

Pupil Premium & Early Years Funding Report 2017-2018: Measuring Impact

Here is our report for the academic year 2017-2018 into the impact of our pupil premium spending. In 2017-2018 we had 17.7% of children who were eligible for Free School Meals. This data that we cumulate at the end of each academic year, informs us of how successful our strategies are for diminishing the gap between disadvantaged and others nationally.

EYFS % Achieving Good Level of Development

	2016			2017			2018	
	St Wilfrid's (1)	National		St Wilfrid's (5)	National		St Wilfrid's (2)	National
PP	0%	55%	PP	80%		PP	0%	72%
Others at St Wilfrid's	67%	72%	Others at St Wilfrid's	65%	72%	Others at St Wilfrid's	76%	72%
In School Gap	-67%	-72%	In School Gap	+15%	+8%	In School Gap	-76%	-72%

- Two pupils were eligible for Pupil Premium Funding in 2017-2018. Neither pupil achieved GLD. This was due to additional learning needs displayed by the pupils (1 is on the SEND Register with severe speech and language issues; the other pupil joined St Wilfrid's in December 2017 and is a LAC child who had not been to an Early Years Setting previously.) Our Reception children outperformed others nationally by +4.1%.

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Phonics Year One 2018

- Our pupil premium children outperform the others nationally. Unfortunately we have not closed the gap from the end of EYFS. When this cohort left Reception, there was a gap of -0.7% in % of PP compared to others, achieving GLD. Unfortunately this gap has increased.

	<u>2016</u>			<u>2017</u>			<u>2018</u>	
	St Wilfrid's	National		St Wilfrid's	National		St Wilfrid's	National
All pupils	72.0%	80%	All pupils	88.1%	81%	All pupils	83%	83%
PP (7)	25%	70%	PP (5)	80.0%	84%	PP (6)	50%	85%
Others at St Wilfrid's	76%	83%	Others at St Wilfrid's	89.2%	84%	Others at St Wilfrid's	89%	85%
In School Gap	-51%	-58%	In School Gap	-9.2%	-4%	In School Gap	-39%	-35%

End of Key Stage One Results 2018

Expected and Above

Subject	% Expected and Above PP			%Expected and Above Other In School			National Other Expected and Above 2018	Gap Between PP and National other 2018 at Expected & Above
	<u>2016</u>	<u>2017 (7)</u>	<u>2018 (8)</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>		
Reading	83.3%	38%	60.0%	86.1%	75%	80.0%	81%	-21%
Writing	66.7%	25%	40.0%	80.6%	70%	71.4%	76%	-36%

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Maths	66.7%	63%	20.0%	83.3%	66%	77.1%	82%	-62%
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Exceeding – Greater Depth

Subject	%Greater Depth Exceeding PP			% Greater Depth Exceeding Other In School			%National Other Greater Depth Exceeding 2018	Gap Between PP and National other 2018 at Greater Depth
	2016	2017	2018	2016	2017	2018		
Reading	0%	0%	0%	41.7%	26.7%	22.9%	28%	-28%
Writing	0%	0%	0%	36.1%	13.3%	11.4%	18%	-18%
Maths	0%	0%	0%	33.3%	22.2%	11.4%	23%	-23%

Other Year Groups; Years 1,3,4,5

<i>At Expected 2018</i>	Year One		Year Three		Year Four		Year Five	
	Dis (8)	Other (31)	Dis (8)	Other (41)	Dis (8)	Other (35)	Dis (13)	Other (27)
Reading %	6 (75.0%)	19 (61.3%)	3 (37.5%)	30 (73.2%)	5 (62.5%)	26 (74.3%)	8 (61.5%)	22 (81.5%)
Writing %	6 (75.0%)	24 (77.4%)	3 (37.5%)	28 (68.3%)	2 (25.0%)	19 (54.3%)	7 (53.8%)	19 (70.4%)

