

## ST BARNABAS CE PRIMARY SCHOOL

### PUPIL PREMIUM GRANT EXPENDITURE REPORT 2018-2019

Current Financial Year 2019-2020

(Progress reported from September 2018-July 2019)

#### 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 2012, including the January 2018 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, 2018-19, 2019-20.

#### 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
<b>Total amount of PPG received April 2018-April 2019</b>	<b>£52,800</b>

#### Financial year 2019-20

Proportion of pupils in school eligible for the PPG grant (Jan 2017)	25%
Number of Pupils eligible for PPG January 2019	40
<b>Total amount of PPG expected April 2019-April 2020</b>	<b>£52,800</b>

#### How did we spend our PPG Grant in 2018/19?

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 Key Stage II
- 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.
- Increasing opportunities for parents to attend events linked to their child's learning

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 2019 (based on Raise online October 2019)

#### At the end of Year 6 :

#### Attainment: compared to disadvantaged pupils nationally

*Our disadvantaged pupils performed higher than national disadvantaged pupils in reading at expected standard; almost at national for expected attainment in writing and higher than average in maths - greater depth. They attained lower than national disadvantaged in Reading at GD, writing and maths at expected. Context is important when reading these results – these are based on 6 disadvantaged pupils who each account for 16.7% of the result, 5 of whom were SEN support in one or more subjects at the time of the assessments.*

#### Reading, Writing & Maths combined:

50% of our disadvantaged pupils attained Expected standard in all 3 subjects, compared to 51% of disadvantaged pupils nationally. The gap between school disadvantaged and non-disadvantaged nationally was -21% (similar to 2018) . No children reached higher standard in all 3 (compared to 5% nationally- although none were higher attainers.) The gap at higher attainment is -13%. (similar to 2018)

#### Reading:

**Expected attainment or higher** - 67% attained expected standard/+ in reading, which, although lower than the 2018 cohort (75%), was 5% higher than disadvantaged students nationally.

However, the gap between disadvantaged pupils in our school and national non-disadvantaged pupils was slightly higher by 6%.

**Higher Attainment** - No children managed to attain the higher standard in reading (although no children had high prior attainment) so our attainment was below national, by 17%, however the gap between school disadvantaged pupils and national non-disadvantaged pupils was slightly reduced by 2% to -31%.

#### Writing

**Expected attainment or higher:** Out of 2 low prior attainers and 3 middle attainers (each child = 20%) 67% of our disadvantaged pupils reached expected standard/+ in writing, (compared to 75% 2018) although the difference between our school and national disadvantaged was only -

1%. The gap between our disadvantaged and national non-disadvantaged was -16%, an increase of 8%.

**Higher Attainment:** No children attained higher standard (although none had high prior attainment) and the gap remained the same at -24%.

**Maths :**

**Expected Attainment or higher:** Out of 2 low prior attainers and 3 middle attainers (each child = 20%) 50% of our pupils attained expected standard /+, the same as 2018 and 17% below national (67%)

The attainment gap between our disadvantaged and national non-disadvantaged has slightly increased by 3% to 34%.

**Higher Attainment:** 17% of our disadvantaged pupils attained higher standard, (although no disadvantaged pupils had high prior attainment at KS1,) an increase of 4% from 2018. This is 1% more than national figures for disadvantaged. Hence the gap was reduced by 16% to -15%.

**Progress: compared to disadvantaged pupils nationally**

**NB** – Progress figures are based on 5 children, rather than 6, as one child came from Poland in Y5 and had no previous attainment data.

Compared to **disadvantaged pupils nationally**, the progress of PPG pupils was lower than national in R,W,M, with the most significant difference being in maths.

**Reading:** Score at -0.76 was 0.14 below national average . The gap between our disadvantaged and non-disadvantage nationally widened by 2.5. Middle prior attainers made the most progress than low attainers.

**Writing:** Score at -1.00 was -0.5 below national average. However the gap reduced by 0.83. Middle attainers made good progress with an average score of 2.34 (national average = 0.29)

**Maths:** Score at -4.3 was -3.6 less than national for disadvantaged pupils. The gap widened by 2.57. Both mid and low prior attainers performed less than national average.

**At the end of Year 2**

**Attainment: Compared to National Non-Disadvantaged – based on 5 pupils**

*Reading attainment at expected dipped slightly this year, although children performed better at GD. In maths there was another dip, and the most significant dip was in writing.*

**Reading:** Prior attainment: 1 low, 4 middle attainers

**Expected attainment or higher :**60% reached expected standard or higher, compared to 66% in 2018 and the gap widened from a positive to -18%.

**Higher attainment:** 40% of our pupils attained the higher standard, compared to 28% non-disadvantaged nationally, and the gap was around the same as last year.

**Writing:** Prior attainment: 3 low, 2 middle attainers

**Expected attainment or higher:** Only 20% reached this, compared to 86% last year, resulting in a gap of -53%.

No children reached higher attainment in writing.

**Maths:** Prior attainment: 2 low, 3 middle attainers.

**Expected attainment or higher:** 60% attained expected or higher compared to 86% last year. The gap between our disadvantaged and national non-disadvantaged has widened to 19%.

**Higher attainment:** No children gained higher standard, resulting in a gap of 24%

## **EYFS**

Although the % of children obtaining a Good Level of Development (GLD) has declined from 100% (2018) to 75%(2019), there is now no in school gap between PPG and all pupils, as both attained 75% GLD.

## **Phonics**

A higher % of pupils passed year 1 phonics this year (83% compared to 80% in 2018). The school is in line with national non-disadvantaged pupils (84%).

## **Pastoral Support**

A high number of PPG pupils have benefitted from pastoral support in 2018-19. 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.

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, in particular a child diagnosed with Asperger's and 1 child with MLD on an EHCP. 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 2018-2019** – This is an improving picture, as PPG and non-PPG pupils have attendance of 94%. This is due to the work done with parents and children to motivate and encourage attendance, whilst closer monitoring of 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 2019-20.