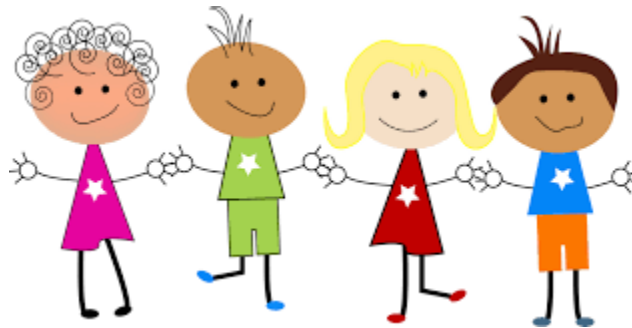


PUPIL PREMIUM GRANT

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 2016-2017

Number of pupils and pupil premium grant (PPG) received	(Figures from January 2016 census)
Total number of pupils on roll	597
Total number of pupils eligible for PPG	134
Total amount of PPG received	£234,480

Objectives for Pupil Premium Spend 2016 - 2017

	<p><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).</p>
	<p><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 1stclass@writing, Project X, etc.</p>
	<p><u>Attendance and social/emotional development</u> - To support pupils identified through internal tracking who are below expectations in attendance. To improve attendance of pupils. To improve the self-esteem and resilience of pupils identified to help them have positive attitudes towards themselves and their learning.</p>



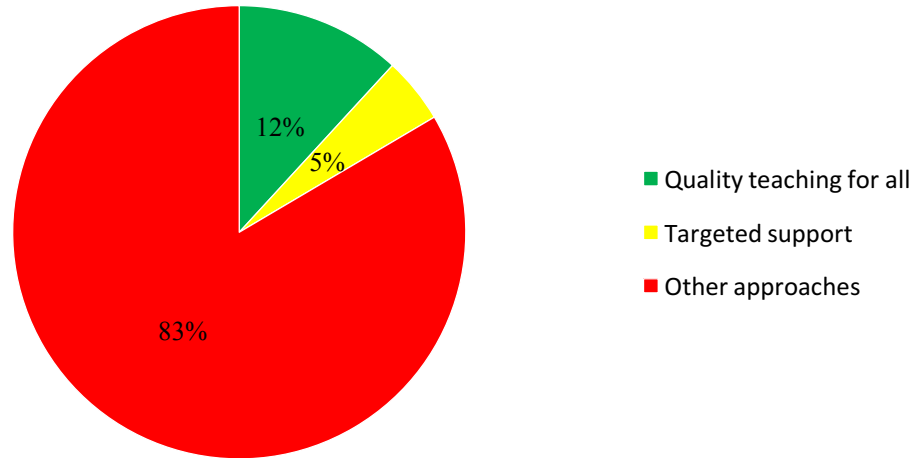
Closing the attainment gap - To narrow the attainment gap by the deployment of extra teachers.

Research behind the Pupil Premium Fund spend

2016-2017 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

2016 - 2017 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.

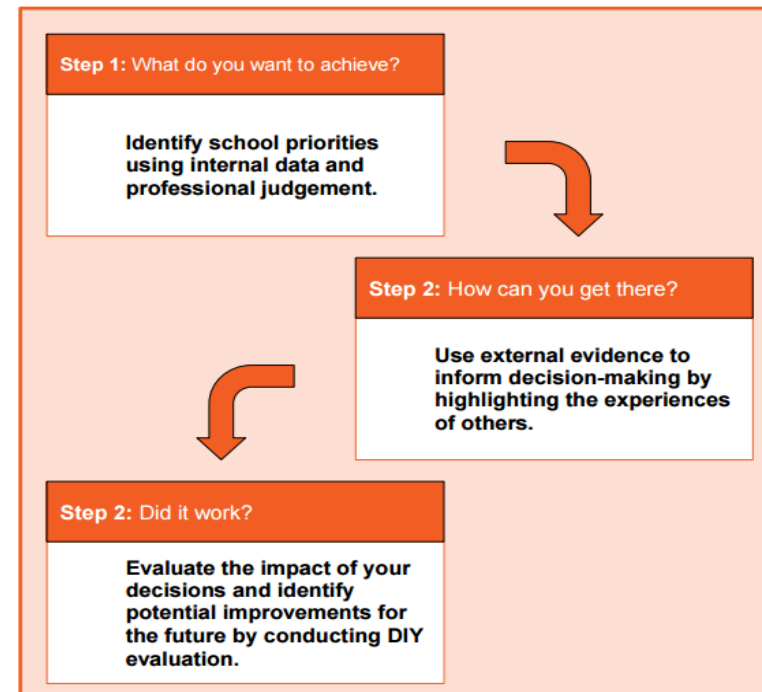
At Parsloes Primary School, the use of Pupil Premium Fund needs to be carefully considered to make an impact on challenging the generalisations of outcomes for vulnerable groups of pupils in terms of lifelong learning. This in turn will result in higher attainment and a reduction in the barriers to learning.



