



Pupil Premium Grant Expenditure **Report to Governors and Parents – September 2017**

What is Pupil Premium?

A Pupil Premium Grant is given to Chancellor Park Primary School to ‘narrow the gap’ between pupils eligible for free school meals, and their peers. The grant is used to support financially a number of key interventions and groups, which are established in the school. Examples of spending the grant this year include additional teaching assistant support in classes; specific need analysis-led interventions; 1:1 or small group support; social groups; and also part funding of school trips. Where pupils are already working at age-related expectation, and are making their expected progress, the grant is used to support accelerating pupil progress further through support and G&T groups.

This grant is used to support and enhance the provision which is already funded through the main budget for all our pupils.

Measuring the Impact of Pupil Premium and Next Review

The school will evaluate the impact for its pupils at the end of each term. Evaluation will include measuring pupils’ academic attainment and progress, in addition to gains in their social skills and self-confidence, which have been developed as a result of the interventions. The tracking will then inform the following term’s foci.

Our focus for Pupil Premium funding last year was to increase the number of children working at expected or above in Maths and English in all year groups, and to accelerate individual pupils’ progress in English and Maths, with particular attention to increasing the number of eligible Pupil Premium children meeting expectations.

The impact of the Pupil Premium Grant will be measured termly once the data from each year group has been collated. The next review date will be during the week beginning 11th December 2017.



Impact and Evaluation of Pupil Premium Spending – Academic Year 2016/17

Summary of Past Attainment Trends

Due to the implementation of the New Curriculum for Year 6 and the new style SATs testing, the data and progress measures are no longer comparable to previous figures. When evaluating results, we must also take into consideration the small number of Pupil Premium children in some classes, and the relative impact that this brings when analysing attainment and progress in terms of percentages.

Expected Standard

	Old Curriculum SATs			2014 Curriculum SATs					
	2014/15 Total 8 PP Children			2015/16 Total 8 PP Children			2016/17 Total 14 PP Children		
	PP Expected (Level 4)	Non-PP Expected (Level 4)	National Expected (Level 4)	PP Expected	Non-PP Expected	National Expected	PP Expected	Non-PP Expected	National Expected
Reading	88%*	95%	89%	88%*	100%	66%	93%	96%*	71%
Writing	75%	90%	87%	63%	91%	74%	79%	91%*	76%
Maths	75%*	95%	87%	75%	100%	70%	93%	98%	75%
SPaG	71%*	95%	80%	75%*	91%	72%	93%	91%*	77%

- *1 PP child disappplied (equates to 12%)
- *1 PP child disappplied (equates to 12%)
- *1 Non-PP EAL child disappplied (equates to 2%)

Our 2016/17 outcomes reflect that our PP Pupils achieved higher than all pupils Nationally in ALL KS2 SATs subjects, meaning the gap has completely closed.

High Standard

	Old Curriculum SATs			2014 Curriculum SATs					
	2014/15 Total 8 PP Children			2015/16 Total 8 PP Children			2016/17 Total 14 PP Children		
	PP Expected (Level 5)	Non-PP Expected (Level 5)	National Expected (Level 5)	PP High Standard	Non-PP High Standard	National High Standard	PP High Standard	Non-PP High Standard	National High Standard
Reading	50%	86%	48%	13%	52%	19%	29%	39%	25%
Writing	13%	53%	36%	13%	30%	Not Available	21%	30%	18%
Maths	25%	57%	41%	0%	26%	17%	14%	33%	23%
SPaG	63%	90%	56%	13%	48%	23%	21%	33%	31%



Summary of Past Progress Trends

Due to the implementation of the New Curriculum for Year 6 and the new style SATs testing, the data and progress measures are no longer comparable to previous figures. When evaluating results, we must also take into consideration the small number of Pupil Premium children in some classes, and the relative impact that this brings when analysing attainment and progress in terms of percentages.

Expected Progress

(2016/17 PROGRESS DATA NOT YET AVAILABLE)

	Old Curriculum SATs		2014 Curriculum SATs			
	2014/15 Total 8 PP Children		2015/16 Total 8 PP Children		2016/17 Total 14 PP Children	
	PP Expected Progress	Non-PP Expected Progress	PP Expected Progress	Non-PP Expected Progress	PP Expected Progress	Non-PP Expected Progress
Reading	63%	100%	75%	100%		
Writing	88%	100%	75%	100%		
Maths	75%	100%	75%	100%		

Accelerated Progress

	Old Curriculum SATs		2014 Curriculum SATs			
	2014/15 Total 8 PP Children		2015/16 Total 8 PP Children		2016/17 Total 14 PP Children	
	PP Accelerated Progress	Non-PP Accelerated Progress	PP Accelerated Progress	Non-PP Accelerated Progress	PP Expected Progress	Non-PP Expected Progress
Reading	38%	43%	75%	100%		
Writing	38%	24%	75%	100%		
Maths	38%	62%	75%	100%		



Summary of the Key Points

Attainment and Progress:

Reading

- In 2014/15 and 2015/16, 88% of Pupil Premium children achieved the expected standard (one PP child was disapplied in each cohort, meaning that the percentage was the highest possible, and therefore the gap was minimal). In 2016/17, this percentage rose to 93%, showing an upward trend.
- In 2014/15 and 2015/16, the 12% discrepancy due to the disapplied PP children meant that the gap between the percentage of PP and Non-PP children reaching the Expected Standard was as small as possible (without the disapplied SEN children, the PP attainment percentages would have been in line with the Non-PP attainment percentages). In 2016/17, the gap between the PP and Non-PP attainment in Reading had closed to 3%, meaning that PP achievement is now in line with Non-PP.
- Across the three years, the percentage of PP children achieving the Expected Standard rose from in line with National to 22% above National.
- Across 2015/16 and 2016/17, the percentage of PP children achieving the High Standard in Reading rose from 6% below National to 4% above National for those respective years. This was an overall increase of 16%, more than doubling the percentage of PP children achieving the High Standard.
- Across 2015/16 and 2016/17 the gap between PP and Non-PP children achieving the High Standard closed by 29%.
- Across 2014/15 and 2015/16, the percentage of PP children making expected progress rose from 63% to 75%, showing an upward trend.
- Across 2014/15 and 2015/16, the percentage of PP children making better than expected progress rose from 38% to 75%, showing that the percentage has almost doubled.

