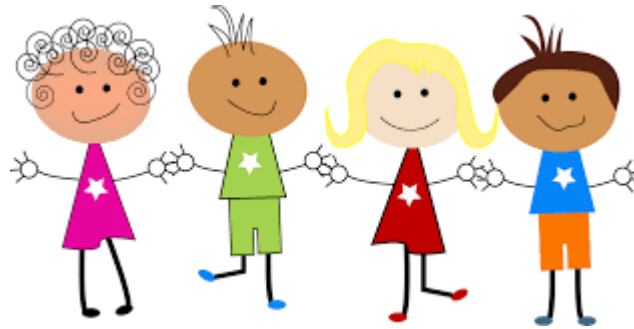


PUPIL PREMIUM GRANT

At Parsloes Primary School we have a shared philosophy of equality of opportunity and experience for all. Our core values of being respectful, understanding, positive and aspirational, underpin all we do.

We strive to ensure that our children are given every opportunity to realise their full potential regardless of background. Everyone is given a chance to succeed.

Our key objective is to use the Pupil Premium Grant to narrow the gap between pupil groups and eliminate any barriers to learning.



What is Pupil Premium Funding?




Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children, who are vulnerable to possible underachievement. These include children who receive free school meals; those looked after by the local authority and the children of armed service personnel. It is provided in order to narrow the attainment gap between those from disadvantaged and more affluent backgrounds.

We use data analysis to identify where gaps need to be narrowed and have a clear aim for what is to be achieved from an intervention. The impact of this is then analysed to make sure it is effective and to see how it could be improved.

Our Pupil Premium Grant 2015-2016

Number of pupils and pupil premium grant (PPG) received	(Figures from January 2015 census)
Total number of pupils on roll	576
Total number of pupils eligible for PPG	179
Total amount of PPG received	£243,720

Objectives for Pupil Premium Spend 2015 - 2016

	<u>Monitoring of progress and attainment</u> - Termly pupil progress meetings to review and evaluate the progress and attainment of pupil premium pupils from EYFS to Y6.
	<u>Staff Development</u> - To ensure quality first provision for all through an evaluative coaching cycle and lesson studies based on in house action research to develop staff (led by aspects identified from internal monitoring).
	<u>Closing the attainment gap</u> - To support pupils identified through internal tracking who are not making the required progress or are below age related expectations through interventions led by skilled staff; using engaging and researched resources such as 1 st class@number, Project X, etc.



Attendance and social/emotional development - To support pupils identified through internal tracking who are below expectations in attendance. To improve attendance of pupils.



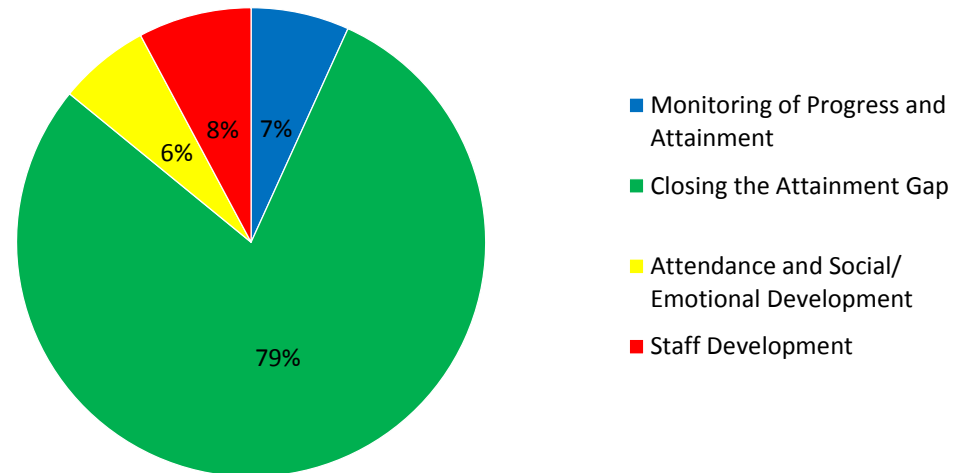
Closing the attainment gap - To narrow the attainment gap by the deployment of tutors and extra teachers.