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.



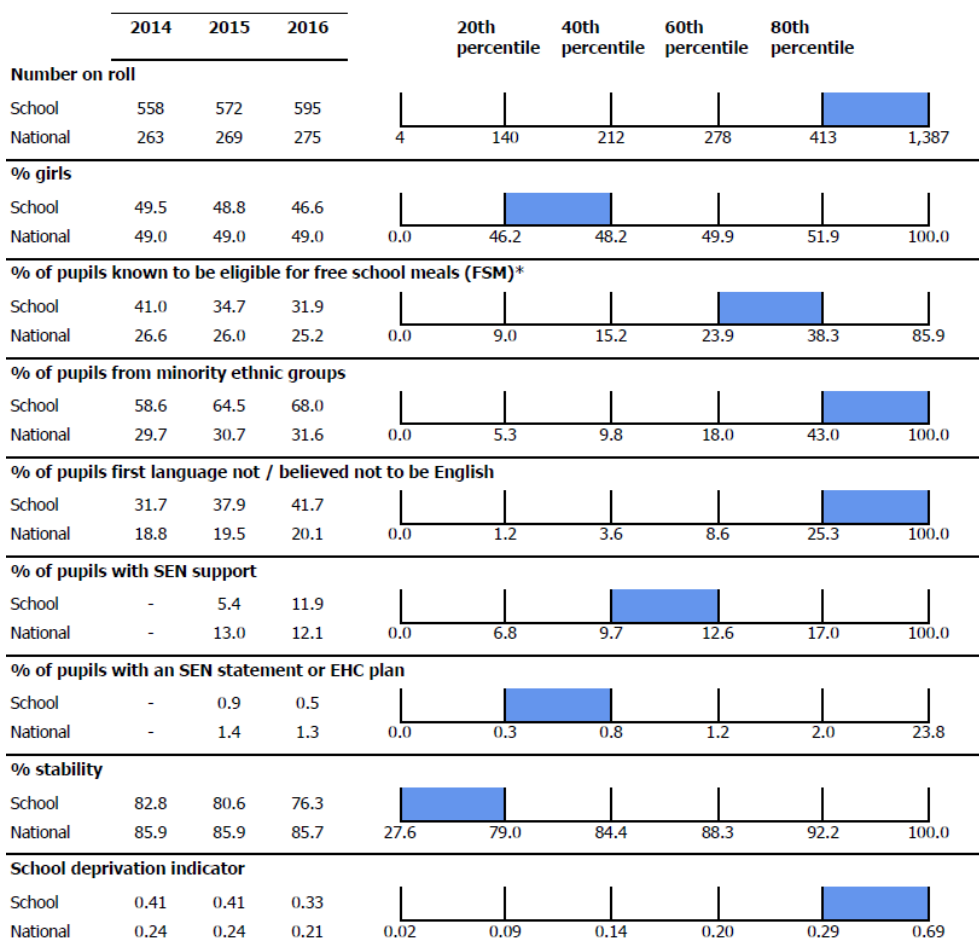
- The internal and end of key stage data is analysed regularly to identify areas where pupils eligible for the funding are vulnerable compared to national and non pupil premium fund eligible pupils.
- Research and CPD is regularly undertaken from a variety of sources. The EEF toolkit and Sutton Trust 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.

