

## Pupil Premium Report

2017 - 18

Pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and diminish the difference between them and their peers.

In the 2017 to 2018 financial year, schools received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1320 for pupils in Reception to Year 6

Schools will also receive £1900 for each pupil who has left local authority care because of 1 of the following:

- Adoption
- A special guardianship order
- A child arrangements order
- A residence order

This document outlines details of how the previous academic year's allocation (2017-18) was spent; as well as reviews the effect of this expenditure on the educational attainment of those pupils at our school in respect of whom grant funding was allocated.

- In school we had 137 pupils who were entitled to benefit from the additional funding (30%)
- 19 of those 137 pupils are at the EYF stage of education
  - 5 children were LAC
  - Therefore, during the academic year 2017-18 the school received **£185,245** of additional funds.

### There were two key objectives:

- Attainment in Literacy and Mathematics: to improve the outcomes for FSM pupils in Reading, Writing and Mathematics.
- Engagement: to improve curriculum engagement and academic achievement for eligible pupils

These were identified by careful analysis of pupil data in each year by means of NFER assessments and by pupil and staff surveys to identify attitudes to self and school

### Key areas where the allocation was spent:

This money is allocated to initiatives to ensure pupils reach their full potential, both academically and socially. This money was used to help provide for the following provision:

One to One and One to Two Tuition/ Booster Groups	This initiative supports children to reach their full potential in Mathematics and English. Support is delivered either during the school day by highly experienced teachers or HLTAs
Improved quality of first teaching.	By improving the quality of teaching across the school through the implementation nationally proven programmes (e.g. T4W, Mathematics Mastery, Sounds Write) we want to narrow the gap between pupils so that by the end of both key stages more pupils in receipt of the grant achieve the national expectations in all subjects. In doing this more children will reach their full potential as well as increase in confidence, resilience and developing a focus on learning skills. Likewise, the same rationale is applied for having a high ratio of adults to children in EYFS

Specialist Drama and Sports teachers	Our qualified drama specialist supports children to develop their listening skills, focus, self-control, confidence, and teamwork skills.
Intervention programmes	We run a wide range of intervention programmes across the school to support and accelerate progress in phonics, reading, writing, mathematics and social and emotional skills.
Subsidising extracurricular activities	We subsidise school trips, such as residential trip and day trips, to enhance the curriculum, ensure all children are able to participate and have the opportunity to experience new and challenging activities. We also subsidise swimming lessons and places for children at after school clubs every term. We work closely with families to ensure that financial barriers to participation are not an issue.

### **Barriers:**

Greenbank Primary School is located in Liverpool. It is a larger than average sized primary school where the proportion of pupils from ethnic minority backgrounds is above that found nationally. The levels of deprivation at Greenbank are considerably higher than national and the proportion of Pupil Premium pupils is considerably higher (GB Primary 30%, national 25%). Our pupils may start school with lower than average attainment and this can be coupled with limited language development and less well developed social skills. They may also have emotional and behavioural needs as well as academic ones that we need to support them to overcome. Through the use of our Pupil Premium Grant, we have developed a range of strategies to provide for our disadvantaged pupils, both in terms of supporting them academically as well as developing the 'whole' child so that they benefit from the opportunities provided.

### **Approaches and rationale:**

We have adopted a range of strategies to overcoming these difficulties which we have developed and refined over time so they now are embedded across the school. Sessions are offered every day to individuals and small groups across the school in reading, writing and maths support as well as interventions to meet emotional, social and behavioural needs. A thorough analysis is carried out to ascertain which children would benefit from each strategy we offer and priority is always afforded to these pupils. Our real strength however comes from working as a team to get to know each child as an individual and build a relationship with that child and their wider family. We then begin to deliver exactly what strategy each child needs to help them at that point in their education, acknowledging that the strategies and support will continually change over time. We recognise that often children may, initially, need help to meet social and emotional needs before they are ready to learn and progress academically. It is only when these needs have been acknowledged and supported can the children become fully receptive to the range of academic support we can offer.