Research behind the Pupil Premium Fund spend

2015-2016 Pupil Premium Spend

TEACHING & LEARNING TOOLKIT TOPIC	COST	EVIDENCE	IMPACT
Meta-cognition and self-regulation	£ 2 2 2 2 2	🔒🔒🔒🔒🔒	+8 months
Feedback	£ 2 2 2 2 2	🔒🔒🔒🔒🔒	+8 months
Oral language interventions	£ 2 2 2 2 2	🔒🔒🔒🔒🔒	+5 months
Homework (Secondary)	£ 2 2 2 2 2	🔒🔒🔒🔒🔒	+5 months
One to one tuition	£ £ £ £ £	🔒🔒🔒🔒🔒	+5 months
Mastery learning	£ 2 2 2 2 2	🔒🔒🔒🔒🔒	+5 months
Early years intervention	£ £ £ £ £	🔒🔒🔒🔒🔒	+5 months
Collaborative learning	£ 2 2 2 2 2	🔒🔒🔒🔒🔒	+5 months
Peer tutoring	£ 2 2 2 2 2	🔒🔒🔒🔒🔒	+5 months
Reading comprehension strategies	£ 2 2 2 2 2	🔒🔒🔒🔒🔒	+5 months

2015 - 2016 Pupil Premium Spend Overview



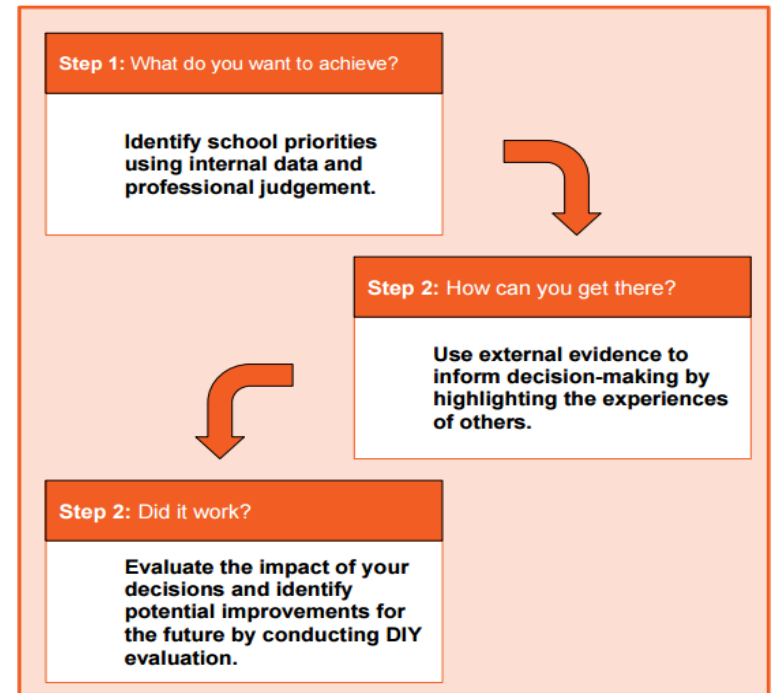
Recent research using the EPPSE dataset for the Sutton Trust (<http://www.suttontrust.com/researcharchive/background-to-success/>) has shown that there are differences in outcomes for different groups of students and illustrate the powerful role of background factors such as gender, ethnicity and disadvantage in shaping educational outcomes, success and educational futures.

At Parsloes Primary School, the use of Pupil Premium Fund needs to be carefully considered to make an impact on challenging the generalisations of outcomes for vulnerable groups of pupils in terms of lifelong learning. This in turn will result in higher attainment and a reduction in the barriers to learning.

Using the EEF toolkit (<https://educationendowmentfoundation.org.uk/toolkit/>) and the project reports means that Parsloes Primary can use proven methods to ensure the funding spent makes the maximum impact on pupils.