Analysis of Pupil Premium Information 2015/2016

School Context Information (taken from 2016 Raise Online)



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 slightly 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 broadly in line with national. 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 2016/2017

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Totals
Care Order	Not In Care	13	16	20	22	33	25	129
EAL	EAL	3	4	6	2	7	4	26
	Non-EAL	10	12	14	20	26	21	103
Ever FSM	Ever-FSM	12	16	17	21	32	25	123
	Never-FSM	1	0	3	1	1		6
FSM	FSM	11	10	9	11	13	9	63
	Non-FSM	2	6	11	11	20	16	66
Gender	Female	6	6	7	8	18	9	54
	Male	7	10	13	14	15	16	75
Minority Ethnic	Minority Ethnic	4	7	11	10	12	14	58
	Non Minority Ethnic	9	9	9	12	21	11	71
SEN	Education, health and care (EHC) plan	1					1	2
	No Special Provision	6	12	17	15	29	20	99
	SEN Support	6	4	3	7	4	4	28
	Statement							
Ethnicity	02Any Other Ethnic Group			1				1
	02Asian or Asian British-Any Other Asian							
	02Asian or Asian British-Bangladeshi	1	1		1			3
	02Asian or Asian British-Indian			1				1
	02Asian or Asian British-Pakistani		1	1				1
	02Black or Black British-African	1	1	6	3	5	4	20
	02Black or Black British-Any other		1					1
	02Black or Black British-Caribbean			1	1	1	3	6
02Mixed-Any Other Mixed Background				1	1	2	4	



02Mixed-White And Asian	1						1
02Mixed-White And Black African	1	1		1	2	3	8
02Mixed-White And Black Caribbean		1		1	2	1	5
02White-Any Other White Background		1	1	1	1	1	5
02White-British	9	9	9	12	21	11	71
02White-Irish	1	1					1
02White-Traveller Of Irish Heritage				1			1

9 EYPP Pupils (Nursery)

Care Order	Not in Care	9
English as an Additional Language	EAL	4
	Non-EAL	5
Gender	Female	3
	Male	6
Minority Ethnic	Minority Ethnic	9
	Non-Minority Ethnic	0
SEN	No Special Provision	8
	SEN Support	1
Ethnicity	02Asian - Any Other Asian	2
	02Black or Black British - African	2
	02Mixed – White and Black African	2
	02Mixed-White And Black Caribbean	2
	02White – Any other	1
	02White-British	0

11 Ever FSM pupil (Reception)

Care Order	Not in Care	11
English as an Additional Language	EAL	1
	Non-EAL	10
Gender	Female	6
	Male	5
Minority Ethnic	Minority Ethnic	4
	Non-Minority Ethnic	7
SEN	Education, health and care (EHC) plan	0



	No Special Provision	9
	SEN Support	2
Ethnicity	02Asian or Asian British-Any other	1
	02Asian or Asian British-Bangladeshi	1
	02Black or Black British-African	2
	02Mixed-White And Asian	0
	02Mixed-White And Black African	0
	02White-British	7

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 Y1, Y2 and Y4
- Majority of children who are disadvantaged are Non EAL.
- EAL is an issue to be investigated further into Y3 as a number of these pupils are also pupil premium
- Y4 and Y1 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 Reception – higher proportion of girls receiving FSM than rest of the school.



Attendance

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

Whole School Attendance Years 1-6 2015/2016 = 96.4% (National average 96.1%)

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%

Whole School Attendance Years 1-6 (FSM) 2015/2016 = 94.9% (National average 94.8%)

Whole School Attendance Years 1-6 (NFSM) 2015/2016 = 97.2% (National average 96.6%)

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

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

Whole School Persistent Absentees Years 1-6 2015/2016 = 8.9%

Persistent Absentees Years 1-6 (FSM) 2015/2016 = 15.1%

Attendance at Parsloes has increased over the last academic year and it is now above national. FSM attendance remains a priority as although the whole school attendance is above national, and FSM pupils attendance is above national there is still an in school difference between FSM and Non FSM pupils. 15.1% of FSM were persistent absentees in 2014/2015.

