Downs Infant School

Pupil Premium Report for the Academic Year 2017-18

Pupil Premium funding is delegated to the school to ensure that disadvantaged children are making good progress to close the attainment gap between them and their peers and achieve their potential in spite of their disadvantage. This report details how Downs Infant School has used its Pupil Premium funding for the academic year 2017-18 and the impact of that spending on pupil outcomes. Pupil Premium Plus is additional funding for pupils who are adopted from care or live under special guardianship arrangements.

This report should be read in conjunction with our Pupil Premium Policy.

Contextual Information (as at January 2018 Census)

|	
Number of pupils on roll	360
Number of pupils eligible for Pupil Premium (Ever 6)	30
Number of pupils eligible for Pupil Premium Plus	6
Pupils living in the 10% most deprived area	4.5% of pupils
Pupils living in the 20% most deprived area	12.3% of pupils

Pupil Premium Allocation for the financial year 2017-18

Amount of Pupil Premium funding received	£47,520
Amount of Pupil Premium Plus funding received	£15,200
Total PP funding received	£62,720

How Pupil Premium money was spent 2017-18

School attendance officer	£610
Attendance software	£721.73
Interventions for pupils including 1:1 INA support where there was need and release time for teachers to work 1:1	£60,109.05
Teaching resources	£858.60
Financial support for attendance	£476.48
Out of school provision (After school/holiday clubs/provision of free milk/enrichment activities)	£188.24
Total	£62,964.10

About the 2017-18 Cohort
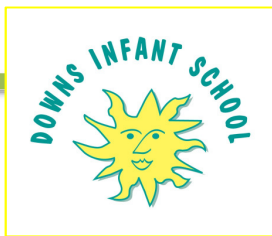
In the academic year 2017-18 there were 54 children identified as disadvantaged by eligibility for the Pupil Premium or Pupil Premium Plus. This included:

|	
Reception	16 pupils
Year 1	16 pupils
Year 2	22 pupils

Provision for all of these children was tailored according to need, which varied individually. There was considerable overlap within these groups of SEN (Special Educational Needs) and EAL (English as an Additional Language). Three of these children joined us part-way through the year. There were no forces children.

What are the barriers and how do we respond to them to promote accelerated progress for disadvantaged children?

The school is committed to 'Quality First' teaching for all pupils, with high aspirations for all pupils. We use the school's 'Learning Heroes' to embed a shared language of learning which teachers and encourages resilience, collaboration, learning from mistakes and embracing challenge. In 2017-18 we responded to pupil voice which indicated that many children were still fearful of making mistakes by focussing on this in classrooms, assemblies and with feedback to parents about 'how I got out of the learning pit' to further promote this characteristic of effective learning. Pupil premium funding is used to release teachers to work with children individually to develop these characteristics if this is holding them back, and to provide time for teachers to develop the skills they need to meet individual needs in class e.g. training, staff development or collaboration.

We continually review progression in the school to ensure that children do not fall behind in their learning. We have developed 'checkpoints' against which we check pupils' learning at the end of every term throughout the school and use targeted interventions to support the progress of any children who miss these checkpoints. Pupil premium funding is used to provide additional staff to run these interventions, or to release teachers to be able to deliver them. In 2017-18 we continued with our 2015-16 strategy to release teachers to work 1:1 with the pupil premium children in their classes, whether they appeared to be working 'at age expected' or not. All pupil premium children were therefore given additional support to enable them to reach their potential and increase the chances of achieving 'above age expected' levels.

Individual pupil records which identify individual barriers to learning were used during 2017-18, following on from their introduction in 2015-16, which have ensured that profile of individual pupil premium children is high and that their needs are reflected on each half term. Pupil premium children were discussed in all pupil progress meetings, whether they were 'on track' to meet age expectations or not. We had a particular focus in 2017-18 on children who should be working at above age expectation and these pupil premium children were included in the 1:1 time that we released teachers to work with individual children.
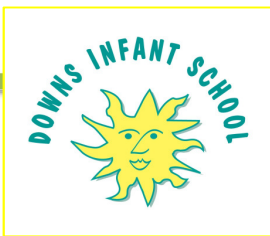
Analysis of attendance data told us that the attendance for pupils who are eligible for the pupil premium was lower than for other groups and in 2017-18 we invested in 'Study Bugs', an attendance programme, to help us monitor attendance more closely and more immediately allowing faster intervention for these children. Persistent absenteeism for pupil premium children as well as others improved during the year. We continue to employ an attendance officer to help us monitor attendance and she has been able to intervene with some of our pupil premium families to help us improve their attendance.

