

Pupil Premium Annual Report (July 2017)

Overview			
	2015/16	2016/17	2017/18
Number of pupils on roll (excluding nursery)	408	399	405
Number (and %) of pupils eligible for PPG	58 (14.2%)	52 (13.0%)	43 (10.6%)
Amount of PPG received per pupil	£1320 for children who have received FSM at some point in the last 6 years; £1400 for LAC (first £500 top sliced by LA for 'virtual school'), £1900 for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order; £300 for children who have been identified as service children at some point in the last 6 years		
Estimated allocation	£78,244	£80,243	£68,078
Confirmed allocation	£78,600 (+£356)	£68,340 (-£11,903)	£58,520 (-£9,558)
Although school makes a strategic plan based on the estimated allocation, contingency plans are in place so that even if the confirmed allocation proves to be less than the estimated allocation, the level of provision planned can still be delivered.			

Context statement

Although (compared to the national average) there are less children on roll at Sandal who we receive pupil premium funding for, a substantial number of these children and their families have significant needs. Over the last couple of years, school has responded to the changes within the community we serve and built more systems to support specific children and their families.

School also closely tracks the profile of disadvantaged children in each cohort carefully because there are significant differences in the types of learners in each cohort e.g. in some cohorts, there are a significant number of higher prior

attaining children compared to other cohorts so we adjust how we manage the provision for disadvantaged children accordingly.

Outcomes and impact assessment (16-17)

Data Analysis July 2017

Although the RAISEonline analysis of the 2017 data will not be available until October 2017 which means that the data cannot be fully compared to national standards until then, in-school analysis highlights that the overall attainment and progress of the children who are disadvantaged is likely to be at least in line with national expectations or higher (school uses a data programme called SPTO which allows us to compare our end of key stage results with the results from over 2,000 other schools).

End of KS1 data (based on SPTO averages)

Expected Standard+

90% of the disadvantaged children achieved at least the expected standard in reading (well above average). 100% of the children made expected progress (based on their attainment at the end of EY).

70% of the disadvantaged children achieved at least the expected standard in writing (above average). 100% of the children made expected progress (based on their attainment at the end of EY).

70% of the disadvantaged children achieved at least the expected standard in maths (average). 100% of the children made expected progress (based on their attainment at the end of EY).

GDS Standard

40% of the disadvantaged children achieved GDS in reading (very well above average). Only 10% of these children achieved exceeding at the end of EY.

31.7% of the disadvantaged children achieved GDS in writing (well above average)

20% of the disadvantaged children achieved GDS in maths (well above average)

End of KS2 data

Expected Standard+

76.9% of the disadvantaged children achieved at least the expected standard in reading (above average). However the children made below average progress (-2.1).

84.6% of the disadvantaged children achieved at least the expected standard in writing (well above average). In writing, the children made average progress (-1.2)
92.3% of the disadvantaged children achieved at least the expected standard in the GPS test (well above average).
76.9% of the disadvantaged children achieved at least the expected standard in maths (above average). In maths, the children made average progress (0.8)

GDS Standard

23.1% of the disadvantaged children achieved GDS in reading (above average)

7.7% of the disadvantaged children achieved GDS in writing (average)

23.1% of the disadvantaged children achieved GDS in maths (well above average)

School carefully tracks the progress of children who we receive pupil premium funding for (compared to their peers who school does not receive pupil premium funding for) based on their prior attainment. Children, who school receives pupil premium funding for, are prioritized for all additional provision across school.

Each child, who school receives pupil premium funding for, accesses a programme of additional provision (relevant to their specific needs) and the impact of this is measured at least termly (through provision mapping reviews and pupil progress meetings).

The family learning mentor also complements pastoral provision (which may be built into a child's provision) by delivering specific interventions or support to specific children, who school receives pupil premium funding for, and their families, across school. The impact of this work is overseen by class teachers and the Deputy Head Teacher for Inclusion.

The impact of the carefully crafted provision for children, who school receives pupil premium funding for, is evident through the positive end of key stage data. When concerns have arisen about the progress and attainment of specific children, who school receives pupil premium funding for, or groups of children, this has been addressed and new interventions or provision has been implemented.

Objectives (diminishing the difference)

Sandal Primary School is continuing to improve outcomes for disadvantaged children. RAISE online 2016 (KS1), indicates that the attainment of pupils who were disadvantaged at Sandal is broadly average (compared to the attainment of children who are not disadvantaged) in reading, writing and maths but analysis of the 2017 end of KS1 data highlights that the attainment of the disadvantaged children during the academic year 16-17 is now above average in many areas.

Overall, there has been no decline in the progress measures for data at the end of KS2 either. RAISE online 2016, indicates that the progress of children who were disadvantaged at Sandal was broadly average and this remains the same in 2017. A number of the disadvantaged children in the Y6 cohort (16-17) were high attaining children at the end of KS1 which means that although the attainment of the disadvantaged children was above average in many areas, the progress data (overall) remains average.

Detailed expenditure 2017/18								
Intervention strategy	New or continued?	Total allocation of PPG	Total no. of pupils involved	Target group(s) and cohort(s)	Objective	Intended outcomes	Monitoring & evaluation	Actual outcomes
Pre-teaching of new concepts (2 x sessions per week)	New	Average salary = £28 per hour (per year group in school) for 60 mins per week for 35 weeks £5,880	37	All children, who school receives pupil premium funding for, from Y1-Y6	All children, who school receives pupil premium funding for, are actively involved in lessons because they feel confident to share their ideas with their peers	Misconceptions are addressed prior to lessons and children, who school receives pupil premium funding for, make good progress in all lessons	Drop-ins to assess quality and impact of sessions, evidence in children's books, data analysis and pupil voice surveys.	