Pupil Premium Grant Cycle

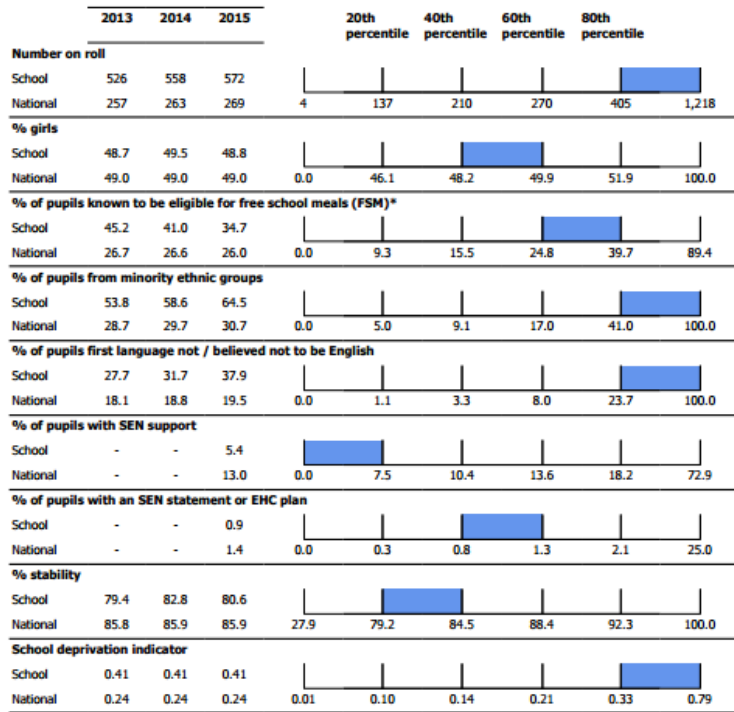
Parsloes Primary School follows this cycle in terms of Pupil Premium Fund spend.



- The internal and end of key stage data is analysed regularly to identify areas where pupils eligible for the funding are vulnerable compared to national and non pupil premium fund eligible pupils.
- Research and CPD is regularly undertaken from a variety of sources. The EEF toolkit and Sutton Trust websites alongside The key for School Leaders contain a wealth of information from a national baseline. Regular pupil premium fund updates are attended, both locally and nationally, to ensure the school up to date with current research and the initiatives being used. As an outward looking school, local and national schools (such Ardleigh Green Junior School in Havering), where the pupil premium fund has successfully been used are also used as case studies for the funding allocation.
- Pupil Progress meetings are held once each term and discusses the progress and attainment of all pupils, alongside measuring the impact of interventions for target pupils selected. All interventions have a sessional log ensuring the leader of the intervention is held to account for interim progress. The overall analysis is completed at the end of the academic year for each element of pupil premium spend. This is colour coded for impact in terms of cost efficiency, numbers of pupils impacted upon and attainment gain.

Analysis of Pupil Premium Information 2014/2015

School Context Information (taken from 2015 Raise Online – 2016 due to be released October 2016)



Parsloes Primary School is a larger than average school. It has a broadly in line with national for % of girls. Parsloes Primary School has a significantly larger % of FSM eligible pupils compared to national schools, and signs are that this is reducing significantly recently. The % of pupils from minority ethnic groups is over double the average. As a school, the number of EAL pupils is significantly above national. The number of pupils with SEND support is significantly below average. The stability of the school is below the national averages. The deprivation indicator of the school is significantly higher level of deprivation than seen nationally.

