



Evaluation of Impact of Pupil Premium Grant Expenditure 2016-2017

The Pupil Premium Grant is a Government funded grant for all schools in England, aimed at addressing underlying inequalities. It is allocated to children (from Reception age onwards) from families who are eligible for free school meals (FSM), and children looked after in local authority care. Schools are expected to use the funding to help close attainment gaps for eligible pupils; they are free to spend the Pupil Premium Grant as they see fit but will be accountable for how they have used the funding to support pupils from low income families. There is the expectation that schools will be able to demonstrate impact on the attainment of pupils eligible for the Pupil Premium.

Pupil Premium Grant (PPG) 2016/17
£217,080

PPG spending by item/project 2016/17

Item/project	Cost
Standards teacher (3.5 days)	£31,000
Two Learning Mentors	£55,000
TA to support medical needs and emotional well being	£30,000
Pastoral Director (Attendance, Family Support, Behaviour)	£47,000
Librarian to promote reading for pleasure (4 afternoons)	£6,000
Learning to learn programme (metacognition) for year 5	£1000
Attendance incentive programme	£1000
Pupil and School Support (SEN)	£2,250
Educational Psychologist	£3,167
Behaviour support from the City of Birmingham School	£3,030
Support for Pupils' emotional wellbeing / staff training – Big Community (1 day per week)	£12,000
Family Support – The Sweet Project	£3, 500
Software (Mathletics, Reading Bugs, Purple Mash, VLE)	£9,000
Wider opportunities music tuition / elective tuition	£2,120
Educational Visits Subsidy	£10,000
KS2 Homework Packs	£2000
Reading Scheme (lower school)	£7,500
Guided Reading resources	£7,500
Sensory Nurture Room refurbishment	£4,000
Community Sports Coaching and mentoring	£5,140
EAL Support	£1,679

Impact of Pupil Premium Spending 2016-2017

Standards Analysis Disadvantaged Pupils – KS2 2016

Mathematics

68% of disadvantaged pupils achieved expected standard compared with 58% of disadvantaged pupils nationally (+ 10%).

10% of disadvantaged pupils achieved the higher standard compared with 9% of disadvantaged pupils nationally (+1%).

The progress of disadvantaged pupils was equal to that of non-disadvantaged pupils -0.8%.

Of the 31 disadvantaged pupils, 9 were also SEND

Of the 22 disadvantaged pupils with no SEND:

82% of disadvantaged pupils achieved expected standard compared with 76% of non-disadvantaged pupils nationally (+ 6%).

14% of disadvantaged pupils with no SEND achieved the higher standard compared with 17% of all pupils nationally (-3%).

Average scaled score of disadvantaged pupils with no SEND was 104.6 compared with all pupils 103.8 and all pupils nationally: 103

A particularly high performing group was disadvantaged boys with no SEND (16 pupils):

- progress 0.6
- average scaled score 105.3 (all pupils nationally 103)
- 88% reached the expected standard compared with 76% of non-disadvantaged pupils nationally
- 19% reached greater depth standard which was in line with non-disadvantaged pupils nationally

Reading

The gap between disadvantaged and non-disadvantaged pupils achieving the expected standard was 9% smaller than the national gap.

68% of disadvantaged pupils achieved expected standard compared with 78% of non-disadvantaged pupils (10% gap)

Nationally, 53% of disadvantaged pupils achieved the expected standard compared with 72% of non-disadvantaged pupils (19% gap)

The percentage of disadvantaged pupils reaching the expected standard (68%) was 2% above all pupils nationally (66%)

Of the 31 disadvantaged pupils, 9 were also SEND

Of the 22 disadvantaged pupils with no SEND:

82% achieved expected standard compared with 89% of non-disadvantaged pupils with no SEND (- 6%).

Disadvantaged girls with no SEND (6 pupils) performed better than non-disadvantaged girls with no SEND:

	D girls with no SEND	N-D girls with no SEND
Progress	+ 1.09	+0.10
% reaching expected standard:	100%	92%

Writing

The gap between disadvantaged and non-disadvantaged pupils achieving the expected standard was 9% smaller than the national gap.

