

Perranporth School

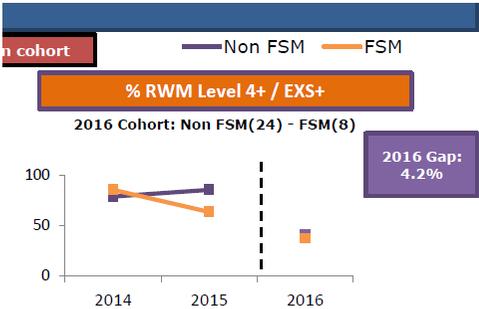
Pupil Premium Grant Expenditure and Impact Report

2015/16 Academic Year

All schools receive a grant based on the number of pupils in receipt of free school meals (FSM), children in care and children whose parents are in the services. This funding is designed to narrow the gap between the attainment of pupils in receipt of pupil premium and other pupils in the school. Schools are free to use this money in any way they wish, but the aims must be clear - to raise standards for more disadvantaged children. Information on how Perranporth does this is and the impact it has had in this school year is outlined below.

Number of pupils and pupil premium grant received (PPG)	
Total number of pupils on roll	210
Number of pupils benefitting from PPG	44 (21%)
Total amount of PPG received	£52,540

Summary of PPG spending
<p>Objectives</p> <ul style="list-style-type: none">• To close the attainment gap in reading, writing and mathematics• To increase engagement of families in pupils' learning• To improve pupils' readiness to learn• To develop self-esteem and confidence, preparing the children for their future role in British society.• To broaden experiences and widen opportunities for the children and enrich their curriculum.• To encourage and promote an enthusiasm for learning (BLP)

Actions taken so far	Cost	Desired impact	Impact												
<p>Employment of teacher for mornings only in upper KS2 to raise standards in reading, writing and maths and to equip pupils with learning readiness skills, build self esteem and behaviour for learning.</p>	<p>£27,000</p>	<p>PP pupils in Y6 had access to a small class therefore receiving a more personalised, curriculum which met their individual needs.</p> <p>To develop the confidence and readiness to learn.</p> <p>To develop their resilience and overcome challenges in their learning.</p> <p>Preparing them for secondary transition e.g. ensuring that home learning was completed.</p>	<p>Lesson observation and book scrutiny demonstrated that lower achieving PP pupils are receiving effective feedback which is supporting good progress.</p> <p>Book scrutiny demonstrated that through the teaching sequence, pupils were writing at greater length, not only in the small group teaching but this was also evident across the curriculum.</p> <p>38% (3/8 Y6 Disadvantaged pupils) achieved the National Standard in reading compared with 71% nationally.</p> <p>63% (5/8 Y6 Disadvantaged pupils) achieved the National Standard in writing compared with 79% nationally.</p> <p>50% (4/8 Y6 Disadvantaged pupils) achieved the National Standard in Maths compared with 75% nationally.</p> <p>Data Evidence: see Closing the Gap report (Appendix A) see RAISE Test Analysis (Appendix B)</p> <p>Summary: The attainment gap between Pupil Premium pupils and Non Pupils premium in KS2 has narrowed for Reading Writing and Maths overall from 2015-2016 (as below) but, standards of attainment and progress are still not high enough and will need to be a focus of the next academic year</p>  <table border="1"> <caption>% RWM Level 4+ / EXS+</caption> <thead> <tr> <th>Year</th> <th>Non FSM</th> <th>FSM</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>85%</td> <td>80%</td> </tr> <tr> <td>2015</td> <td>90%</td> <td>65%</td> </tr> <tr> <td>2016</td> <td>45%</td> <td>40%</td> </tr> </tbody> </table> <p>2016 Cohort: Non FSM(24) - FSM(8)</p> <p>2016 Gap: 4.2%</p>	Year	Non FSM	FSM	2014	85%	80%	2015	90%	65%	2016	45%	40%
Year	Non FSM	FSM													
2014	85%	80%													
2015	90%	65%													
2016	45%	40%													