Pupil Premium Context

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Totals
Care Order	Not In Care	13	19	21	35	24	29	141
EAL	EAL	3	6	2	9	4	7	31
	Non-EAL	10	13	19	26	20	22	110
Ever FSM	Ever-FSM	13	16	20	35	24	29	137
	Never-FSM		3	1				4
FSM	FSM	8	11	11	15	8	13	66
	Non-FSM	5	8	10	20	16	16	75
Gender	Female	3	7	7	19	10	11	57
	Male	10	12	14	16	14	18	84
Minority Ethnic	Minority Ethnic	5	11	9	13	13	13	64
	Non Minority Ethnic	8	8	12	22	11	16	77
SEN	Education, health and care (EHC) plan							0
	No Special Provision	11	17	17	29	20	23	117
	SEN Support	2	2	4	5	4	6	23
	Statement				1			1
Ethnicity	02Any Other Ethnic Group		1					1
	02Asian or Asian British-Any Other Asian		1				1	2
	02Asian or Asian British-Bangladeshi	1		2			1	4
	02Asian or Asian British-Indian		1					1
	02Asian or Asian British-Pakistani		1					1
	02Black or Black British-African		6	2	6	4	7	25
	02Black or Black British-Caribbean			1		2		3
	02Mixed-Any Other Mixed Background			1	1	2	1	5
	02Mixed-White And Asian						1	1
	02Mixed-White And Black African	1		1	2	3		7
	02Mixed-White And Black Caribbean	1	1	1	1	1		5
	02White-Any Other White Background	1			3	1	2	7
	02White-British	8	8	12	22	11	16	77
	02White-Irish	1						1
02White-Traveller Of Irish Heritage			1				1	



5 EYPP Pupils (Nursery)

Care Order	Not in Care	5
English as an Additional Language	EAL	1
	Non-EAL	4
Gender	Female	3
	Male	2
Minority Ethnic	Minority Ethnic	2
	Non-Minority Ethnic	3
SEN	No Special Provision	4
	SEN Support	1
Ethnicity	02Asian - Any Other Asian	1
	02Mixed-White And Black Caribbean	1
	02White-British	3

14 Ever FSM pupils (Reception)

Care Order	Not in Care	14
English as an Additional Language	EAL	4
	Non-EAL	10
Gender	Female	6
	Male	8
Minority Ethnic	Minority Ethnic	6
	Non-Minority Ethnic	8
SEN	Education, health and care (EHC) plan	1
	No Special Provision	9
	SEN Support	4
Ethnicity	02Asian or Asian British-Bangladeshi	1
	02Black or Black British-African	3
	02Mixed-White And Asian	1
	02Mixed-White And Black African	1



Key points from context of Pupil Premium

- Year 5 and 6 have the highest proportion of Pupil Premium pupils
- The girl/boy ratios for PP alter in each Year group (although there are more male pupils who are eligible for the pupil premium), therefore provision will need adapting accordingly.
- As current FSM uptake pupils often have greater needs for attainment and progress, this is a larger % in Y6, Y3 and Y4
- Majority of children who are disadvantaged are Non EAL.
- EAL is an issue to be investigated further into y2 and 4 and these pupils are also pupil premium
- Y3 and 6 pupil premium pupils are also higher in the representation of SEND
- Black African and White British are the largest ethnic groups represented by pupil premium pupils
- In Nursery and reception – higher proportion of girls receiving FSM than rest of the school.
- High proportion of SEND children in Reception.



Attendance

Whole School Attendance Years 1-6 2013/2014 = 95.6%

Whole School Attendance Years 1-6 2014/2015 = 96.3%

Whole School Attendance Years 1-6 (FSM) 2013/2014 = 94.4% (National average 94.9%)

Whole School Attendance Years 1-6 (NFSM) 2013/2014 = 96.8%

Whole School Attendance Years 1-6 (FSM) 2014/2015 = 93.6% (National average 94.7%)

Whole School Attendance Years 1-6 (NFSM) 2014/2015 = 96.4%

Persistent Absentees Years 1-6 2013/2014 = 1.3 %

Persistent Absentees Years 1-6 (FSM) 2014/2015 = 8.6%

Whole School Persistent Absentees Years 1-6 2014/2015 = 5.6%

Persistent Absentees Years 1-6 (FSM) 2014/2015 = 12.2%

Attendance at Parsloes has decreased over the last academic year and it is still below national. FSM attendance remains a key priority as although the whole school attendance is above national, FSM pupils show a wide gap in their attendance. Their attendance in the last academic year shows that they are below the school average attendance. 12.2% of FSM were persistent absentees in 2014/2015.