81% of disadvantaged pupils achieved expected standard compared with 87% of non-disadvantaged pupils (-6%)

Nationally, 64% of disadvantaged pupils achieved the expected standard compared with 79% of non-disadvantaged pupils (-15%)

The percentage of disadvantaged pupils reaching the expected standard (81%) was 7% above all pupils nationally (74%)

Of the 31 disadvantaged pupils, 9 were also SEND

Of the 22 disadvantaged pupils with no SEND:

100% achieved expected standard compared with 94% of non-disadvantaged pupils with no SEND (+6%).

The progress of disadvantaged pupils with no SEND (+0.65) was also better than that of non-disadvantaged pupils with no SEND (-1.18)

Disadvantaged girls with no SEND (6 pupils) performed particularly well in writing:

		(All pupils nationally)
Progress	+2.02	0.0
% reaching expected standard:	100%	74%
% reaching greater depth standard:	17%	15%

English, grammar, punctuation and spelling

81% of disadvantaged pupils achieved expected standard compared with 78% of non-disadvantaged pupils nationally (+3%) and 61% of disadvantaged pupils nationally (+20%).

The average scaled score of disadvantaged pupils was 104.2, in line with all pupils nationally (104).

16% of disadvantaged pupils reached greater depth standard, 2% above all disadvantaged pupils nationally (14%)

Of the 31 disadvantaged pupils, 9 were also SEND

Of the 22 disadvantaged pupils with no SEND:

100% achieved expected standard compared with 78% of non-disadvantaged pupils nationally (+22%).

23% achieved greater depth standard which was in line with all pupils nationally (23%).

Disadvantaged girls with no SEND (6 pupils) performed particularly well in EGPS:

(All pupils nationally)

Average scaled score	108	104
% reaching expected standard:	100%	73%
% reaching greater depth standard:	33%	23%

Reading, Writing and Maths combined

The percentage of disadvantaged pupils achieving the expected and greater depth standard in reading, writing and maths was in line with the percentage of all pupils nationally achieving these standards.

Reading, writing and maths achieving the expected standard combined:

Disadvantaged pupils school	Disadvantaged pupils nationally	All pupils nationally
52%	39%	53%

Reading, writing and maths achieving the higher standard combined:

Disadvantaged pupils school	Disadvantaged pupils nationally	All pupils nationally
3%	2%	5%

Standards Teacher

The standards teacher, Mrs Poole delivers high quality intervention in years 5 and 6. She works along-side the class teachers, supporting quality first teaching and providing targeted support for pupils. Mrs Poole's work has had a profound impact on the progress and attainment of disadvantaged pupils in all subjects.

Personal Development, Behaviour and Welfare

A significant barrier to learning for many of our disadvantaged pupils is caused by social and emotional needs and so the work of our Pastoral Head in supporting families; promoting good attendance and leading the Pastoral team in providing emotional support and therapy is crucial to ensure our disadvantaged pupils are able to attend school every day and thrive in their learning and social development.

Attendance

Attendance 2015-2016 (RAISEonline)

	% of sessions missed due to overall absence		% of persistent absentees absent for 10% of sessions or more	
	School	National average for primary schools	School	National average for primary schools
All	3.3	3.9	5.5	8.8
FSM	4.0 (-1.2)	5.2	6.4 (-8.7)	15.1
NFSM	2.5	3.4	3.7	6.2

Attendance 2017 (September 2016 to March 2017)

	% of sessions missed due to overall absence		% of persistent absentees absent for 10% of sessions or more	
	School	National average for primary schools	School	National average for primary schools
All	3.0	3.9	6.1	8.8
FSM	3.4 (-1.8)	5.2	-	15.1
NFSM	2.5	3.4	-	6.2

In spring 2017 disadvantaged pupils' attendance was 1.8% above disadvantaged pupils nationally – this has had a huge impact on their learning.

Family Support

As Lead DSL, The Pastoral Head supports a high number of pupils and families in sourcing and signposting support from external agencies. Her case load is wide and varied as we serve a community with a high level of need and deprivation, however the impact of her support has been instrumental in supporting children and families.

