

Pupil Premium Impact Report 2016/17

Pupil Premium Policy 2016/17

School Aims

It is our responsibility to ensure that every child leaves Pot Kiln Primary School excited about learning and determined to succeed. Pupil Premium will be used and managed to enable us to tailor support for identified children in a range of ways appropriate to their needs.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils that belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals (or who have been eligible in the last 6 years) are socially disadvantaged.
- We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils that the school can legitimately categorise as being socially disadvantaged.

Pupil Premium funding will be allocated following a needs analysis. This will identify priority groups and classes. Progress and attainment data will be fundamental in identifying need. During pupil progress meetings, 6 times a year, the progress and attainment of pupil premium children will be analysed and levels of support to accelerate progress and close gaps will be tailored to need. This is changeable and we believe in the importance of flexible support at Pot Kiln primary school.

Provision

We have a range of provision in place to support children belonging to vulnerable groups, including those that are socially disadvantaged. This provision has the full support of the Governing Body. Provision will be outlined in the action plan and is specific to the current pupil need.

Reporting

It will be the responsibility of the Headteacher to produce regular reports for Governors on:-

- Progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- An outline of the provision that has been made since the last meeting
- An evaluation of the cost-effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to other forms of support

Each half term a working party-chaired by Tony Platt and Jenny Hines (Governors) will meet to ensure that the attainment and achievement of pupils who are entitled to pupil premium funding is in line with their non-pupil premium peers.

The Governors of the school will ensure there is an annual statement to parents and carers on how Pupil Premium funding has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils. This statement will be published on the school website and carried out within the requirements published by the Department of Education.

Appeals

Any appeals against this policy will be through the governor complaints committee.

Pot Kiln Primary School Context 2016/17

Key Facts:

IDACI*score 0.22 (0.17 cluster)

Disadvantaged pre 16 is 34.4% (21.6% cluster)

16.3% SEN compared to 9.5% in local school cluster

**Income Deprivation Affecting Children Index*

Source: Suffolk School Improvement Summary

Key Principles that underpin spending decisions:

- Building Belief
- Analysing Data
- Identification of Pupils
- Improving Day to Day Teaching
- Increasing Learning Time
- Individualising Support
- Going the Extra Mile
- Funding Priorities

Pot Kiln Primary School

Pupil Premium Funding, Objectives & Outcomes 2016/17 (April 2016-March 2017)

Pupil Premium Funding	
Total number of pupils on roll (<i>Spring Census 2016</i>)	294
Total number pupils eligible for pupil premium (includes FSM ever 6/post LAC/Serv Children))	96
FSM Ever 6 Amount received per pupil	£1,320
Post LAC Amount received per pupil	£1900
Service Children Amount received per pupil	£600
Total funding due	£127,160
25% received July 2016	£31,790
25% due October 2016	£31,790
25% due December 2016	£31,790
25% due March 2017	£31,790
Total due	£127,160

Action Plan and outcomes:

Target Group	Item	Cost	Objective	Impact/Outcome
PP Learners with additional wellbeing needs.	School Therapist	£27,156	To improve emotional well-being and resilience of targeted disadvantaged pupils. To improve progress and attainment. To improve overall school attendance.	<p>Summer outcomes 2016: At the start of long-term therapy 44% of pupils were identified as having a Special Educational Need (SEN). At the end of therapy that number decreased by three quarters to 11%</p> <ul style="list-style-type: none"> • 73% of pupils seen for long-term therapy were in receipt of Pupil Premium • 50% of Parents of pupils engaged in long-term therapy initially experienced their child's difficulties and negative behaviour as abnormal for their age. This reduced to 19% after therapy. • 62% of Teachers expressed the view that the pupil's behaviour was worrying or difficult before therapy, this reduced to 36% at the end of the academic year. • Pupils engaged in therapy saw a rise from 59% to 80% in their kind and helpful pro-social behaviour. <p>Academically following therapy:</p> <p>Reading: 45% of pupils exceeded in their learning goals by 6-16 steps.</p> <p>Mathematics: 56% of pupils exceeded in their learning goals by 6-16 steps.</p> <p>Writing: 67% of pupils exceeded in their learning goals by 6-16 steps.</p> <ul style="list-style-type: none"> • Pupils from every year group accessed the drop in facility. • 129 pupils accessed the drop in service between February and July 2016. 23% wanted to talk about difficulties they were experiencing at home and 24% wanted to talk about friendship difficulties. • All of the adults who accessed long term counselling experienced a meaningful increase in their wellbeing scores. • 100% of pupils age 10+ who undertook CORE assessments reduced in their Global Distress Score <p>School Attendance</p>

					Authorised Absences	Unauthorised Absences	Overall Attendance
				Spring 2016	3.4	1.0	95.6
				Summer 2016	3.3	1.0	95.7
				2015-16 overall	3.0	1.1	95.8
				Autumn 2016	2.2	0.8	97
				Spring 2017 (to 6.3.17)	3.8	1.0	95.2

Vulnerable pupils and families at risk of significant mental health issues

Pupil Psychotherapist /Adult Counsellor

£1,120

To improve emotional well-being and resilience of targeted disadvantaged pupils and families. To improve progress and attainment. To improve overall school attendance.

