

Pupil Premium Report 2017 – 2018

Background:

The pupil premium is a government initiative aimed at providing additional money at pupils from deprived backgrounds to drive up standards. Research shows pupils from deprived backgrounds underachieve compare to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

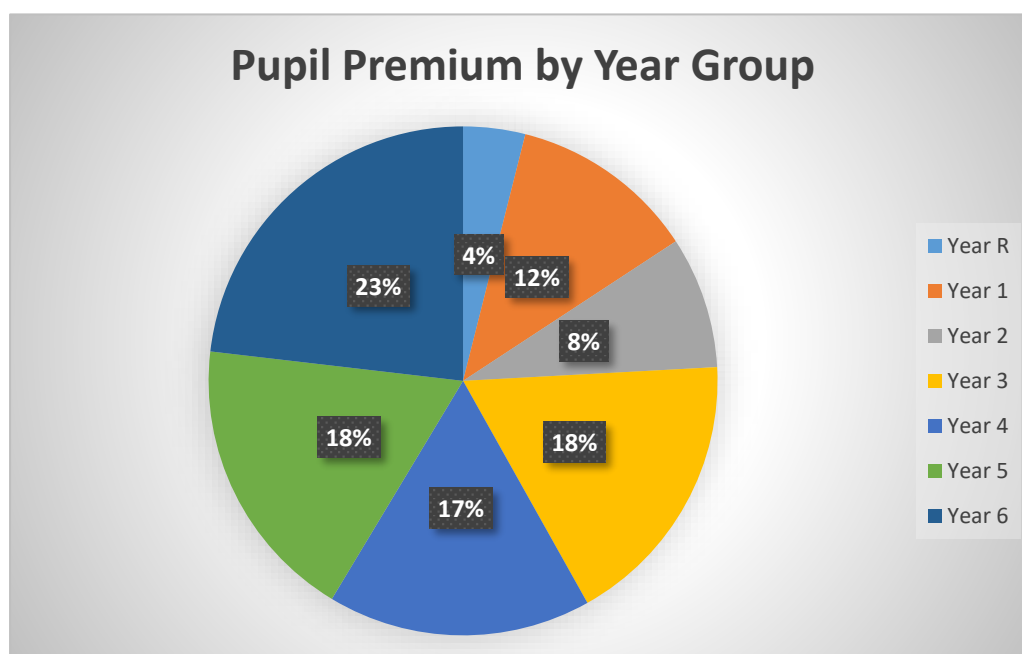
Objective:

At Purley Oaks there is a school community commitment and ethos to raising achievement for pupil's who are eligible for the pupil premium grant (PPG). We aim to ensure that these pupils make rapid rates of progress, to eliminate gaps in achievement between their peers. The school has found that the most effective way to raise attainment and progress is through quality first teaching and ensuring these pupils have access to outstanding practice. This is where the majority of the funding is targeted. Due to variations in the number of pupils eligible for the pupil premium grant in each year group, allocation of funding is not uniformed across school.

Funding 2017/2018:

Number of pupils eligible and pupil premium grant (PPG) received	
Total number of pupils on roll	612
Total number of pupils eligible for PPG (Ever 6 FSM*)	203
Total amount of PPG received	£310,840.00

Distribution of Pupils:



Impact of Expenditure:

Area of expenditure	What did this include?	Why was this done?	What was the impact
<p>Teaching and Assessment</p> <p>56% of funding Progress figures at KS2 = Reading = 3.3 Writing = 2.0 Maths = 2.4</p>	<ul style="list-style-type: none"> -Outstanding teaching, HLTA and highly experienced and specialist additional teachers. -Additional teaching assistants in targeted year groups. -Rigorous target setting. -Investment in wide range of books -Investment in homework resources 	<ul style="list-style-type: none"> -Clear evidence that quality first teaching has the most impact on a child's outcomes. -Tailored intervention programmes in place for targeted children (individual and group). -A customised training and AST programme to improve and enhances practice of all. -All children given the opportunity to hear/read a range of quality text age appropriate. -Develop independence in learning at home with guidance and support for parents. 	<ul style="list-style-type: none"> -97% of all pupils experiencing good or outstanding teaching. -Progress in reading = 3,3 in Y6 and 3.4 across the school, due to consistent approach to the teaching of whole class reading. -Teachers keen to continue to develop their knowledge and skills in the maths mastery approach -Teachers reflective attitudes ensure the needs of all children in their class are met.
<p>Attainment and Achievement</p> <p>10% of funding</p>	<ul style="list-style-type: none"> -Continuation of PiXL programme -Structured TA training, in line with whole school priorities -Targeted support for Y6 children -6 novels per year group, 30 copies of each 	<ul style="list-style-type: none"> -Gaps in knowledge were identified as a barrier to learning. -Targeted and intense support was put in place for these children (maths sets, 1:1 tuition, booster groups in reading and maths) -Children given opportunity through intense support to close these gaps in their knowledge -All children given the opportunity to read high quality books, age appropriate 	<ul style="list-style-type: none"> -Children in PiXL and other intervention groups made significant progress in all areas -68% of Y6 pupils achieved combined expected standard, an increase of 10% on last year
<p>Wellbeing</p> <p>23% of funding</p>	<ul style="list-style-type: none"> -SeADs counsellor working within the school supporting identified children -Family Support worker working with vulnerable children and parents -Assisted transport for identified children -SALT and trained TAs delivering ELKAN support for S&L needs 	<ul style="list-style-type: none"> -To ensure vulnerable children and families are supported in developing their confidence, friendship skills, listening & attention, social skills, communication and transition support through Key Stages 	<ul style="list-style-type: none"> -Reduction in detentions and fixed term exclusions in term on term comparison. -Improvement in punctuality and attendance of targeted children in turn having some positive impact on their progress -Feedback from each child's SeADs sessions was that the children felt more confident in themselves

PURLEY OAKS PRIMARY SCHOOL, NURSERY AND CHILDREN'S CENTRE

	<ul style="list-style-type: none"> -Educational Psychologist -Learning mentors supporting vulnerable children in class, across the school. -PE coach and TA establish a Health and Well being club 		<p>and were using the strategies discussed to deal with any anxieties they felt.</p> <ul style="list-style-type: none"> -Improvement in relationships with their peers, adults and family.
<p>Removing Barriers</p> <p style="text-align: center; color: red;">5% of funding</p>	<ul style="list-style-type: none"> -EWO weekly meetings with SAHT to discuss cases and regular meetings timetabled to meet with families when required. -Free breakfast get together for identified vulnerable families -All Y6 provided with free breakfast during KS2 assessment week 	<ul style="list-style-type: none"> -Improve attendance and punctuality, targeting persistent late comers and absentees. -Vulnerable families provided with a service to support the start of the day for their children -Improve punctuality of all Y6 children during KS2 assessment week 	<ul style="list-style-type: none"> -Improved attendance and punctuality of targeted families. -PPG to date – 93.7%/ Non PPG 95.9% - 3 identified families attending the free breakfast sessions at least twice a week -98%of Y6 children attended the free breakfast during the KS2 assessment week.
<p>Equality & Opportunities</p> <p style="text-align: center; color: red;">8% of funding</p>	<ul style="list-style-type: none"> -Subsidising the cost of extra –curricular activities. -Learning Visits organised by the school, subsidised and use of public transport to enable all children to access them - Payment for many vulnerable children to attend after school clubs 	<ul style="list-style-type: none"> -Provide all children with a wide range of experiences, to complement their learning. -To ensure that families can afford to give their children the opportunity to spend time learning outside of the classroom. 	<p>96% parents and children agree/strongly agree that the school's curriculum is engaging and promotes healthy lifestyles, emotional wellbeing, life skills and independence and 98% children enjoy and engage in their learning.</p>

Impact of Expenditure on pupils outcomes:

EYFS results:

GLD:

All pupils = 80%

National = 72%

PP pupils =73%

Phonics results:

Yr1:

All pupils = 91%

National = 82%

PP Pupils = 67%

Cumulative Yr1 & Yr2:

All pupils = 87%

National = 92%

PP pupils = 76%

KS1 Results:

	Reading		Writing		Maths	
	EXS	GD	EXS	GD	EXS	GD
School – all pupils	77%	31%	64%	7%	78%	22%
National	75%	26%	70%	0	76%	22%
PP Pupils	70%	21%	52%	0%	70%	15%

KS2 Progress Results:

	Reading	Writing	Maths
School – all pupils	3.3 (1.9 to 4.7)	2.0 (0.7 to 3.3)	2.4 (1.1 to 3.7)
National	0	0	0
PP Pupils	3.3	1.4	1.9