Actions:

- **To improve the attendance of FSM pupils to diminish the difference 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%	50%
Non FSM	65		

The Pupil Premium analysis shows that in most areas disadvantaged are significantly below non disadvantaged children with the exception of PSED and UW where the attainment is higher for disadvantaged children.

The broadest gaps in attainment are: CL (speaking), Literacy (reading) and Maths (number).

Actions:

- **PP fund needs diminish the difference 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 diminish the difference.**



Phonics

Groups	School 2015	National 2015	School 2016	National 2016
All pupils 89	84%	77%	83%	81%
Disadvantaged pupils 17	91%	66%	71%	70%
Other pupils 72	81%	80%	86%	83%

This data indicates that for the current y2 (2016 data), disadvantaged pupils performed well compared to other pupils. Disadvantaged pupils sit broadly in with other national and below their non-disadvantaged peers.

Actions:

- **Develop 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 at Expected for Reading</u>	72% (N= 74%)	73%	71% (N= 78%)	Disadvantaged pupils performed below the national however they performed above their non-disadvantaged peers in school.
<u>% Achieved at Expected for Writing</u>	69% (N = 65%)	68%	69% (N = 70%)	Disadvantaged pupils performed broadly in line with National and slightly above their non-disadvantaged peers in school.
<u>% Achieved at Expected for Maths</u>	70% (N = 73%)	73%	69% (N = 77%)	Disadvantaged pupils performed broadly in line with National and performed above their non-disadvantaged peers.

Actions:

To raise the attainment of disadvantaged pupils to non-disadvantaged pupils nationally.



To maintain good provision in KS1.

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 Expected Reading</u>	53% (N= 66%)	36%	68% (N= 71%)	Disadvantaged pupils performed well below their peers and national. The gap between the two groups in school is significant.
<u>% Achieved in Expected Writing</u>	73% (N = 74%)	64%	81% (N = 79%)	Disadvantaged pupils performed below national and below their peers. Other pupils outperformed the national for their group. The gap between the two groups in school is significant.
<u>% Achieved in Expected Maths</u>	78% (N = 72%)	68%	87% (N = 78%)	Disadvantaged pupils performed below national and below their peers. Other pupils outperformed the national for their group. The gap between the two groups in school is significant.
<u>% Achieved in Expected 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.
% Achieved in Expected Combined	47% (N = 53%)	32%	61% (N = 60%)	Disadvantaged pupils performed below national and below their peers. Other pupils outperformed 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 diminish the in school difference.
 To close the in school gap with combined at ARE.

KS2 Progress

Reading – Less disadvantaged pupils make expected progress than other pupils and have a progress score of -1.84

Writing – More disadvantaged pupils make expected progress than other pupils and have a progress score of 1.14

Maths - Less disadvantaged pupils make expected progress than other pupils but have a positive progress score of 0.92

Progress						
Reading						
			All Dis			
Cohort			50 23			
Score			-1.13 -1.84			
CI +/-			1.73 2.56			
Rank						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	3	2	37	19	10	2
Score	-2.29	-5.96	-0.76	-0.94	-2.14	-6.31
National	0	0.36	0	0.35	0	0.30
Difference	-2.29	-6.32	-0.76	-1.29	-2.14	-6.61
CI +/-	7.08	8.67	2.02	2.81	3.88	8.67
Rank	86				98	

Writing						
			All Dis			
Cohort			53 26			
Score			0.86 1.14			
CI +/-			1.70 2.43			
Rank						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	5	4	38	20	10	2
Score	-0.27	0.07	0.71	1.64	1.99	-1.74
National	0	0.34	0	0.10	0	0.11
Difference	-0.27	-0.27	0.71	1.54	1.99	-1.85

Mathematics						
			All Dis			
Cohort			52 25			
Score			1.58 0.92			
CI +/-			1.45 2.09			
Rank						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	5	4	37	19	10	2
Score	2.75	2.08	0.92	0.96	3.46	-1.83
National	0	0.45	0	0.26	0	0.17
Difference	2.75	1.63	0.92	0.70	3.46	-2.00