Actions:

- **To improve the attendance of FSM pupils to be in line with national for FSM and narrow the gap with NFSM pupils in school**
- **To drastically reduce the number of FSM persistent absentees in regards to national average and compared to the NFSM.**



EYFS

	Cohort	School GLD	National GLD
FSM	13	46%	52%
Non FSM	75	67%	69%

The Pupil Premium analysis shows that in most areas PP are significantly below Non Pupil Premium children with the exception of Physical Development where attainment is much closer.

The broadest gaps in attainment are: CLL, Literacy and Maths.

Actions:

- **PP fund needs to narrow the gap between FSM and NFSM within school and raise FSM in line with National FSM.**
- **The focus on this will be on: improving quality first provision for EYFS, providing interventions and removing barriers to accelerate progress made by Pupil Premium children and narrow the gap.**



Phonics

Groups	School 2014 NA=74%	National 2014	School 2015	National 2015
All pupils 79	71%	74%	84%	77%
Disadvantaged pupils 22	46%	63%	91%	66%
Other pupils 57	82%	78%	81%	80%

This data indicates that for the current y2 (2015 data), disadvantaged pupils performed well compared to other pupils. Disadvantaged pupils sit significantly above the national percentage with other pupils broadly in line.

Actions:

- **Maintain the provision which allows disadvantaged pupils to close the gap with others.**



Key Stage 1

Summary Analysis

	<u>Performance of all pupils n = national</u>	<u>Performance of Pupil Premium Fund eligible pupils</u>	<u>Performance of non Pupil Premium fund eligible pupils</u>	<u>Trends</u>
<u>% Achieved in L2B+ Reading</u>	80% (N= 82%)	63% (N= 72%)	88% (N= 86%)	Disadvantaged pupils performed below the national for their group. Other pupils performed slightly above the national for their group. The gap between the two groups in school is significant.
<u>% achieving level 2B+ Writing</u>	57% (N = 72%)	41% (N = 59%)	65% (N = 77%)	Disadvantaged pupils performed below the national for their group. Other pupils performed below the national for their group. The gap between the two groups in school is significant.
<u>% achieving L2B+ Maths</u>	86% (N = 82%)	74% (N = 71%)	92% (N = 85%)	Disadvantaged pupils performed slightly above the national for their group. Other pupils performed above the national for their group. The gap between the two groups in school is significant.



Actions:

To raise the attainment of disadvantaged pupils to perform at least in line with national and close the in school gap in Reading and Writing.

To close the in school gap for disadvantaged pupils in Maths.

KS2**Summary Analysis**

	<u>Performance of all pupils n = national</u>	<u>Performance of Pupil Premium Fund eligible pupils</u>	<u>Performance of non Pupil Premium fund eligible pupils</u>	<u>Trends</u>
<u>% Achieved in L4B+ Reading</u>	85% (N= 80%)	84% (N= 71%)	86% (N= 85%)	Disadvantaged pupils performed above the national for their group. Other pupils performed broadly in line above the national for their group. The gap between the two groups in school isn't significant.
<u>% achieving level 4+ Writing</u>	79% (N = 87%)	72% (N = 79%)	86% (N = 90%)	Disadvantaged pupils performed below the national for their group. Other pupils performed below the national for their group. The gap between the two groups in school is significant.
<u>% achieving L4B+ Maths</u>	74% (N = 77%)	76% (N = 67%)	71% (N = 82%)	Disadvantaged pupils performed above the national for their group. Other pupils performed below the national for their group. The disadvantaged pupils out perform their peers.



<u>% achieving L4B+ GPS</u>	79% (N = 73%)	80% (N = 62%)	79% (N = 78%)	Disadvantaged pupils performed significantly above the national for their group. Other pupils performed broadly in line with the national for their group. The gap between the two groups in school isn't significant.
<u>% achieving L4+ Combined</u>	79% (N = 80%)	72% (N = 70%)	86% (N = 85%)	Disadvantaged pupils performed slightly above the national for their group. Other pupils performed broadly in line with the national for their group. The gap between the two groups in school is significant.

Actions:

To raise the attainment of disadvantaged pupils to perform at least in line with national and close the in school gap in Writing.

To close the in school gap with combined at ARE.



