

ST BARNABAS CE PRIMARY SCHOOL

PUPIL PREMIUM GRANT EXPENDITURE REPORT 2017-18

Current Financial Year 2018-19

(Progress reported from September 2017-July 2018)

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, 2017-18, 2018-19

Financial year 2017-18

Proportion of pupils in school eligible for the PPG grant (Jan 2017)	22%
Number of Pupils eligible for PPG January 2017	37
Total amount of PPG received April 2017-April 2018	£48,840

Financial year 2018-19

Proportion of pupils in school eligible for the PPG grant (Jan 2018)	24%
Number of Pupils eligible for PPG January 2018	40
PPG per pupil	£1320
Total amount of PPG received April 2018-April 2019	£52,800

How did we spend our PPG Grant in 2017/18?

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).
- 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 Action Plan for details of specific measures.

What has been the impact of this spending?

Attainment and Progress

Comparisons between National Data July 2017 and July 2018 (2018 data based on Analyse School Performance November 2018)

NB - Disadvantaged pupil performance is compared to that of non disadvantaged pupils nationally.

The data should be interpreted with caution as there were fewer than 10 pupils in each cohort.

At the end of Year 6 :

Expected Attainment:

Compared to non-disadvantaged pupils nationally, the % of children reaching Expected standard declined slightly in Reading, Writing and Maths combined, therefore the gap between this group overall and national pupils has widened.

However, the pupils in this group that had mid prior attainment at Key Stage 1 had average attainment 4% above national.

No disadvantaged pupils reached the higher standard in the combined subjects, however there were no pupils in this group that had high prior attainment at Key Stage 1.

Reading: The attainment gap at expected standard has increased slightly from +3% to -5% in 2018.

Writing: Gap at expected has increased slightly from -1% to -8%.

In reading and writing this gap represents less than one pupil.

Maths : Gap has increased from -20% to -31%, with the gap representing 2-3 pupils.

Higher Attainment:

Compared to non-disadvantage pupils nationally, the % of children reaching Higher Standard has declined slightly from 2017 in all subjects.

Reading: Gap increased -29% to -33%

Writing: Gap increased slightly from -21% to -24%

Maths: Gap increased from -7% to -15%

Progress:

Compared to non-disadvantaged pupils nationally, the progress of PPG pupils overall has improved in reading, and stayed broadly the same in writing and maths. Progress is above national in reading, broadly in line in writing and below in maths.

Reading: Score improved from -0.8 to +1.8, and gap between school PPG and national non-disadvantaged pupils improved from -1.1 in 2017 to +1.5 in 2018

Writing: Score decreased slightly from +0.1 to -0.2, and gap widened slightly from -0.1 to -0.4.

Maths: Score remained the same at -1.8 and gap has remained the same at -2.1.

It should be noted that progress scores of pupils with mid prior attainment have very positive progress scores in reading (+3.5) and writing (+3.8) and maths score is more positive than the group overall (-0.9)

At the end of Year 2

Pupils reaching Expected standard

Attainment of school disadvantaged pupils was higher than national indicators in all subjects. The gap between school disadvantaged and non-disadvantaged pupils nationally has closed in all subjects from below national in 2017 to above national in 2018.

Pupils reaching the higher standard (Greater Depth)

Attainment of school disadvantaged pupils was higher than national indicators in reading and writing (as in 2017) and below in maths. The gap has widened slightly in maths from +44% to -8% compared with non-disadvantaged pupils nationally.

EYFS

All disadvantaged pupils obtained a Good Level of Development (GLD) in 2018 which is above the national figure. The in school gap has closed as disadvantaged pupils have attained better than non-disadvantaged pupils in school.

Phonics

This proportion of disadvantaged pupils passing the Y1 phonics screening has declined slightly from 2017 but remains broadly in line with national attainment for all pupils and non-disadvantaged pupils. Disadvantaged pupils attained better than all pupils at a school level. . The gap between school disadvantaged and national non-disadvantaged pupils has widened slightly (from +5% to -4%) but this represents less than one pupil difference.

Pastoral Support

A high number of PPG pupils have benefitted from pastoral support in 2017-18. 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 Wellbeing 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. 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. Attendance of disadvantaged pupils improved from 93.4% in 2016-17 to 95.1% in 2017-18, narrowing the gap between disadvantaged / non-disadvantaged pupils.