Impact from use of pupil premium to purchase support from outside agencies

The Sweet Project effectively supported 12 children/families across the school and the Big Community provided an Art Therapist to support the emotional well-being of identified children. Unfortunately, The Big Community went into Liquidation after Christmas and the school has been working to recoup its losses.

Rise Coaching and Mentoring:

Vulnerable pupils receive support and mentoring from a sports coach/mentor during lunchtime sessions plus in 1:1 mentoring sessions during the afternoon. This has had a positive impact on pupils' self-esteem and has also provided invaluable support during lunchtimes at period when some pupils find managing their behaviour more challenging.

Nurture Groups

The Senior Learning Mentor oversees our nurturing programme, delivering group sessions lasting six weeks on anger and behaviour management and social skills. Class teachers identify pupils they feel would benefit from this intervention and complete a questionnaire called SNAP B, which generates a diagnostic report identifying the areas of need. This process is repeated at the end of the six week session to evaluate impact and plan next steps.

Behaviour Support

The Pastoral team have implemented a new behaviour programme with an emphasis on de-escalation and encouraging restorative behaviour, resulting in a significant reduction in the occurrence of challenging behaviour.

Behaviour support and Thrive – is led by Miss Cahill, Learning Mentor, who is the key worker for 15 children. Since Thrive has been introduced, there has been a significant reduction in the number of fixed term exclusions and internal exclusions – pupils who are having

difficulty with managing their behaviour in class are now effectively supported and reintegrated more successfully into class.

We have also used pupil premium to purchase support from the City of Birmingham School, through its Outreach programme. This support has been directed at specific pupils and has had a positive impact on helping them to manage their behaviour more successfully and at the whole school in providing training in behaviour management for NQTs and in supporting school leaders in reviewing our behaviour policy.

Wider Opportunities Music Tuition – Year 4

Pupil premium is used to fund the Wider Opportunities Music programme for all year 4 pupils, in which they receive weekly music tuition in playing a musical instrument which are allocated the to take home for the year and to practice with. Pupils showcase their musical skills in a Concert at the end of the summer term and have the opportunity to continue with tuition at a subsidised rate in years 5 & 6.

Educational Visits

We believe passionately in the value of providing all our children with the opportunity to enrich and ignite their learning through educational visits linked to their topics. Pupil premium has enabled us to subsidise the costs of such visits, making them accessible to all.

We also use pupil premium to subsidise the cost of our residential visits to Northern France and to Condover Hall in Shropshire. These visits have had an enormous impact on pupils' learning and social and emotional development.

Reading

We used a large proportion of pupil premium funding to purchase new guided reading resources, a lower school reading scheme and to employ a librarian for four afternoons a week to work with disadvantaged pupils in promoting reading for pleasure. The pupils across the school now have access to new reading materials of a wider variety of genres. Reading now has a much higher profile in our school and standards in reading have risen, both at KS2 and in years 3-5.

Brainology

Pupil premium funds 'Brainology', an online metacognition course which year 5 follow. The impact of this is evident in year 6 when pupils display increased resilience and perseverance.

Subscriptions to Mathletics, Reading Bugs & Purple Mash

All pupils have a personal subscription to Mathletics, Reading Bugs and Purple Mash, giving them access to online learning both at home and in school. Weekly awards are given to the highest points scored on Mathletics and many children – particularly boys – enjoy reading the E-books their teachers choose for them. Pupils without access to the internet at home are provided with additional opportunity in school.

Support for Pupils with SEND

Pupil Premium is used to supplement the notional SEN budget in purchasing a high level of support from external agencies such as the Educational Psychologist and Pupil and School Support. We also used pupil premium to install a sensory room to support pupils with sensory needs.

EAL support

We have seen a large increase in the percentage of pupils requiring additional support with learning English as an additional language and pupil premium has enabled us to purchase new resources and pay for a teaching assistant to deliver interventions which has greatly improved support for these pupils, enabling them to access the curriculum much sooner and integrate with other pupils more easily.