During 2017-18 we purchased resources to promote the learning of phonics and ran workshops for parents of disadvantaged pupils to show them how to use these resources. Where parents were unable to attend we offered 1:1 sessions with our Reception teachers.

'Pupil Premium Plus' family sessions were also offered by the INCO to facilitate a supportive social network and to share information and resources.

**How did these pupils do?**

EYFS/Reception
At the end of Reception (the end of the EYFS, 'Early Years Foundation Stage') we report on how many pupils reached a 'Good Level of Development' (GLD). According to this measure 7 out of our 16 children achieved a GLD. This was in line with elsewhere in the Local Authority, and slightly below National. However, this is just one way of measuring a child's achievements at the end of the EYFS, and includes the 'specific' areas of the curriculum (such as reading, writing and number). When we looked closely at the 'prime' areas, which are considered by EYFS practitioners to be the building blocks of child development and learning and include personal, social and emotional development, physical development and communication and language, our disadvantaged pupils made some excellent progress which is indicative of future progress. Out of the eight children with no additional Special Educational Needs or with English as an additional language, all eight achieved a GLD.

2016			2017			2018		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
75%	69%	+6	38%	71%	-33	50%	71%	-21

Year 1
In Year 1 we report on how many children passed the phonics screening test. 85% of our disadvantaged pupils passed the phonics test, compared with 83% in the Local Authority and 83% Nationally.

2016			2017			2018		
PP	National	Difference	PP	National	Difference	PP	National	Difference
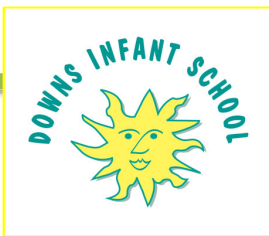
	ALL pupils			ALL pupils			ALL pupils	
42%	81%	-39	79%	81%	-2	85%	83%	+2

Year 2

At the end of Year 2, which is the end of 'Key Stage 1' we report on children's attainment in Reading, Writing and Maths.

77% of our disadvantaged pupils met the expected standard in reading, 68% met the expected standard in writing and 73% met the expected standard in maths.

Reading Expected Standard

2016			2017			2018		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
61%	74%	-15	62%	76%	-14	77%	75%	+2

Reading Greater Depth Standard

2016			2017			2018		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
6%	24%	-18	8%	25%	-17	21%	26%	-5

Writing Expected Standard

2016			2017			2018		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
44%	65%	-21	62%	68%	-8	73%	70%	+3

Writing Greater Depth Standard

2016			2017			2018		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
6%	13%	-7	0%	16%	-16	5%	16%	-11

Maths

2016			2017			2018		
PP	National ALL	Difference	PP	National ALL	Difference	PP	National ALL	Difference
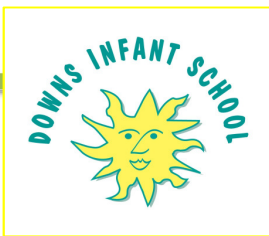
	pupils			pupils			pupils	
56%	73%	-13	54%	75%	-21	78%	76%	+2

Maths Greater Depth Standard

2016			2017			2018		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
6%	18%	-12	0%	21%	-21	10%	22%	-12

Next Steps for 2018-19

- Further understand the barriers to learning faced by our children through research into the early experiences and 'school-readiness' of our intake so that we can have a greater impact on disadvantage in the Early Years.
- Ensure a closer link between the nature of the barriers for individual children and what their experience is in the classroom through tracking of individual children throughout the school day and feeding this back into continual professional development for teachers.
- Address the unintended consequence of 'learned helplessness' and low aspiration for pupil premium children who also have an SEN or speak English as an additional language and who may have been over-scaffolded by adult support through exploring other models of support for these children.
- Develop the model of individual tracking sheets to provide a framework for solution-focussed professional dialogue between teachers to ensure that we are able to develop and sustain the best practice about what works in quality first teaching for these children. Within this, considering teacher workload against effective impact on outcomes.
- Explore models of supervision for staff who are working with the most vulnerable of these pupils so that they are able to sustain their work with them for long term impact on pupil outcomes.
- Continue to provide 1:1 time for teachers to work with disadvantaged pupils and their families, taking into account the above so that this intervention has maximum impact.
- In Key Stage 1, ensure that when children receive 1:1 intervention they record any learning in the same books as they use for classroom learning so that they are able to make direct links between the areas of learning.