



Pupil premium grant expenditure: Report to Parents – 2016/17

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	513 (including 100 place nursery)
Total number of pupils eligible for PPG	87 children
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£127,633

Previous performance of disadvantaged pupils				
	2015/16		2016/17	
	Disadvantaged pupils	Others	Disadvantaged pupils	Others
Average progress scores	Reading = -0.54 Writing = 2.34	Reading = -0.53 Writing = 2.73	Reading = 0.5 Writing = 1.1	Reading = 0.6 Writing = 1.6
% of pupils attaining at the expected standard in English	Reading = 50% Writing = 56%		Reading = 69% Writing = 75%	Reading = 67% Writing = 83%
% of pupils attaining at the higher expected standard in English	Reading = 6% Writing = 19%		Reading = 19% Writing = 19%	Reading = 21% Writing = 19%
Average progress scores	1.59	4.62	6.0	5.3
% of pupils attaining at the expected standard in maths	75%		88%	90%
% of pupils attaining at the higher expected standard in maths	13%		69%	50%

Summary of PPG spending

Objectives in spending PPG:

- To ensure that interventions and additional support reflects priorities highlighted from whole school data analysis.
- To ensure that interventions and additional support reflects the barriers to learning faced by individual pupils as highlighted through tracking procedures and discussed in pupil review meetings.
- To provide quality speech and language, English and Maths interventions that meet the needs of all pupils.
- To monitor and track progress of all pupils receiving additional support to ensure that we continue to narrow the gaps.
- To ensure that pupil voice and visible learning strategies are at the centre of the interventions provided.

Summary of spending and actions taken:

Data from 2015/16 highlighted the need for additional funding to be allocated to support the development of pupils' reading skills. Further interrogation of the data showed that pupils required specific input with regards to developing key vocabulary and help to develop functional speech and language skills. For these reasons the PPG in 2016/17 will be allocated as follows:

- Fund a Speech and Language Therapist to work across the school – allowing all pupils equal access to specialist advice and ensuring that quality speech and language input is intrinsic in quality first teaching.
- Fund two Nursery Nurses to work across EYFS and deliver specialist speech and language programmes and run targeted intervention groups.
- Fund two Teaching Assistants to work across KS1 and KS2 and deliver specialist speech and language programmes and run targeted intervention groups.
- Fund Read Write Inc phonics programme across the school. Ensure that Early Years and Key Stage 1 children are working in clearly differentiated groups and that their progress is monitored and checked every half term.
- Fund Read Write Inc intervention groups for children in Year 3 who still have gaps in their phonic knowledge.
- Fund a specialist literacy teacher to work with the lowest achieving 20% of pupils in Year 1 and Year 2.
- Fund booster sessions (outside of the school day) for Year 2 pupils to further develop their reading skills.
- Provide funding to enable Year 2 teachers to run interventions and targeted groups.
- Fund an additional teacher to run targeted groups for Year 6 pupils, focussing on reading, spelling, punctuation and grammar and maths skills.
- Fund booster classes to support Year 6 pupils with reading, spelling, punctuation and grammar and maths skills.
- Provide Teaching Assistants to work with targeted groups across the school, focussing on the development of English and maths skills.
- Fund extra-curricular activities for pupils both inside and outside of the school day.
- Through data analysis and termly pupil review meetings all children receiving PPG funding to have access to suitable literacy, numeracy and speech and language interventions to enable them to narrow the gaps between their achievement and that of their peers.

Outcomes 2016/17:

Analysis of data shows us which interventions have provided value for money. Data for all children in receipt of the Pupil Premium Grant is highlighted below. Progress and attainment of PP children is compared to that of non PP children within the school and, where possible, with PP children within Ealing. Targets have been set for the coming year and will feed into next years action plan.

RECEPTION

- There are 8 children in receipt of the pupil premium grant, none of these children have Special Educational Needs.

