

Pupil Premium grant expenditure: Report to parents 2017 / 2018

| Overview : Number of pupils and pupil premium grant (PPG) received | |
|--|--|
| Total number of primary pupils on roll | 591 Oct census |
| Total number of primary pupils eligible for PPG | 108 pupils across school (19.9%) |
| Amount of PPG received per pupil | FSM - £1320 LAC - £1900 Service child - £300 |
| Total amount of PPG received | £142,560 |

Our key priorities:

- To raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with their Non-Pupil Premium peers.
- Address inequalities in education of pupils from low-income families and raise attainment of these pupils

Impact in 2017 / 2018 :

As a result of Quality First teaching and targeted support for pupils in receipt of pupil premium grant, improvements have been made in all areas, and linked to 4 barriers to learning. In addition targeted quality intervention and support strategies have been deployed to:

- Improve levels of attainment and progress;
- Enhance reading, writing, mathematics and communication skills;
- Close attainment gaps relative to school averages;
- Challenge more able pupils;
- Improve attendance ;
- A clear focus on all disadvantaged pupils, including those with SEND and more able pupils
- Support pupils with social, emotional and self esteem needs
- Support pupils in becoming aspirational, confident and successful learners

Barriers to future attainment identified:

A Pupils achieving a good level of development in EYFS

B Pupils achieving the required standard in Phonics screening test in KS1

C & D Pupils reaching expected standard in English and Maths at the end of KS1 and KS2

E & F Pupils achieving 95% attendance

| Nature of support in 2017/18 |
|---|
| <p>The leadership team have led key developments, staff training and pupil tracking for this academic year. Funding contributed towards:</p> <ul style="list-style-type: none"> • Focused 1:1 tuition to address specific needs of the child in reading, writing and maths. <ul style="list-style-type: none"> KS1 Every Child A Reader (ECAR) 0.5 teacher KS1 TA Fisher Family Trust reading intervention (FFT)/ Numicon Maths KS1 & KS2 Intervention / Better Reading Partners (BRP) KS2 1:1 booster tuition in Year 6 Mentorlink 1:1 daily readers Gifted and Talented enrichment clubs/ activities / trips / JASS |

- **Interventions** led by teachers and teaching assistants for all abilities to address misconceptions from lessons and gaps in learning
KS2 Year 5/ 6 intervention groups in Reading / Writing / Maths - specialist teacher / additional teacher in KS2 working across Years 5,6 - small group tuition for targeted children, intervention groups, 1 to 1 support.
- Early intervention
 - Speech & Language development in EYFS
 - Family support offered to families as children start school signposting services
 - Forest schools to promote self esteem & wellbeing
- Access to external services: Support provided via SENCo / Use of specialist support services – visiting professionals Learning Support / Educational Psychology / Learning Support Services
- Provision of school **attendance** officer / advice from Education Investigation Service
- **Subsidies** towards enrichment activities or trips / Music tuition and use of instruments for the year / Sports tuition
- **Letterbox** initiative to support pupil & parental engagement in learning by distributing monthly reading and educational resources for use at home. Parent workshops.
- **HLTA** to support pupil premium pupils and families with attendance, parenting, family learning, CAFs, nurture.
- **Extra curricular clubs** for specific year groups / groups of pupils
- Partially funded EEF project – Achievement for All (Years 5 & 6)

Curriculum focus area include Maths, Reading, Writing, and PSHE/Social development

EYFS – Pastoral support with transition into school / Nurture and Play therapy

KS1 – Reading and Maths interventions, Reading and Numicon resources

KS2 - Reading, Writing and Maths interventions, Reading and Maths resources

In addition this year:

- Extra curricular club JASS

Measuring the impact of PPG spending 2017-2018

Measuring the impact of PPG spending (FSM = Free Schools Meals)

EYFS (C)

| | |
|---------------------------------|--|
| Reception 2017 cohort 90 pupils | 61 % Good Level of development |
| FSM 16 pupils | 37.5 % Reached Good Level of development |

Attendance and family support (D)

Support for some children in Receipt of pupil premium funding is used to support families with early help, engagement with family support and other strategies to improve attendance. Whilst overall school attendance is broadly in line with national 95.6% v 96.1% 2016 national , that of Pupil Premium pupils is improving more rapidly in Years 2,4,5 and 6 across school.

| Year | 2015/2016 | 2016/2017 | 2017/2018 |
|------|-----------|-----------|-----------|
| 2 | 95.58% | 95.79 | 95.90 |
| | 91.4% | 95.96 | 93.75 |
| 3 | 95.64% | 95.25 | 96.30 |
| | 94.5% | 94.12 | 96.33 |
| 4 | 95.68% | 95.99 | 96.02 |
| | 91.1% | 93.65 | 95.74 |
| 5 | 95.11% | 95.48 | 95.25 |
| | 93.5% | 96.17 | 93.44 |
| 6 | 96.38% | 96.54 | 95.5 |
| | 92.9% | 95.28 | 94.25 |

Whilst a new 2016 DFE measure of 90% for persistent absence was introduced, a number of pupils had improved attendance just below this measure, and in the lowest 20% of schools after 2 terms. By the end of the school year the number of persistent absentees had reduced.

