

## Arnbrook Primary

### Pupil Premium Impact Report 2017-18

#### Funding Overview

Total amount of PPG received: £146,520

Number of pupils on role: 286

Percentage of pupils eligible for PPG: 46% (132 pupils)

Amount of PPG received per pupil: £1320

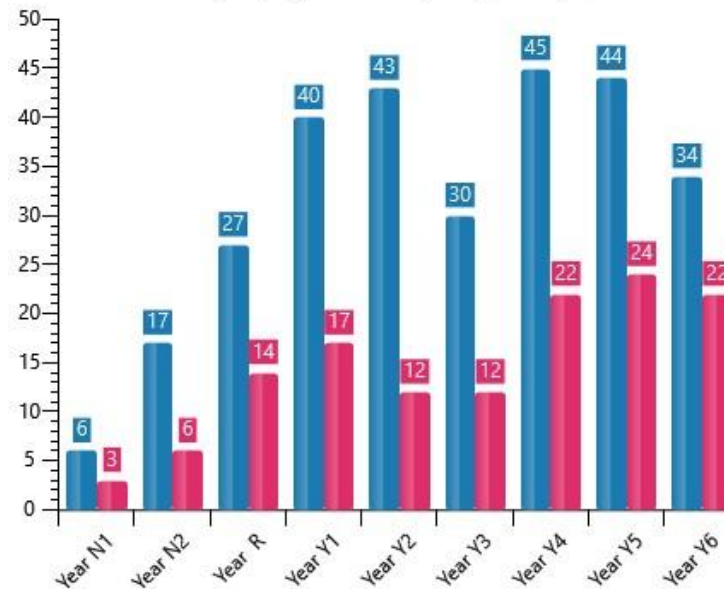
Children looked after: £3800

Service children: £600

The numbers of disadvantaged pupils across the school vary significantly as can be seen below:

#### Student Totals by Year Group

A count of students in each year group, with drill through to registration group



## Key Objectives

- 1) The priority for 2017-18 KS1 pupils to continue to close the gap between disadvantaged and non disadvantaged pupils achieving expected level in Reading and Maths. Ensure continue to support disadvantaged pupils in achieving greater depth across all subjects
- 2) The priority for 2017-18 for KS2 pupils to continue to close the gap between disadvantaged and non disadvantaged pupils achieving expected level in Writing and Reading. Ensure continue to support disadvantaged pupils in achieving greater depth across all subjects
- 3) Ensuring that all disadvantaged pupils are provided with an appropriate intervention in order to reduce their most significant barrier to learning and for this to be reflected in the academic progress that the pupils make
- 4) Raise the attendance and punctuality of disadvantaged pupils to at least 95% ensuring we work alongside parents and families to break down the barrier between themselves and school. Carefully monitor and support those for whom their attendance means they are at risk of becoming 'persistently absent'

Desired outcome	Strategy identified in September	Outcome	Summary of impact
The attendance and punctuality of disadvantaged pupils improves in 2016/17.	Learning mentor runs breakfast club for targeted disadvantaged children with attendance/punctuality issues.	Arbrook's attendance is still significantly below national average and expected 96%. Attendance for disadvantaged pupils is significantly lower than their non-disadvantaged peers.	Breakfast club has been extended and is now run by 3 members of staff. It has been opened up as wrap around care for all pupils however priority for places is given to disadvantaged pupils with attendance/punctuality issues.  A mini bus is now running targeting disadvantaged pupils in order to raise their attendance and punctuality. Minibus provision has led to an average of 3% improvement in attendance for each pupil. All pupils have improved attendance following this intervention.
	Deployment of attendance officer, family liaison officer and attendance support officer to; a) monitor attendance of all children, with particular focus on children with poor attendance and/or punctuality and disadvantaged children b) support children and families in improving their attendance,		Penalty notice for <u>all</u> parents/carers who have taken unauthorised holiday (6 out of 6). 5 Early Help Referrals made with attendance as main area of concern during Spring term. 2 children work once a week with football mentor once a week since February 2018. 8 children offered Minibus & Breakfast Club service to school