	Good level of development	% of children achieving Prime Areas of learning
PP (school)	50%	75%
Non PP (school)	71%	78%
PP Ealing	63%	70%

- PP children are achieving well at the lower levels and are in line with non PP children in the school. They are also achieving slightly better than PP children in Ealing.
- In many areas PP children were in line with the percentage of non PP children reaching or exceeding expected levels and even out performed non PP children in 4 areas (understanding, moving and handling, health and self-care, the world) however, only 50 % of PP children reached or exceeded the expected in level in Reading and Writing which has effected the overall percentage of PP children achieving a good level of development.

Focus for Year 1 (2017 – 2018):

- **To improve progress and attainment in reading and writing for all PP children.**

YEAR 1

- There are 3 children in receipt of the PPG; None of these children have SEN.

READING

- All PP children are attaining at or above ARE and therefore attainment is better for PP children than non PP children. Progress was also better for the PP children with more of them making expected progress than the non PP children. However, no PP children made accelerated progress in reading whereas 16% of non PP children did.
- 87% of all children achieved the phonics screening. This was above the percentage for Ealing (83%).

WRITING

- All PP children are attaining at or above ARE and therefore attainment is better for PP children than non PP children. Progress was also better for the PP children with more of them making expected progress than the non PP children. However, no PP children made accelerated progress in writing whereas 16% of non PP children did.

MATHS

- All PP children are attaining at or above ARE and therefore attainment is better for PP children than non PP children. Progress is the same for both PP and non PP children (33%). However, as with reading and writing no PP children made accelerated progress in maths whereas 16% of non PP children did.

Focus for Year 2 (2017 – 2018):

- **To maintain/accelerate progress of PP children in reading, writing and maths.**

YEAR 2

- 7 children in receipt of the PPG; 3 of these children have SEN.

READING

	Working at the expected standard	Working at greater depth within the standard
PP children (school)	86%	14%
Non PP children (school)	74%	35%
PP children (Ealing)	67%	14%

- PP children are out performing both non PP children in the school and PP children within Ealing with a higher percentage working at the expected standard in reading.
- However fewer PP children demonstrated that they were working a greater depth within the standard when compared to non PP children in the school although attainment was in line with PP children within Ealing.
- 95.7% of all children achieved the phonics screening by the end of Year 2. This was above the percentage for Ealing (92%).

WRITING

	Working at the expected standard	Working at greater depth within the standard
PP children (school)	86%	14%
Non PP children (school)	76%	29%
PP children (Ealing)	57%	10%

- PP children are again outperforming non PP children with in the school and are attaining significantly better than PP children within Ealing.
- However, fewer PP children (school in line with Ealing) demonstrated that they were working a greater depth within the standard when compared to the non PP children within the school.

MATHS

	Working at the expected standard	Working at greater depth within the standard
PP children (school)	71%	14%
Non PP children (school)	76%	27%
PP children (Ealing)	65%	12%

- Attainment for PP children is better than PP children within Ealing but is slightly below the non PP children in the school.
- Attainment at the higher standard was similar for PP children within the school and within Ealing, however, significantly lower that the attainment of non PP children at the higher levels.

Focus for Year 3 (2017 – 2018):

- **To accelerate progress of PP children in reading and writing so that they are attaining at the higher levels.**
- **To continue to improve progress and attainment in Maths.**

YEAR 3

- 17 children in receipt of the PPG; 5 of these children have SEN.

READING

- PP children are attaining lower levels than the non PP children. However, removing the PP children with SEN from this data shows that attainment is closer to that of the non PP children.
- Progress is broadly in line for PP and non PP children and again if the PP children with SEN are removed from the group then the progress of PP children without SEN is better than that of the Non PP children.
- The same picture is evident for the number of children making accelerated progress.

WRITING

- PP children are attaining at lower levels than the non PP children. However, removing the children who are also SEN from the data shows that even though attainment is below expectation, the PP children without SEN are attaining more in line with the non PP children.
- Progress of PP children and non PP children is broadly in line. However, removing the children who are also SEN from the data increases the percentage of children making expected progress so that it is slightly beyond that of non PP children.