Writing

- In 2014/15, of the 5 PP children that had been in CPPS for their entire education, 80% made 3 levels progress during KS2 (accelerated progress). Of the further 3/8 PP children, who joined the school in KS2, 100% made accelerated progress since joining the school (an average of ½ level progress per year group).
- In 2015/16, only 50% of PP children were working at the expected level at KS1. This shows that the cohort were not strong at writing at KS1. This percentage increased to 63% working at the Expected Standard at KS2, showing accelerated progress.
- During 2015/16, 3/8 PP children joined the school in KS2.
- Across 2015/16 and 2016.17, the attainment gap between PP and Non-PP children decreased by 16%, showing an upwards trend. Although there is still a gap of 12% between PP and Non-PP, this can be explained, as there was 1 PP child, who joined CPPS in Year 6, who had not reached the expected level in KS1, and did not have time to make the progress needed to reach the Expected Standard. There were 2 further PP children who were only given a diagnosis of Auditory and Processing Delay in Year 6, and so support was not available to them in time. 1 further child was referred for assessment, but the referral process did not move quickly enough to give a diagnosis before SATs.
- As a result of the intensive support given to the Year 6 PP children through setting and interventions with the PP Manager, the PP children of 2016/17 were in line with National in Writing.
- In 2016/17, the percentage of children reaching the High Standard in Writing increased by 8%, meaning that the PP children were in line with National.
- The percentage of PP children making accelerated progress across 2014/15 and 2015/16 rose from 38% to 75%, showing that the percentage has almost doubled as a reflection of effective interventions.



Maths

- Across the three years, the percentage of children achieving the Expected Standard rose from in line with National (if the extra 12% for the disappled child had been possible) to 18% above National. This was an increase of 18%.
- Across 2014/15 and 2016/17 the PP children maintained a percentage of 75% achieving the Expected Standard. When this percentage is compared with the KS1 achievement data of the 2015/16 Year 6 cohort, we see that only 50% achieved the expected standard in KS1. This shows accelerated progress across KS2 for PP children in maths (50% up to 75%).
- In 2016/17 the percentage of PP children achieving the Expected Standard rose from 75% to 93% this shows an upwards trend.
- In 2016/17 the PP children achieving the Expected Standard were in line with the Non-PP children, and 18% above National.
- Between 2015/16 and 2016/17, the percentage of PP children reaching the High Standard rose from 0% to 14%, showing an upwards trend.
- The percentage of PP children making better than expected progress across the two years rose from 38% to 75%, showing that the percentage has almost doubled as a reflection of effective interventions.

SPaG

- Across the three years, the percentage of PP children reaching the Expected Standard rose by 22%.
- Across the three years the percentage of PP children achieving the Expected Standard increased from in line with National (if the extra 12% for the disappled child had been possible), to 16% above National.
- In 2015/16, the percentage of Non-PP children achieving the Expected Standard is in line with Non-PP children.
- Between 2015/16 and 2016/17, the percentage of PP children achieving the High Standard in SPaG has almost doubled (from 13% to 21%).
- Between 2015/16 and 2016/17, the gap between the percentage of PP and Non-PP children achieving the High Standard has closed by 23%.



Main Barriers to Learning 2017/18

Many of our pupils, currently eligible for Pupil Premium, also have additional barriers to learning. These stem from a range of issues, including auditory processing delays, developmental delays, speech and language difficulties, Autistic Spectrum Disorders, specific medical conditions, behavioural difficulties and social circumstances. Our pupils receive support with these needs, and this adds to the academic scaffolding put into place via the Pupil Premium Grant in order to accelerate their individual progress from their starting points.

Priorities for Academic Year 2017/18 to Address the Barriers

Following the Government's decision to remove levels and change the content of the National Curriculum, we now continue to look at the number of children reaching expected, or exceeding expectations for their year and to ensure they make at least expected progress.

Based on this year's Pupil Premium cohort, our priorities are:

- To accelerate individual pupil's progress in English and Maths.
- To further increase the number of children working at expected or above in Maths and English, in all year groups.



Pupil Premium Grant Expenditure Plan 2017/18

Overview of School

Number of Pupils and Pupil Premium Grant (PPG) Received	
Total number of pupils on roll	240
Total number of pupils eligible for PPG	24
Amount of PPG received per pupil	£1320
Total amount of PPG received	£31,680

Pupil Premium funding spending this year will include: The Pupil Premium Manager's half-termly data analysis time; teaching assistant support throughout the school; individual and small group interventions; one to one tuition for pupils; counselling; targeted parent workshops; speech and language support; ½ price trips; English/Maths Subject Leaders; and SENCo intervention support. The Pupil Premium Manager and class teachers will continue to review pupil progress and prioritise intervention support as necessary to address their needs.