than in 2015.

Compared to pupils nationally, the progress of non-SEN PPG pupils at St Barnabas was in line with national in reading, above in writing and below in maths. The attainment of this group at the expected standard was above national in reading, writing and maths.

The SEN group progressed well through school, given their needs and low starting points, although this is not reflected in the national data.

At the end of Year 2, the gap between PPG and non PPG pupils reaching the expected standard is narrower than in 2015 in reading and maths, but is wider in writing.

As in Year 6, the pupils with mid prior attainment performed as well as pupils nationally however, despite progressing well through Key Stage 1, those pupils who had a lower starting point performed less well than pupils nationally.

At the end of EYFS in 2016, a similar proportion of PPG and non PPG pupils reached a Good Level of Development (the expected standard) and the gap between PPG and non PPG narrowed significantly from 2015. (2015 - 66.7% reached GLD, 2016 – 82.4% reached GLD). This narrowing of the gap was also reflected specifically in writing.

In 2016 there was a significant increase in the proportion of PPG pupils passing the Y1 phonics screening and the Y2 phonics re-takes. In Y1 the increase was from 40% in 2015 to 67% in 2016 which is slightly below national figures. By the end of Y2, the increase was from 57% in 2015 to 67% in 2016.

In Year 1 the gap between non PPG nationally and PPG pupils in school reduced from 40% to 16%, and in Year 2 this reduced from 35% to 26%.

Across the school, it is not possible to compare attainment with the previous year as the approach to assessment has changed. When comparing rates of progress between non PPG and PPG pupils in each

year group, in most year groups they are broadly similar. Where progress rates are lower for PPG pupils overall, this is where there is a high proportion of SEN in the year group.

### **Pastoral Support**

A high number of PPG pupils have benefitted from pastoral support in 2015-16. 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 an external Art Therapist, funded by school.

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

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.

### **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 2015-16 had lower overall attendance than non PPG pupils. PPG 93.6%, non PPG 95.3%. However out of the 49 pupils, most (37) had attendance above 90% and only 4 pupils had attendance below 85%. 2 of these pupils had low attendance as a result of the need to be on part-time timetables, thus increasing recorded absence.

We continue to focus on further reducing the gaps detailed above, especially for PPG pupils with SEN and lower starting points, through the strategies set out in the Pupil Premium Action Plan 2016-17.