Measuring the impact of PPG spending (FSM = Free Schools Meals)

Families have also been supported either by school, or referrals to early help.

- 16 children supported with family / pastoral support
- Parenting support recommended & undertaken by a number of families – 7 families
- 22 children supported with emotional & social aspects of learning

KS1 Phonic Screening (Measured in %) (B)

Year 1: 90% of children achieved expected standard in phonics

Year 1: 64% of pupil premium children achieved expected standard in phonics.

Year 2: Phonic Screening (B)

9 children took the phonic recheck.

93% of pupil premium children achieved expected standard in phonics by end of Year 2.

In total 94% of Y2 children achieved the expected standard in phonics by end of Year 2.

KS1 Year 2: (A)

| Expected standard + | | | Above expected standard | | |
|---------------------|-------------------|-------------------|-------------------------|-----------------|-------------------|
| R | W | M | R | W | M |
| 79% | 75% | 79% | 29% | 15% | 24% |
| 64% ⁶¹ | 50% ⁵² | 64% ⁶⁰ | 21% ¹³ | 7% ⁷ | 14% ¹⁰ |
| 76% | 67% | 75% | 25% | 16% | 21% |

Gig Mill Disadvantaged FSM National 2017

R,W,M Combined at Expected 50% PP v 67% All

12% improvement in KS1 achieving GDS Reading

9% improvement in KS1 achieving GDS Writing

KS2: (A)

As a result of Quality First teaching in KS2 and targeted support for pupils in receipt of pupil premium grant, improvements have been made in all areas, and linked to barriers to learning.

Gig Mill Disadvantaged National National Disadvantaged 2016

| Expected standard + | | | High scaled score | | |
|--------------------------|---------|---------|--------------------------|---------|---------|
| Combined measure: | | | Combined measure: | | |
| 52% | 61% | 64% | 8% | 4% | 9% |
| 39% | | | | | |
| Reading | Writing | Maths | Reading | Writing | Maths |
| 75% | 78% | 76% | % | % | % |
| 64% | 82% | 65% | 23% | 25% | 10% |
| 70% | 78% | 70% | 13% | 22% | 9% |
| D 53% | D 64% | D 57% | D 10% | D 8% | D 9% |
| Non 61% | Non 83% | Non 63% | Non 28% | Non 33% | Non 11% |

Pupil Progress * new DFE progress measures (PAG groups) in place for 2018

The main purpose of the additional funding is to ensure that disadvantaged pupils at the school make accelerated progress, that is, progress that is at least in line or better than other pupils nationally. At Gig Mill since 2014 effective strategies have been deployed so that Pupil Premium pupils' progress has been accelerated in comparison to previous years. Reading Maths and Writing

school priorities have improved for 2018, with PP pupils performing better than other pupils in school for combined measure at Expected +. National PP figures have not yet been released for progress measures. Whilst outcomes at GDS have improved from 2017 for PP children, there is still some way to go to be in line with 'other' pupils.

Provisional Gig Mill figures 2018

Average progress for disadvantaged pupils in reading, writing and maths

| | Reading | Writing | Maths |
|---|--------------|--------------|---------------|
| Progress for disadvantaged pupils | 0.13 | 2.56 | -0.19 |
| Confidence interval | -2.5 to 2.75 | 0.03 to 5.08 | -2.88 to 2.49 |
| National average for disadvantaged/other pupils | -0.7/0.3 | -0.4/0.2 | -0.6/0.3 |
| Number of disadvantaged pupils | 22 | 22 | 21 |

This represents an improvement from 2017 in all areas for progress of disadvantaged pupils

2017 Reading Progress: -1.3 all pupils / - 0.92 PP pupils / -2.50 non-disadvantaged

2017 Writing Progress: -1.4 all pupils / + 0.40 PP pupils / -1.67 non-disadvantaged

2017 Maths Progress: -1.4 all pupils / -1.28 PP pupils / -2.24 non-disadvantaged