

Churchfield C.E. Primary Academy: Pupil Premium Report and Impact statement

In September 2012, the DfE made funding available to allow disadvantaged pupils to make accelerated progress compared to their peers.

The money from the pupil premium allocation to schools should be used to fund more effective teaching for pupils from poor backgrounds, helping them to do better, and other initiatives, such as enrichment programmes, extension classes and to pay staff overtime.

Eligibility

The pupil premium grant is to be used for:

- Raising the attainment of disadvantaged pupils and closing the gap between them and their peers.
- Supporting children and young people with parents in the regular armed forces.

School context for 2018-2019 (correct as of 13.09.2018)

Year group	Number of children	Percentage
R	4/20	20%
1	16/33	48%
2	7/16	44%
3	9/32	28%
4	14/30	47%
5	9/25	36%
6	15/29	52%
Total	75/185	41%

Allocated grant 2017-18: £100,390

Summary of spending report

Spending	Amount allocated
Staffing costs - maintaining small class sizes with additional adult support	£60,000
Intervention (academic - particular focus on writing)	£14,000
Intervention (social skills/ behaviour management)	£14,000
Positive Play	£ 4,000
Improved tracking and monitoring of attainment for PP pupils	£5,000
Subsidised Trips	£600
Accelerated Reader	£500
Purple Mash	£400
Forest School resources	£500
Family Support Resources	£150
Story Hunters	£500
Counselling	£100
Grand Total	£100,650

Impact statement

The pupil premium grant has been spent as outlined above and the following data charts demonstrate the impact that it has had.

This table shows the percentage of children eligible for Pupil Premium funding who were working at Age Related expectations at the end of each academic year.

Cohort <i>(2018-2019 Year Gp)</i>		Reading			Writing			Maths		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
Y2	PP			71%			43%			43%
	Non			66%			66%			66%
	Gap			-5%			-23%			-23%
Y3	PP	100%	58%	56%	55%	57%	44%	82%	71%	56%
	Non	100%	72%	82%	65%	82%	82%	88%	88%	82%
	Gap	0%	-14%	-26%	-10%	-25%	-38%	-6%	-17%	-26%
Y4	PP	100%	82%	57%	66%	82%	43%	100%	73%	50%
	Non	94%	77%	81%	88%	71%	81%	94%	81%	94%
	Gap	+6%	+5%	-23%	-22%	-11%	-38%	+6%	-8%	-44%
Y5	PP	87%	25%	78%	50%	38%	56%	100%	100%	67%
	Non	90%	29%	88%	54%	83%	76%	100%	100%	88%
	Gap	-3%	-4%	-10%	-4%	-45%	-20%	0%	0%	-19%
Y6	PP	100%	36%	53%	60%	29%	53%	90%	86%	53%
	Non	100%	21%	50%	83%	62%	58%	100%	93%	67%
	Gap	0%	+15%	+3%	-23%	-33%	-5%	-10%	-7%	-14%
Y7	PP	100%	45%	64%	45%	60%	73%	100%	91%	82%
	Non	100%	50%	89%	60%	70%	89%	100%	90%	89%
	Gap	0%	-5%	-25%	-15%	-10%	-16%	0%	+1%	-7%

Note: Figures do not take account of mobility, so data does not always record performance by the same children. An increasing number of pupil premium children joined last year, working below age related expectations.

Reading

The gap between children eligible for Pupil Premium funding and those not, grew in the last year. Much of this is due to an overall improvement in standards that has not been as rapid for Pupil-Premium eligible children. In the current Year 6 those eligible for Pupil Premium continued to out-perform those who are not, showing the lasting impact of the Story Hunters intervention.

Writing

Gaps are narrowing in Years 5 and 6. However, gaps have grown in the current Year 3 and 4.

Maths

There are now greater differences between groups of children in Maths.

Overall summary of strengths and areas for development for the next academic year

Strengths

- Narrowing of the gap in Reading. Story Hunters has worked well as has the continued use of the Accelerated Reader programme.
- Forest Schools and Positive Play have had an impact on the self-esteem of pupils involved.
- In year transfers for Pupil Premium children have been carefully planned to ensure that additional needs are met.
- Meeting emotional needs of children through Positive Play, Counselling and family support.
- Emotional needs of parents supported, including supporting access to external agencies and foodbanks.

Development

- Gaps are widening in writing in Years 3 and 4. Specific additional intervention will be put in to these year groups with a specific focus on writing.
- Differences in Maths are widening. CPD has been given to all staff surrounding the use of language for reasoning, to target Pupil Premium children.

- Diminishing the difference between Pupil Premium and non-Pupil Premium children will form a target in Teacher performance management.
- Use Pupil Premium to help children access a wider range of experiences.
- We will continue improve the tracking of attainment for disadvantaged pupils by ensuring new systems embed and are continually effective.

Proposed Spending for Academic Year 2018-2019

Predicted allocated grant 2018-19: £95,040

Spending	Amount allocated
Staffing costs - maintaining small class sizes. Development of Student and Family Support Worker role	£52,000
Intervention (academic - particular focus on writing in Year 3 and 4)	£14,000
Intervention (social skills/ behaviour management)	£14,000
Positive Play	£4,000
Continued improvement in tracking and monitoring of attainment for PP pupils	£5,000
Subsidised Trips	£600
Accelerated Reader	£500
Purple Mash	£400
Mathletics	£400
Forest School resources	£500
Family Support Resources	£200
Bespoke 'Story Hunters' style intervention	£400
Counselling	£1000
Grand Total	£96,600