<p>Employment of teacher for an additional morning to release KS1 class teachers to provide bespoke intervention. Class teachers has a focus on phonics to ensure that pupils passed the phonics screening test</p>	<p>£2,200</p>	<p>Pupils are able to access a greater range of class-based learning without support. Class teachers report that pupils are accessing the curriculum with more confidence. Pupils develop more confidence in reading/ writing and maths.</p>	<p>Tailored and bespoke intervention program delivered to meet children’s individual needs meant that they were better equipped to access the curriculum. This has been successful.</p> <p>Lesson observation and talking to children demonstrates increased independence in class and an increased confidence in a range of subjects across the curriculum.</p> <p>100% of Pupil Premium children passed the Phonics Screening Test Year 1</p> <p>100% of Pupil Premium children passed the Phonics Screening Resit Test Year 2</p> <p>71% (5/7 Y2 Disadvantaged pupils) achieved the National Standard in reading compared with 78% nationally.</p> <p>57% (4/7 Y2 Disadvantaged pupils) achieved the National Standard in writing compared with 70% nationally.</p> <p>71% (5/7 Y2 Disadvantaged pupils) achieved the National Standard in Maths compared with 77% nationally.</p> <p>Summary: The attainment gap between Pupil Premium pupils and Non Pupils premium KS1 continues to narrow for Reading Writing and Maths combined from 2015-2016 (as below) but, standards of attainment for DPP pupil are still not high enough and will need to be a focus of the next academic year</p> <div data-bbox="1339 858 1787 1126"> <p>cohort</p> <p>— Non FSM — FSM</p> <p>% RWM Level 2+ / EXS+</p> <p>2016 Cohort: Non FSM(23) - FSM(6)</p> <p>2016 Gap: 2.9%</p> <p>% Level 2+ / EXS+</p> <p>2014 2015 2016</p> </div>
---	---------------	--	--

<p>Release time for Pupil Premium co-ordinator (SENCO) to monitor PP provision in class and through intervention, provide support for PP intervention staff and TAs ensuring best practice.</p>	<p>£10,520</p>	<p>Coordinator uses release time to successfully identify learning needs of PP pupils. PP children are identified on the ‘Alert List’ – this is updated each half term.</p>	<p>Pupil Premium co-ordinator (SENCO) ensured children received 1:1 and small group conferencing to learn to up-level and reflect on their learning. This was evident in books – children have started to respond to feedback positively and use assessment for learning strategies to improve their own learning.</p>
---	----------------	---	--

		Support and training is provided for TAs and intervention staff from the Pupil Premium co-ordinator (SENCO).	
Improving classroom practice through focussed observation and peer support to support the progress in Mathematics of disadvantaged pupils.	Nil	Teachers improve practice to ensure that all pupil premium pupils achieve their potential, contributing to the accelerated progress of pupil premium pupils in their classes.	This was in place for one term and from the feedback notes from teams and lesson observations, there have been some positive changes to practice across the school. However, next year, this will need an even tighter focus on whole school issues. We will be developing this approach and monitoring more tightly the engagement of PP pupils in lessons. Recent observations have shown a positively increased knowledge and focus upon the provision of teaching and learning for PP pupils from both teaching staff and TAs. Children are also more engaged in their learning and focused on developing successful outcomes.
Teaching assistants delivering bespoke interventions (x5 afternoons per week and 2 x before school sessions)	£8,400	Targeted pupils feel more confident about their learning. Barriers to learning are addressed rapidly, meeting the pupils' individual needs. All pupils make accelerated progress in identified areas. Children are able to talk confidently about their learning. Children are able to respond to feedback and become more critical learners.	This is proving to be a successful intervention, with pupils showing much greater confidence and engagement in their learning (feedback from teaching staff). Pupil also speak of the support as having a positive impact on their confidence and approaches to learning in class. Attainment of PP pupils is still behind Non PP pupils in most classes but it is expected that this approach will steadily narrow this gap even further over the next academic year
Mathletics – online maths resource	£170	Increase pupils' motivation in mathematics.	Children are accessing Mathletics more readily. Pupils in receipt in PP are able to consolidate their learning at home. Anecdotal evidence from parents suggest that pupils enjoy accessing Mathletics. Although attainment and progress standards in maths are not as high as they need to be, the attainment gap between PP pupils and non is not significant:

			KS1 attainment gap: - 0.7 KS2 Attainment gap: 4.2 KS2 Progress Gap -0.2 (see Appendix A)
Employment of Emotional and Behavioural specialist.	£2,100	Pupils more ready for learning in school. Increased confidence and self-esteem. Parents feel supported in helping their child.	This is a very successful targeted support for pupils and parents. Parental feedback has been overwhelmingly positive The impact on the behaviour at home and school of pupils receiving the support has been very positive.
Fund to offset the cost of trips, additional tuition, residential visits and other enrichment activities: governors agreed in October 2015 to fund the full cost of extra-curricular clubs for pupils in receipt of pupil premium.	£2,000	Increased number of pupils on FSM accessing clubs on reduced rates. Higher take up of residential places.	There has been a successful uptake in PP pupils accessing a range of clubs including peripatetic music lessons. All PP pupils took up residential places this year.
Fund towards the cost of uniform: governors agreed to support pupils in receipt of PP in purchasing two pieces of uniform.	£150	Higher uptake of PP (this was necessary after the introduction of free school meals). Pupils had the correct uniform and felt part of the school community.	All pupils were wearing the correct school uniform. Parent relationship with school improved as they could see that every effort was being made to support them and their children. Children in the correct school uniform had an improved attitude to learning and their behaviour improved too.
Total expenditure	£52,540		