Impacts on Learning

End of Academic Year Achievements in Learning by Pupils in Therapy



Disadvantaged KS2 pupils who are at risk of not making expected progress.	PP Lead - HLTA	£16,958	To increase engagement in reading and reading widely. To ensure that pupils make at least accepted progress in reading. To improve attainment in reading.	<table border="1" data-bbox="1003 193 1460 981"> <thead> <tr> <th colspan="3">Reading Expected</th> </tr> <tr> <th>Year Group</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr><td>R</td><td>100</td><td>95</td></tr> <tr><td>1</td><td>71</td><td>90</td></tr> <tr><td>2</td><td>100</td><td>94</td></tr> <tr><td>3</td><td>100</td><td>96</td></tr> <tr><td>4</td><td>100</td><td>100</td></tr> <tr><td>5</td><td>94</td><td>91</td></tr> <tr><td>6</td><td>94</td><td>94</td></tr> <tr> <th colspan="3">Reading Accelerated</th> </tr> <tr> <th>Year Group</th> <th>PP</th> <th>Non PP</th> </tr> <tr><td>R</td><td>100</td><td>85</td></tr> <tr><td>1</td><td>57</td><td>68</td></tr> <tr><td>2</td><td>77</td><td>83</td></tr> <tr><td>3</td><td>88</td><td>74</td></tr> <tr><td>4</td><td>88</td><td>86</td></tr> <tr><td>5</td><td>77</td><td>73</td></tr> <tr><td>6</td><td>74</td><td>56</td></tr> </tbody> </table>	Reading Expected			Year Group	PP	Non PP	R	100	95	1	71	90	2	100	94	3	100	96	4	100	100	5	94	91	6	94	94	Reading Accelerated			Year Group	PP	Non PP	R	100	85	1	57	68	2	77	83	3	88	74	4	88	86	5	77	73	6	74	56	<p>Summer 2016: This table demonstrates rates of progress for disadvantaged pupils against non-disadvantaged pupils. Aside from Year 1, all disadvantages pupils made higher rates of progress when compared directly to their non-disadvantaged peers. When looking at accelerated progress, this is gain the case for all year groups other than Y1 and Y2.</p>
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All pupils	Learning Support	£63,133	<p>To improve outcomes for all children so that at least 85% of pupils are making expected progress.</p> <p>Maths attainment – To ensure that standards in maths rise so that outcomes for all groups of learners are more closely aligned with national expectations including higher attainers.</p>	<p>PROGRESS FOR ALL 2015-16: The table below demonstrates that in all year groups, across all subjects-other than reading and writing in Y1, more than 85% of pupils made expected progress.</p> <table border="1" data-bbox="929 343 2058 861"> <thead> <tr> <th colspan="2"></th> <th colspan="3">Expected</th> <th colspan="3">Above Expected</th> </tr> <tr> <th></th> <th></th> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>48</td> <td>96</td> <td>98</td> <td>94/94</td> <td>88</td> <td>84</td> <td>84/94</td> </tr> <tr> <td>Year 1*</td> <td>26</td> <td>84</td> <td>73</td> <td>92</td> <td>65</td> <td>23</td> <td>81</td> </tr> <tr> <td>Year 2</td> <td>31</td> <td>97</td> <td>87</td> <td>97</td> <td>81</td> <td>74</td> <td>90</td> </tr> <tr> <td>Year 3</td> <td>40</td> <td>95</td> <td>93</td> <td>88</td> <td>78</td> <td>78</td> <td>63</td> </tr> <tr> <td>Year 4</td> <td>30</td> <td>100</td> <td>100</td> <td>93</td> <td>87</td> <td>93</td> <td>90</td> </tr> <tr> <td>Year 5</td> <td>28</td> <td>93</td> <td>89</td> <td>79</td> <td>75</td> <td>75</td> <td>54</td> </tr> <tr> <td>Year 6</td> <td>35</td> <td>94</td> <td>91</td> <td>94</td> <td>63</td> <td>69</td> <td>83</td> </tr> </tbody> </table> <ul style="list-style-type: none"> NB: Year 1 measured on 4 steps + <p>MATHS ATTAINMENT</p> <p>In EYFS, 70% of boys, 82% of girls and 100% of disadvantaged children attained expected in Number.</p> <p>17.6% attained the exceeding standard.</p> <p>In Y2, 81% of pupils reached the expected standard compared to 73 nationally.</p> <p>In Y2 19% reached a greater depth compared to 18% nationally.</p>			Expected			Above Expected					Reading	Writing	Mathematics	Reading	Writing	Mathematics	Reception	48	96	98	94/94	88	84	84/94	Year 1*	26	84	73	92	65	23	81	Year 2	31	97	87	97	81	74	90	Year 3	40	95	93	88	78	78	63	Year 4	30	100	100	93	87	93	90	Year 5	28	93	89	79	75	75	54	Year 6	35	94	91	94	63	69	83
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				<p>In Y6 50% of pupils reached the expected standard compared to 70% nationally</p> <p>In Y6 6% reached a greater depth compared to 17% nationally.</p>								
EY pupils	Additional EY Support	£6,192	To improve outcomes for disadvantaged pupils.		Boys		Girls		PP		Non PP	
					Exp+ 2015	Exp+ 2016	Exp+ 2015	Exp+ 2016	Exp+ 2015	Exp+ 2016	Exp+ 2015	Exp+ 2016
				Reading	76	78	88	86	50	100	86	75
				Writing	47	65	88	79	50	100	63	63
				Number	71	70	88	82	63	100	81	65
				Shape, Space, Measure	76	74	88	78	63	100	86	68
				GLD	48	61	88	92	50	100	66.6	65
				<ul style="list-style-type: none"> The above data shows significant improvements in the attainment of the PP group. Overall the GLD has risen for all pupils. There has been an improvement in the attainment of boys as readers and writers The attainment gap between boys and girls is also narrowing. 								