MATHS

- PP children are attaining lower than the Non – PP children, they are also making less progress than the Non – PP children. However, removing the children who are also SEN from the data shows that even though attainment is below expectation, PP children are attaining only slightly below the Non – PP children.

Focus for Year 4 (2017 – 2018):

- **Attainment and Progress of PP children in Reading, Writing and Maths**
- **Attainment of PP children with SEN.**

YEAR 4

- 17 children in receipt of the PPG; 4 of these children have SEN.

READING

- PP children are attaining below the non PP children, however when the SEN children are removed there is no significant difference between the attainment.
- PP children are making better progress than non PP children both in terms of expected progress and accelerated progress with many of the PP children with SEN making the accelerated progress.

WRITING

- Attainment is better for PP children than non PP children and the PP children without SEN are performing significantly better than non PP children.
- A higher percentage of PP children are making expected progress than non PP children.

MATHS

- the attainment of PP children is significantly below that of non PP children. However, removing the children with SEN from the data does bring the number of children attaining at or above ARE more in line with the attainment of the non PP children.
- Progress of the PP children is also slower than the non PP children. However, it does increase significantly when the PP children with SEN are removed from the data.

Focus for Year 5 (2017 - 2018):

- **Attainment of the PP children with SEN in reading and writing.**
- **Progress and attainment in maths of the PP children with SEN.**

YEAR 5

- 19 children in receipt of the PPG; 7 of these children have SEN.

READING

- PP children are attaining significantly below the non PP children. However, when the children with SEN are removed from the group progress is broadly in line with the non PP children.
- PP children are making expected progress in line with the non PP children.
- Significantly more PP than non PP children are making accelerated progress and therefore the gap is beginning to close.

WRITING

- PP children are attaining below the non PP children, however when the children with SEN are removed from the data attainment is broadly in line with non PP children.
- Fewer PP children (with and without SEN) are making expected progress when compared to non PP children. However, the percentage making accelerated progress is the same for PP and non PP children and the PP children with SEN are within this group.

MATHS

- PP children (with and without SEN) are attaining significantly below the non PP children.
- Progress for PP and non PP children is broadly in line both in terms of expected progress and accelerated progress, with a higher number PP children with SEN making accelerated progress.

Focus for Year 6 (2017 – 2018):

- **Attainment of PP children (especially PP children with SEN) in reading and writing.**
- **Attainment of PP children in Maths.**

YEAR 6

- 16 children in receipt of the PPG; 5 of these children have SEN.

READING

	Expected standard	Higher standard	Av progress score
PP (school)	69%	19%	0.5
Non PP (school)	67%	21%	0.6
PP (Ealing)	67%	29%	0.2

- PP children are performing in line with non PP children both in terms of those reaching the expected standard and those reaching the higher standard.
- Fewer PP children reached the higher standard when compared to the PP children in Ealing. However, their average progress score is above the average progress score of PP children within Ealing showing that they made greater progress.

WRITING

	Expected standard	Greater Depth	Av progress score
PP (school)	75%	19%	1.1
Non PP (school)	83%	21%	1.6
PP (Ealing)	73%	15%	0.6

- PP children in the school are attaining in line with PP children within Ealing but slightly below non PP children in the school.
- However, the average progress score of PP children in the school was greater than PP children in Ealing showing that, again, they made greater progress.

MATHS

	Expected standard	Higher standard	Av progress score
PP (school)	88%	69%	6.0
Non PP (school)	90%	50%	5.3
PP (Ealing)	74%	21%	1.2

- PP children attained in line with non PP children at the expected standard but a significant number of PP children attained at the higher standard showing that overall their attainment was better for PP children than non PP children. Therefore, the gap had closed.
 - PP children in the school outperformed PP children in Ealing in all areas, both in terms of attainment and progress.
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