Narrowing the Gap

Perranporth Community Primary School (2325)

Gender Gap
Difference between Girls and Boys performance



FSM Ever6 Gap
Difference between Non FSM and FSM Ever6 performance

EYFSP

	2014	2015	2016		2014	2015	2016
Gap:	4.2%	-3.4%	3.1%	Gap:	29.6%	-17.9%	-27.6%
Girls:	12	16	17	Non:	23	28	29
Boys:	16	13	15	FSM:	5	1	3

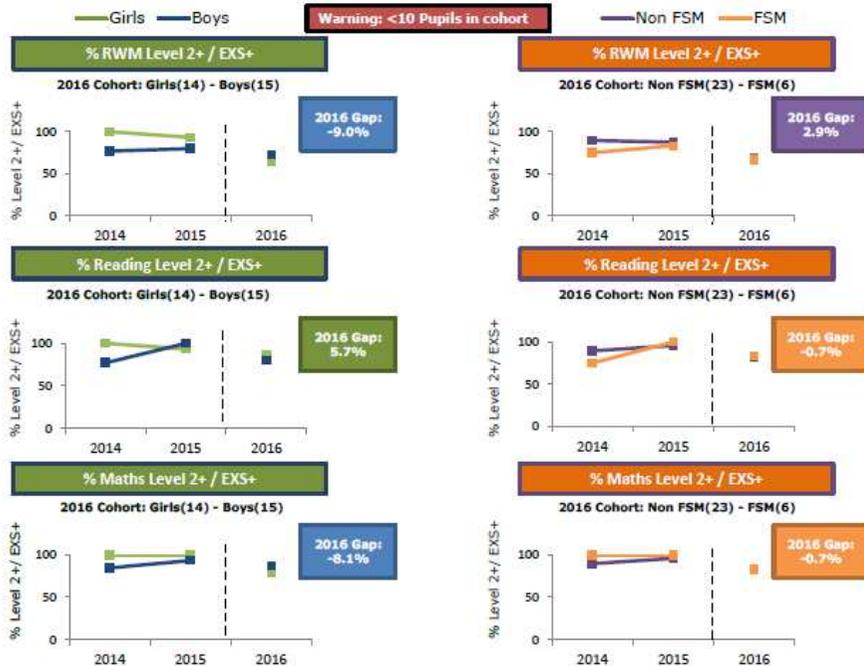
% difference between those achieving a Good Level of Development (GLD) (girls - boys and Non FSM - FSM Ever 6 eligible pupils)

Phonics (Year 1)

	2014	2015	2016		2014	2015	2016
Gap:	31.8%	-7.7%	-13.3%	Gap:	-1.7%	16.7%	-6.9%
Girls:	11	13	15	Non:	20	23	29
Boys:	12	16	15	FSM:	3	6	1

% difference between those achieving Working At (Wa) (girls - boys and Non FSM - FSM Ever 6 eligible pupils)

KS1



Narrowing the Gap

Perranporth Community Primary School (2325)