All pupils	Primary Writing Project	£6,250	To raise attainment for writing for all pupils and close the attainment gap between disadvantaged and non-disadvantaged pupils.	<p>Outcomes have improved greatly for all children in writing.</p> <p>At the end of Reception, 65% of boys, 79% of girls and 100% of disadvantaged children reached expected in Writing.</p> <p>11.8% reached the exceeding standard.</p> <p>68% of Y2 reached the expected standard compared to 66% nationally</p> <p>13% of Y2 reached a greater depth in writing compared to 13% nationally</p> <p>83% of Y6 reached the expected standard in writing compared to 74% nationally</p> <p>33% of Y6 reached a greater depth in writing compared to 15% nationally</p> <p>The progress score in Y6 for writing was +2.8</p> <p>At the end of last year, the gap in writing between disadvantaged and non-disadvantaged pupils narrowed in Y1. Disadvantaged pupils in Reception attained higher than non-disadvantaged pupils. In other Year groups the gap widened.</p> <table border="1" data-bbox="1070 831 2051 1284"> <thead> <tr> <th>Year</th> <th>Summary of year</th> <th></th> </tr> </thead> <tbody> <tr> <td>R</td> <td>Gap Widened</td> <td>PP accelerating well.</td> </tr> <tr> <td>1</td> <td>Gap Narrowed</td> <td>12% narrowing of the gap.</td> </tr> <tr> <td>2</td> <td>Gap Widened</td> <td>Widened by 8%</td> </tr> <tr> <td>3</td> <td>Gap widened</td> <td>Widened by 14%</td> </tr> <tr> <td>4</td> <td>Gap Widened</td> <td>Widened by 34%</td> </tr> <tr> <td>5</td> <td>Gap Widened</td> <td>Widened by 32%</td> </tr> <tr> <td>6</td> <td>Gap Widened</td> <td>Widened by 6%</td> </tr> </tbody> </table>	Year	Summary of year		R	Gap Widened	PP accelerating well.	1	Gap Narrowed	12% narrowing of the gap.	2	Gap Widened	Widened by 8%	3	Gap widened	Widened by 14%	4	Gap Widened	Widened by 34%	5	Gap Widened	Widened by 32%	6	Gap Widened	Widened by 6%
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Disadvantaged pupils	Trip subsidy	£2,000	To provide opportunities for wider learning	<ul style="list-style-type: none"> 100% of disadvantaged pupils have accessed and participated in school trips, including residential. 																								