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Grammar %	n/a							
Maths %	6 (75.0%)	25 (80.6%)	2 (25.0%)	28 (68.3%)	5 (62.5%)	26 (74.3%)	9 (69.2%)	20 (74.1%)
Combined RWM %	6 (75.0%)	18 (58.1%)	2 (25.0%)	23 (56.1%)	2 (25.0%)	18 (51.4%)	7 (53.8%)	9 (33.3%)
<i>At Greater Depth 2018</i>	Year 1		Year 3		Year 4		Year 5	
	Dis	Other	Dis	Other	Dis	Other	Dis	Other
Reading %	1 (12.5%)	8 (25.8%)	0 (0%)	12 (29.3%)	0 (0%)	10 (28.6%)	2 (15.4%)	9 (33.3%)
Writing %	2 (25.0%)	4 (12.9%)	0 (0%)	10 (24.4%)	0 (0%)	3 (8.6%)	1 (7.7%)	7 (25.9%)
Grammar %	n/a							
Maths %	2 (25.0%)	3 (9.7%)	0 (0%)	13 (31.7%)	0 (0%)	8 (22.9%)	2 (15.4%)	12 (44.4%)
Combined RWM%	1 (12.5%)	2 (6.5%)	0 (0%)	6 (14.6%)	0 (0%)	2 (5.7%)	0 (0%)	7 (25.9%)

End of Key Stage Two Disadvantaged V's Others at St Wilfrid's

We compare our children, who attract Pupil Premium funding attainment, against the others nationally.

Subject	%Expected PP			% Expected Others Other In School			%National Other Expected			Gap Between PP and National other 2018 at Expected
	2016	2017	2018	2016	2017	2018	2016	2017	2018	
Reading	33	80%	62%	76	77%	65%	72%	77%	80%	-18%

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Writing	67	80%	69%	88	69%	74%	79%	81%	83%	-14%
Maths	11	80%	62%	76	85%	83%	76%	80%	81%	-19%
GPS		90%	62%		77%	83%	78%	78%	82%	-20%
Combined	11	70%	54%	60	62%	65%	60%	67%	70%	-16%

We are proud of our Key Stage Two results, but require our disadvantaged pupils to perform better or broadly in line with others nationally. However the progress score, especially in maths is 4.12 compared to 2.12 for our non-PP. In writing the progress measure is 3.30 compared to 2.54 for non-PP.

% of Pupil Premium Children Reaching Greater Depth at the End of Key Stage Two

Subject	% Greater Depth Exceeding PP 2018			% Greater Depth Exceeding Other In School 2018			% National Other Greater Depth Exceeding 2016			Gap Between PP and National other 2018 at Greater Depth
	2016	2017	2018	2016	2017	2018	2016	2017	2018	
Reading	0%	20%	8%	12%	15%	26%	23%	29%	33%	-25%
Writing	0%	10%	8%	12%	15%	22%	18%	21%	23%	-15%
Maths	0%	30%	15%	20%	19%	22%	20%	27%	28%	-13%
GPS		20%	15%		12%	39%	27%	27%	39%	-24%
Combined	0%	10%	0%	8%	12%	9%	7%	11%	12%	-12%

What impact did our Pupil Premium spending have last academic year 2017-2018?