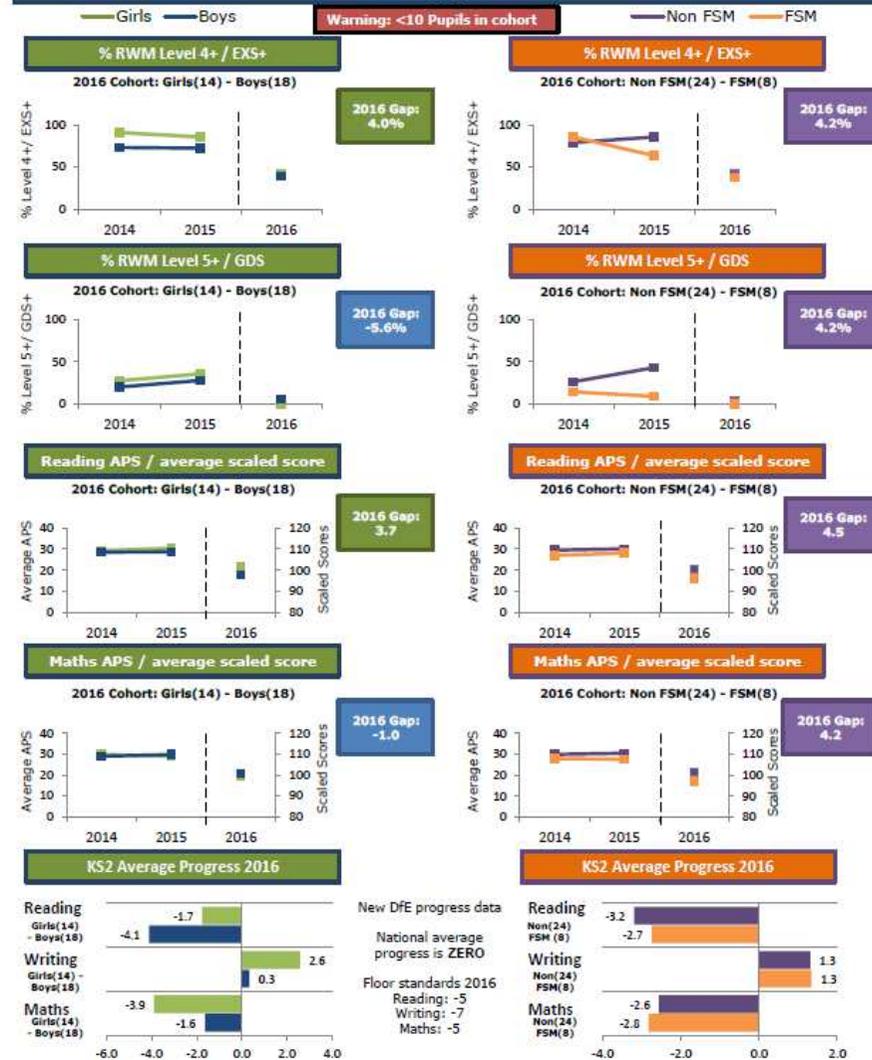


Gender Gap
Difference between Girls and Boys performance



FSM Ever6 Gap
Difference between Non FSM and FSM Ever6 performance

KS2



New DfE progress data
National average progress is ZERO
Floor standards 2016
Reading: -5
Writing: -7
Maths: -5

Appendix B RAISE Test Analysis

KS2 reading test 2016

	Reading progress		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	32	-3.08	32	all	53	66	16	19	99.3	102.6
male	18	-4.11	18	same	44	62	22	16	97.7	101.8
female	14	-1.75	14	same	64	70	7	22	101.4	103.4
disadvantaged	8	-2.74	8	non	38	71	13	23	96.0	103.8
other	24	-3.19	24	same	58	71	17	23	100.5	103.8
Free School Meals	8	-2.74	8	non	38	71	13	23	96.0	103.8
Children Looked After	0	-	0	non	-	66	-	19	-	102.6

KS2 mathematics test 2016

	Mathematics progress		Cohort	National comparator type	Mathematics attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	32	-2.62	32	all	56	70	3	17	100.2	103.0
male	18	-1.64	18	same	56	70	6	18	100.6	103.3
female	14	-3.89	14	same	57	70	0	15	99.6	102.8
disadvantaged	8	-2.82	8	non	50	75	0	20	97.0	104.1
other	24	-2.56	24	same	58	75	4	20	101.2	104.1
Free School Meals	8	-2.82	8	non	50	75	0	20	97.0	104.0
Children Looked After	0	-	0	non	-	70	-	17	-	103.1

KS2 writing teacher assessment 2016

	Writing progress		Cohort	National comparator type	Writing attainment			
	Cohort	Score			Expected standard +		Greater depth	
					School %	National %	School %	National %
all pupils	32	1.32	32	all	81	74	16	15
male	18	0.34	18	same	72	68	11	11
female	14	2.57	14	same	93	81	21	19
disadvantaged	8	1.34	8	non	63	79	0	18
other	24	1.31	24	same	88	79	21	18
Free School Meals	8	1.34	8	non	63	78	0	18
Children Looked After	0	-	0	non	-	74	-	15

Appendix C Pupil Premium Teacher Assessment 2015-16

Year 1		Overall Attainment	Reading	Writing	Maths
			Progress	Progress	Progress
Annual Progress	Non DPP	39.2	2.0	1.7	1.7
	DPP	39.2	2.5	2.0	2.0
Year 2		Overall Attainment	Reading	Writing	Maths
			Progress	Progress	Progress
Annual Progress	Non DPP	47.2	4.0	3.7	4.0
	DPP	45.3	3.6	3.0	3.6
Year 3		Overall Attainment	Reading	Writing	Maths
			Progress	Progress	Progress
Annual Progress	Non DPP	50.7	2.2	2.1	2.0
	DPP	51.1	2.5	2.5	3.0
Year 4		Overall Attainment	Reading	Writing	Maths
			Progress	Progress	Progress
Annual Progress	Non DPP	57.3	3.2	3.8	3.6
	DPP	57.7	2.8	3.7	4.0
Year 5		Overall Attainment	Reading	Writing	Maths
			Progress	Progress	Progress
Annual Progress	Non DPP	64.3	2.5	2.7	3.0
	DPP	62.9	2.3	2.0	1.5
Year 6		Overall Attainment	Reading	Writing	Maths
			Progress	Progress	Progress
Annual Progress	Non DPP	68.2	2.2	1.5	2.1
	DPP	64.2	1.8	1.3	1.6