			experiences for pupils from disadvantaged backgrounds.	
Disadvantaged pupils	Breakfast Club	£5,660	To provide daily breakfast club provision for any disadvantaged pupils who wishes to attend. To provide a healthy start to the school day which meets the first tier of Maslow's hierarchy of need.	<u>Breakfast club Spring 2017</u> PP- 8 out of 31 chn. SEN- 1 chn 1 child is both PP and SEN. They are making expected progress in reading. In reading 62% made good or better progress. 7 just PP, 43% 3/7 good or better. In writing 44% made good or better progress. 7 just PP, 57% 4/7 good or better. In maths 65% made good or better progress. 7 just PP, 57% 4/7 good or better. 100% of pupils engaging with social care are entitled to attend breakfast club free of charge.
Disadvantaged pupils	Individual subsidies	£300	To support vulnerable pupils in their access to wider curriculum opportunities.	3 x Disadvantaged pupils who are talented gymnasts attend professional training regularly and have participated in county competitions. Y1/2 team reaching county finals in July 2017.
Disadvantaged pupils	Story telling lunches	£1,745	To increase knowledge and appreciation of wider authors and expose vulnerable children to the	<u>Storytelling club data Spring 2017</u> <ul style="list-style-type: none"> • PP- 29 out of 32 chn. • SEN- 12 out of 32 chn • 10 chn are both PP and SEN. 50% 5/10 making expected and above. • 19 just PP. 79% 15/19 made expected and above progress.

			pleasure of being read to. To further extend more able disadvantaged readers.	
Disadvantaged pupils	Swimming subsidies	£1,000	To provide access to regular swimming lessons and the opportunity to improve skills for disadvantaged pupils	<ul style="list-style-type: none"> • 100% of pupils accessing swimming lessons summer 2016. • 100% pupils making progress against steps to success.
KS1 & 2 disadvantaged pupils	Bug Club	£1,244	To support pupils with their online reading in order to accelerate progress. To increase regularity of reading. To further extend more able disadvantaged readers.	<u>Bug Club Spring 2017</u> PP- 78 out of 80 chn. SEN- 15 out of 80 chn. 15 chn are both PP and SEN. 60% , 9/15 made expected and above progress. 62 are just PP. 68% 42/62 made expected and above progress.

All pupils	Lunch Bunch	£1,215	To further support emotional well-being at vulnerable times	<table border="1"> <thead> <tr> <th>Class</th> <th>Autumn 1</th> <th>Autumn 2</th> <th>Spring 1</th> </tr> </thead> <tbody> <tr> <td>Cherry</td> <td>83.30%</td> <td>65.21</td> <td>73.91</td> </tr> <tr> <td>Holly</td> <td>95.80%</td> <td>86.95%</td> <td>82.61%</td> </tr> <tr> <td>Beech</td> <td>68%</td> <td>72%</td> <td>76%</td> </tr> <tr> <td>Willow</td> <td>84.61%</td> <td>80%</td> <td>58.33%</td> </tr> <tr> <td>Redwood</td> <td>60%</td> <td>50%</td> <td>56.66</td> </tr> <tr> <td>Oak</td> <td>77.78%</td> <td>74.07%</td> <td>92.30%</td> </tr> <tr> <td>Acer</td> <td>80.76%</td> <td>72%</td> <td>80%</td> </tr> <tr> <td>Baobab</td> <td>85.18%</td> <td>81.48%</td> <td>88.88%</td> </tr> <tr> <td>Cedar</td> <td>78.12%</td> <td>83.87%</td> <td>83.87%</td> </tr> <tr> <td>Hawthorn</td> <td>71.87%</td> <td>68.75%</td> <td>71.87%</td> </tr> <tr> <td>TOTAL</td> <td>78.02%</td> <td>73.13%</td> <td>76.31</td> </tr> </tbody> </table>	Class	Autumn 1	Autumn 2	Spring 1	Cherry	83.30%	65.21	73.91	Holly	95.80%	86.95%	82.61%	Beech	68%	72%	76%	Willow	84.61%	80%	58.33%	Redwood	60%	50%	56.66	Oak	77.78%	74.07%	92.30%	Acer	80.76%	72%	80%	Baobab	85.18%	81.48%	88.88%	Cedar	78.12%	83.87%	83.87%	Hawthorn	71.87%	68.75%	71.87%	TOTAL	78.02%	73.13%	76.31	Improved behaviour stats relating to colour changes in line with our behaviour policy.
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Targeted individuals	Educational psychologist	£561	To ensure the most vulnerable pupils and their families have access to expertise.	1 x visit this academic year to provide bespoke support. Spring 2 2017- Reading 4 steps-expected progress, writing 3 steps-below expected progress, Mathematics 4 steps-expected progress.																																																	

Disadvantaged pupils	Switch-on intervention	£1,845	To close the attainment gap in reading and writing between the disadvantaged and non-disadvantaged children through accelerated learning.	<u>Switch on</u> SEN- 3 out of 4 children PP- 1 out of 4 children Reading- 100% made expected progress Writing- 100% made expected progress. 1 child is new to school so no data.
	Total	£136,379		