Use against Budget plan from last year 2017-2018

<u>Which kind of</u>	<u>Impact</u>
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	<u>support?</u>	
	<p>Rapid Group Teacher Year Six for 4 mornings a week</p> <p>Other Interventions</p>	<ul style="list-style-type: none"> <p><u>Year 6 Rapid Teacher/ Maths Booster:</u> Impact of the rapid groups played a significant role in the contribution to both attainment and progress of disadvantaged pupils. The progress of PP pupils was 4.12 compared to 2.12 non-PP. 62% of the 13 disadvantaged pupils achieved expected with 15% achieving the higher standard</p> <p><u>1:1 Readers:</u> Our 1:1 reader intervention always has a big impact on children's reading progress. We measure the progress in Age Related Expectations steps, whereby 6 steps is expected over one year. This year with 1:1 reading taking place approximately 3 times per week, 8 disadvantaged children in Year 2 and Year 3 (50% of PP children in these two year groups) made 7 steps progress over the year. 81% of PP children in these year groups made reading progress equivalent or better than ARE.</p> <p><u>Other Interventions</u> Learning Support Assistants are employed for a PP child in Year 1 and another in Year 2 with social and emotional issues. These children are making good progress due to this support. Small group maths interventions were in place in Year 3 for a small group of children, including 3 PP children, to raise attainment and help them close the gap. These 3 children all progressed at a higher than average rate in maths over the year. We absolutely have to look at which interventions are effective and are actually working, through careful regular monitoring against the objectives of the intervention. TAs now have an understanding that it is the way they carry out the intervention, not just what they do and if it isn't having an impact, to try to understand why.</p>
	<p>Subsidising Trips Music Attendance Officer Drama – Music and drama Year Six Range of extra – curricular activities</p>	<ul style="list-style-type: none"> <p>It is important to us at St Wilfrid's CE Primary, as part of the St James and Emmanuel Academy Trust that our children receive a rich and varied experience that expands their horizons. We do this through trips throughout the school from Foundation to Year Six. We subsidise the cost of trips with our Pupil Premium Funding to ensure all children can have these experiences. These have included our residential in Year 5 and 6. Our very talented music specialist that comes into school to work with the children with ukulele and tin whistles. The children receiving extra music support is closely monitored to ensure there is fairness between FSM and Non FSM. We also showcase the skills the children have learnt during celebration assemblies and termly music performances. The impact on the children's confidence and self-esteem has been massive! Furthermore, the same specialist</p>

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		<p>carried out practices with our Year 6 children to put on our wonderful performance of 'Peter Pan. All the Year 6 children had parts and so many overcame confidence and self-belief issues!</p> <ul style="list-style-type: none"> • Additionally, we have had various sports coaches that have come in to work with the children, to give all children the opportunity to participate in Sports and give them an opportunity to work with specialist in that area, from football to gymnastics! For more information regarding curriculum enrichment and the trips we go on, please look at our curriculum maps on our website. • Our attendance officer is aware off the children that receive PP funding and she closely monitors their attendance, however we have identified that disadvantaged absence is higher than other groups so we aim to tackle this. However, absence, including persistent absentees and unauthorised absences are down on last year's figures for all groups of children. Our absence data is above average compared to national. In September 2018, the percentage achieved as 97%, for PP pupils this was 93.89% compared to 97.52% for non-PP. A variety of next steps are in place to ensure that the attendance of all PP children is in line with their peers. • Our aim was to increase the number of pupils accessing a wider curriculum, including sport activities and to support the raising of expectations and aspirations, by supporting children to access additional activity positively. From analysis, the uptake of PP pupils engaging in summer term clubs rose from 27% to 55%. Our new lead on extra – curricular activities for 2018-2019 will continue with this analysis and raise the profile.
	<p>Home School Learning Resources and Revision Guides Concrete Maths and training Purchase of quality, longer novels</p>	<ul style="list-style-type: none"> • The parent information meetings are improving, in terms of attendance this year. Key Stage One and Two Parents received a home school learning packs, after attending a 'Parent Phonic & Key Stage One and Two Assessment meeting'. This was an opportunity to explain the Assessment procedures and how parents could help their children progress. Inside the packs were a range of resources to help children with learning at home including 100 number squares, number lines, phase appropriate sounds and lots more, with KS 2 pupils receiving SATs preparation booklets! The impact of this has been a greater number of children completing their homework and we now know all children have additional resources to complete their homework at home. Furthermore, we were able to target parents to help their children progress with their Phonics. As a school we use the Education Endowment Research that highlighted to us the impact parents can have on their children's progress. Recently we have accessed 'Cracking the Code' a report produced by the Social Mobility and Child Poverty Department. This document highlights the importance of parental involvement. We have embedded some of our strategies we used last year this year. 30/42 parents attended our Phonic Workshop. We will

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continue to look at ways to increase this number.

- Training and additions to our Maths resources has been a fantastic way to support our TAs support the children in their maths classes. The use of concrete materials such as numicon etc have enabled the children to enjoy a hands on approach to new mathematical learning.
- The purchase of longer, more demanding quality novels for all year groups in our library have resulted in an increased uptake of the number of children accessing books and returning these for more. Our librarian has noted that 92% of boys are returning their books on a regular basis and borrowing more. Although our reading gap between the number of PP children and other is still wide, the number of boys achieving the expected standard in reading at KS 1 was above the national.