Another strategy has been to support children in engaging in the wider aspects of school life – the opportunity to take part in clubs, trips and residential school journeys, providing a richness of experience. For children with low self-esteem and confidence, completing physical challenges at a residential centre can provide knowledge that they can overcome a number of barriers and make them more willing to persevere and take a challenge in the future. We also ensure we identify pupils with higher prior ability and ensure they are supported and challenged to maintain a high level of aspiration.

## **Impact of funding and lessons learned**

We monitor the impact through data analysis, observations in class, monitoring of interventions and pupil voice. From this monitoring we ensure that we deliver the right targeted support in a sequential manner so that we don't overload the children. Our whole school overview, tracks to ensure that no child is over looked but also that no child is receiving too much support at any one time which can become confusing and counter-productive. In this case we have to prioritise the main need but continually revisit and adapt and adjust support every half term. Our regular pupil progress reviews focus on delivery of support to those children in receipt of pupil premium funding. We track academic progress carefully but also discuss the wider needs and evaluate the impact of all strategies we have delivered. The progress of pupils is plotted by use of termly NFER testing in each key skill area.

### Foundation Stage:

- When our children have their first statutory assessment, there is clear evidence of very low levels of development for many of our 'Disadvantaged' children. This is evidence in that the 2016-17 results were 58% of 'Disadvantaged' children achieved a Good Level of Development compared to 75% of 'all' pupils. Through making the improvement of this a priority in 2017-18 for our PP children we have seen the gaps diminished and the impact of used funding. This is evidenced by, in 2018 PP children performing in-line with and in some areas better than their peers (PP achieving GDL = 80% and Non PP achieving GDL = 73.8%).

### Year 1 Phonics:

- The impact of our efforts to improve core literacy skills can be seen in the fantastic results in the Year 1 phonics test. In 2018, 85.2% of our children achieved the expected standard with 71.4% of our 'disadvantaged' children achieving the expected standard; higher than the results achieved by children nationally. Those Pupil Premium children who did not pass the check had the extra barrier of SEND, nevertheless intervention and support has been put in to place in year 2 for these children, so that they can succeed.

### Key Stage 1 results:

- In 2018, attainment for PP children across reading, writing and maths at the end of KS1 was either in-line with or above that of their peers and showed our PP children to be achieving higher than the results achieved by children nationally. Showing that the gap has been diminished and the impact of used funding in 2017-18.

### Key Stage 2 results

- In 2018 attainment for PP children across reading, writing and maths at end of KS2 did not do as well as Non Pupil Premium children in any area. The largest gap between PP and NON PP children was at the Expected Standard in Reading (-28.5%), Writing (-29.8%) and Maths (-28.5%) and GPS at the Higher Standard (-28.9%). The smallest gap between PP and NON PP was at the Higher Standard in RWM (-2%), Maths (-4.7%) and Reading (-6%). This means that the gaps in learning for our 'disadvantaged' pupils at the end of Yr 6 for these children was a large one and are not in line with the national expectations. These results are due to the fact that the majority of PP children in this cohort had the additional barrier to learning of SEN or EAL, as well as 4 children who joined Greenbank in the upper juniors not achieving ARE. Nevertheless, we feel that through the intervention programmes and a high adult to pupil ratio in Year 6 in 2018-19, that as a school we will turn this around for the good of our children.

The results for those eligible for the premium were:

- 45% achieving the combined expected standard in reading, writing and mathematics
- 54% reading expected level, 66% writing expected level and 54% maths expected level.

This will be taken into account when reviewing 2017-2018 spending and making plans for 2018-2019.

### **Lessons learned**

Whilst all our strategies had a positive impact for our children, there needs to be a tighter focus on monitoring and reviewing the interventions so that these practices ensure progress for all children, especially those in Yr 1 phonics, Yr 6 and the higher achievers across the school.

We shall be considering a six week monitoring process for all interventions which will make clear the starting points on entry into the intervention and measure the impact after six weeks.

There will be a renewed focus on children with SEND with specific reference on reading comprehension development.

In order to further develop quality first teaching we shall continue to emphasise EEF's 5 areas of development.

- High quality verbal feedback
- Learning mastery across all subjects
- Metacognition and raising children's self-awareness of their learning and thinking
- Reading comprehension
- Emotional learning by continuing to focus on developing children's feelings of self worth