KS2 Progress

Closing the Gaps at Key Stage 2

Value Added						
Overall	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged pupils	29	99.5	29	100.3	23	100.1
Other pupils	27	101.2	26	101.4	27	100.6
Mathematics						
Disadvantaged pupils	29	99.7	29	100.7	23	100.5
Other pupils	27	101.6	26	102.0	27	100.9
Reading						
Disadvantaged pupils	29	99.8	29	101.2	23	100.7
Other pupils	27	102.2	26	101.8	27	101.4
Writing (TA)						
Disadvantaged pupils	29	98.8	29	98.3	23	98.8
Other pupils	27	99.3	26	99.6	27	99.4

Reading – Less disadvantaged pupils make expected progress than other pupils and perform above national.

Writing - – Less disadvantaged pupils make expected progress than other pupils and perform broadly in line with national.

Maths - Less disadvantaged pupils make expected progress than other pupils and perform above national.

Actions:

To track and monitor all disadvantaged pupils to ensure they make at least expected progress.



Annual Pupil Premium Spend Plan 2015-2016

	Focus	Barriers to learning	Desired outcomes	Success Criteria	Strategies	Evaluation	Estimated cost
Monitoring of attainment and progress.	External review showed that the school was not using data effectively to track disadvantaged pupils.	Teachers were not able to identify disadvantaged pupils who were not making progress therefore disadvantaged pupils were not getting differentiation in quality first teaching and Senior leaders could not strategically plan.	Improve differentiated and targeted learning for disadvantaged pupils, resulting in an increase in disadvantaged pupils' attainment and progress across the school to narrow the gap.	Gap in attainment is closed in Reading, Writing and Maths. All disadvantaged pupils make expected progress.	Pupil Progress meetings which focus on attainment and progress of pupils. Sharing of data with all stakeholders to raise the profile and understanding of disadvantaged pupils' attainment and progress.		£15, 000
	School to validate through external review that the use of the Pupil Premium procedures are positively impacting to overcome barriers for disadvantaged pupils.	School was not able to review the impact of the procedures for disadvantaged pupils. This resulted in Senior leaders not being able to monitor and track the attainment and progress of disadvantaged pupils.	Procedures positively impact on overcoming barriers, resulting in an increase of attendance, progress and attainment.	Gap in attainment is closed in Reading, Writing and Maths. All disadvantaged pupils children make expected progress. Increase of attendance for disadvantaged pupils.	External review to involve key stakeholders including SLT and governors to ensure consistency in understanding of procedures. Pupil Premium link governor appointed to hold SLT to account for the procedures.		\$500



	School to use a tracking system to effectively monitor the impact of interventions and allocated funding.	Teachers were not able to identify disadvantaged pupils children who were not making progress therefore disadvantaged pupils were not getting interventions when needed to close the gap between their peers.	Regularly monitor the impact of interventions to ensure disadvantaged pupils are making more than expected progress.	Gap in attainment is closed in Reading, Writing and Maths. All disadvantaged pupils make expected progress.	Pupil Progress meetings which focus on attainment and progress of pupils. Interventions reviewed every 6 weeks to ensure children are making more than expected progress.		\$500
	School to implement standardised termly assessments to analyse areas of personal strength and weakness of individual pupils.	Teachers were not confident in analysing strength and weaknesses for individual pupils and groups of pupils. As a result of this disadvantaged pupils were not getting differentiation in quality first teaching.	Improve differentiated and targeted learning for disadvantaged pupils, resulting in an increase in disadvantaged pupils' attainment and progress across the school to narrow the gap.	Gap in attainment is closed in Reading, Writing and Maths. All disadvantaged pupils make expected progress.	Standardised tests used will identify areas of strength and weakness for each child. This will aid in teachers gap analysis and teaching to gaps.		£1350
Attendance/ Social Emotional development	Disadvantaged pupils attendance is significantly below national and PA (persistently absent) is	Children with poor attendance are less likely to reach ARE at the end of each year and access other	Attendance of disadvantaged pupils to improve at least in line with national (94.6%). PA to decrease to in line with national (5.4%)		Incentives and rewards Monitoring of attendance.		£16, 080