All children, who school receives pupil premium funding for, to have 1 x 30 minute 1:1 session with a member of staff every other week for reading, writing or maths.	New	Average salary = £14 per 30 minutes for 35 weeks per school year £19,110	39	All children, who school receives pupil premium funding for, from Rec - Y6	1:1 time to address misconceptions, consolidate understanding or, if appropriate, accelerate learning.	Children, who school receives pupil premium funding for, make better than expected progress through the curriculum	Drop-ins to assess quality and impact of sessions, evidence in children's books, data analysis and pupil voice surveys.	
Children, who school receives pupil premium funding for, prioritized for all interventions being delivered across school during morning registration and	Continued	On average, each child, who school receives pupil premium funding for, will receive 15 minutes of 1:1 support per week (on average £7 per child per week) e.g. a child	39	All children, who school receives pupil premium funding for, across school	Children, who school receives pupil premium funding for, are prioritized for additional provision so that any gaps in knowledge/ skills that would support a child to make better progress are built into their provision	Provision is further tailored, through additional provision, to meet the needs of children, who school receives pupil premium funding for.	Monitoring completed by class teachers which is overseen by the Inclusion Manager.	

<p>afternoons e.g. booster groups, speaking and listening groups, precision teaching, additional skills work (reading, writing, spelling, maths), Toe by Toe, Stareway to Spelling, Power of Two, FFT Wave 3, Addacus, memory games etc.</p>		<p>is in 3 x 30 minute small group interventions (with 6 x children in the group).</p> <p>£9,555</p>						
<p>Family Learning Mentor</p>	Continued	£16,320	<p>Potentially all children/ their families (dependent on need)</p>	<p>All children, who school receives pupil premium funding for, and their families have access (if</p>	<p>The pastoral needs of all children, who school receives pupil premium funding for, and their families (if appropriate) is supported so that the children</p>	<p>A key individual in school is responsible for supporting children and their families to improve the</p>	<p>Inclusion Manager oversees the impact of the work completed by the FLM.</p>	

				appropriate) to the FLM	fulfil their academic and social potential.	likelihood of children fulfilling their potential at school.		
Funded Oosh Club places, funded breakfast club places, 1:1 tuition (in or outside of school) e.g. music lessons, football coaching, contributions to/ paid educational visits/ residential visits	Continued	£6619	All children, who school receives pupil premium funding for, offered a funded breakfast and Oosh club place. Access to other provision dependent on child's needs.	All PP children from Rec-Y6	All children, who school receives pupil premium funding for, are supported to be in school on time, have a healthy breakfast and engage in play with their peers before the start of the school day. All children, who school receives pupil premium funding for, engage in the wider school community and have the opportunity to develop skills (outside of timetabled lessons	Children have the opportunity to develop friendships and skills outside of the timetabled school day	Inclusion manager oversees the impact of children, who school receives pupil premium funding for, being supported to participate in the wider life of the school.	

An additional teacher working in Y6 to increase personalisation of the Y6 maths curriculum for PP children	Continued	£8000	7	Y6	That 100% of the children, who school receives pupil premium funding for, in Y6 maths make at least above average progress from the end of KS1 and at least 85.7% achieve ARE	The children, who school receives pupil premium funding for, leave primary school with ARE maths skills which can be built upon during KS3 and improve the children's overall life chances	Monitoring completed by the assessment leader (Head Teacher)	
The DHT for Inclusion leading provision for children, who school receives pupil premium funding for, in school	Continued	£2,659	43 children	Children, who school receives pupil premium funding for, from Rec-Y6	To have a member of the SLT strategically leading pupil premium provision across school, leading provision arrangements and multi-agency working for specific children who are disadvantaged	All of the children, who school receives pupil premium funding for, fulfil their academic and social potential and are happy and	Monitoring completed by the Head Teacher.	

					and their families, liaising with relevant professionals outside of school and organising appropriate staffing arrangements for children, who are disadvantaged, and support for their families.	confident at school.		
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Next steps

At the end of KS2 (16-17), the disadvantaged children did not make (overall) good enough progress in reading. This academic year, the systems for supporting children's reading development both at home and at school will be reviewed for the disadvantaged children so that they are more closely aligned with the systems which are in place in KS1.

Analysis of what interventions have worked well in the past (in certain parts of school) e.g. pre-teaching is being rolled out across school to complement existing practice in all year groups.

QFT and additional provision needs to focus on ensuring that all of the higher prior attaining children, who school receives pupil premium funding for, convert to GD at the end of KS2. The progress of these children needs to be built upon throughout key stage 2 so that they demonstrate GD standards at the end of every academic year. Also, children, who school receives pupil premium funding for, who have the potential to achieve GD, need identifying

through the key stages so that their provision can be amended accordingly. Pupil progress meetings will focus on these children and how their progress can be supported throughout school.

Reporting to parents

The Pupil Premium Annual Report is available to read on the school website. Governing Body Meeting Minutes also highlight how governors hold school leaders to account with regards to the provision and progress of children who are disadvantaged.

Reporting to governors (how, what, when) & details of governor involvement

On every governing body meeting agenda, there is a standing item for the attainment, progress and provision for pupils who are disadvantaged. School has a named governor for children who are disadvantaged. This governor oversees provision and meets with a delegated member of the school's SLT to review the impact of provision.