	significantly above the national or disadvantaged pupils.	Pupil premium funding and provision.			External support for identified pupils. Parental engagement. Use of a PSW in order to support families with attendance and engagement. Focus play therapy which develops emotional well-being and attitudes to learning.		
Closing the attainment gap	Data shows disadvantaged pupils perform lower in Reading and Writing compared to their peers at the end of each KS.	Children struggle with engagement and are often less engaged with home activities to support the learning journey. In order to close the attainment gap, teaching needs to be more specifically targeted at their gaps.	Increased pupil engagement. Accelerated progress for identified pupils. More differentiated learning specifically targeted to gaps identified through analysis and Pupil Progress discussions.	The gap at the end of each KS between disadvantaged pupils and national to close in Reading and Writing. Reduction in the in school gap.	Targeted deployment of Teaching Assistants, as additional teaching staff, using knowledge of specific skills to lead intervention and small group work.		£138,618
				The gap at the end of KS2 between disadvantaged pupils and national to close in	Targeted deployment of SLT, tutor and additional teacher, as additional teaching staff, using knowledge		£5,596

				Reading and Writing. Reduction in the in school gap.	of specific skills to lead intervention and small group work.	
	<p>Data shows that disadvantaged pupils perform lower than their peers in KS1 in Reading, Writing and Maths.</p> <p>In KS2 disadvantaged pupils perform lower in Reading and Writing.</p>	<p>Children struggle with engagement and are often less engaged with home activities to support the learning journey.</p> <p>In order to close the attainment gap, teaching needs to be more specifically targeted at their gaps.</p> <p>Children may have 'gaps in their knowledge'.</p>	<p>Increased pupil engagement.</p> <p>Accelerated progress for identified pupils.</p> <p>More differentiated learning specifically targeted to gaps identified through analysis and Pupil Progress discussions.</p>	<p>The gap at the end of KS2 between FSM and national to close in Reading and Writing.</p> <p>Reduction in the in school gap.</p>	<p>Project X Addresses key issues across the whole school, including guided reading, phonics, comprehension, talk, raising boys' attainment</p> <p>1stclass@number Increases enjoyment and engagement for children that need support in the Year 2 curriculum. It focuses on number and calculation, developing children's mathematical understanding, communication and reasoning skills.</p> <p>1stclass@writing A structured and researched programme which balances the</p>	£2,500

					development of transcription, grammar and composition for children who need support in Year 3 and Year 4.	
	For key disadvantaged pupils with SEND, staff development is needed to support the smaller steps in learning using external expertise.	The provision is not matched to the specific needs of the children in order to make accelerated progress in order to close the gap with their peers.	Improve the pupils' engagement with the curriculum and ensure pitch is matched to the needs of the child.	The gap at the end of each KS between disadvantaged pupils and national to close in Reading and Writing. Reduction in the in school gap.	External expertise from an educational psychologist. SEND children supported within Narnia are supported 1:1 and with structured teach programmes.	£40,700
	Data shows disadvantaged pupils perform below their peers in CL and Literacy in EYFS.	Children unable to access the curriculum as a result of speech and language. The provision didn't match the specific needs of the children in order to make accelerated progress.	Reduction in the in school gap between disadvantaged pupils and non-disadvantaged pupils. The gap at the end of EYFS between disadvantaged pupils and national to close in GLD.		Early intervention and whole school support for developing appropriate speech and language skills, leading to rapid progress.	£15,146

Staff Development	Data shows disadvantaged pupils attain lower than their peers in EYFS (Literacy and CL), KS1 and KS2 in Writing.	Disengagement with writing and lack of experiences to draw on mean that attainment is not as high as their peers.	Reduction in the in school gap between disadvantaged pupils and non - disadvantaged pupils in writing. Reduction in the in school gap between disadvantaged pupils and non - disadvantaged pupils for ELG in literacy and communication.	Range of training for teaching and learning development as well as key interventions for all staff leading to more effective provision for disadvantaged pupils		£20000
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