	Attendance prizes and incentives for rewarding excellent attendance and punctuality.		Attendance for disadvantaged children has declined, despite the vast majority of cohorts showing improvement on their attendance last year. Gaps between disadvantaged and non-disadvantaged children have risen across the school, in part due to the faster rate of improvement in non-disadvantaged pupils' attendance.
The difference between disadvantaged children and non-disadvantaged within school and nationally is diminished across the school, in all core areas, and 90% of disadvantaged pupils make more than expected progress.	Assistant Head Teachers (x2) teach small groups of disadvantaged children in Y2/Y6 in both Writing and Maths several times a week.	Phonics screening results 88% (15 out of 17) disadvantaged pupils passed their year 1 phonics screening test. Compared to 83% of school other.	Year 2 pupils who received intervention with AHT all achieve expected standard or greater depth as a result of intervention. Year 6 pupils received intervention with AHT or 3 <sup>rd</sup> space intervention. Increase in new learning as a result of 3 <sup>rd</sup> space
	Teacher led booster groups for Y6 disadvantaged children at risk of not reaching expected standard in reading, writing and maths	Year 2	Low turn up rates for after school club booster groups offered (less than 10% of those invited regularly attended) As a result in intervention group 13 disadvantaged children who were at risk of not reaching expected standard in maths are now in line to achieve expected. This is also true for 3
	1:1 tutoring for identified Y2 & Y6 PP children who need additional support to reach ARE and/or GD from qualified teachers.	37% of disadvantaged pupils achieved expected score or above in reading compared to 63% school other.	1:1 tutoring was replaces with peer tutoring as a result of review of EEF toolkit. This was for year 3 and 5 pupils. See impact of new interventions below
	1:1 phonics top up sessions (daily 15 minute session over 6-8 weeks) for identified Y1 PP children who need	37% disadvantaged pupils achieved expected score or above in writing compared to 63% school other	1:1 phonics top up had desired impact with disadvantaged pupils out performing school other. These supported those pupils with poverty of language as the main barrier to their
	1:1 precision teaching sessions (daily 15 minute session over 6-8 weeks) for identified children in all year groups in	30% disadvantaged pupils achieved expected score or above in maths compared to 70% school other.	1:1 PT sessions showed limited impact in spring term so new intervention was introduced for Spring 2 and Summer term-see new interventions information below
	FROG learning platform for all students and parents – wealth of information/activities and learning resources online for students and families.	Year 6 data	FROG learning platform showed limited parental engagement and thus will not be renewed next year. Class Dojo and tapestry introduced to improve communication and share resources with parents. New school website launched to provide further information and links
	Funding used to pay for Teaching Assistants (x2) to take small groups for Phonics & Reading Hour from Y2-6 ensuring children have appropriate level of challenge and reading book	59% disadvantaged pupils met expected standard, with	Ruth Miskin phonics scheme including small groups for phonics and reading hour continue to show impact with above national phonics screening results and no gap between disadvantaged pupils and school other. These supported those pupils with poverty of language as the main barrier to

	Parental engagement project for parents/carers of children in FS/Y2/Y6. Each project runs for 6 consecutive weeks and is focussed on how parents/carers can support their children at home in Maths and	4% achieving greater depth. 44% of disadvantaged pupils therefore did not meet expected standard in writing. This compares to 61% of all	New parental engagement lead member of staff identified who lead parental workshops throughout the year and how to support children best online. We also took a group of over 50 disadvantaged pupils and families on a trip to Nottingham University to support those
Improve the self-esteem, behaviour for learning and social skills of disadvantaged children	Weekly 1 hour drop in counselling service & 1:1 counselling service (12 week scheme per pupil) from Think Children.	Pupils who undertook think children showed a significant improvement in emotional wellbeing on questionnaires completed by staff pupils and	6 disadvantaged pupils have been offered counselling to tackle emotional poverty as their greatest barrier to their learning. 5 of these pupils regularly attended and have made good progress over the term that they received this intervention
	Subsidy for enrichment activities – trips/visits/visitors/residential opportunities.	A total of £X was spent for enrichment activities.	Funding provided for disadvantaged pupils in order to experience the same enrichment activities as their peers. This funding allowed us to tackle those pupils with poverty of aspiration and poverty
	Employ x2 learning mentor to work with identified PP children both in class, 1:1 mentoring sessions and group activities.	Learning mentors supported 5 high profile pupils and over 6 other disadvantaged pupils over the course of the year mainly 1:1 or in small groups.	Both learning mentors have worked alongside those pupils who have emotional poverty as the greatest barrier to their learning. A range of strategies were used such as lego therapy and circle of friends. ELSA training was also conducted by one learning mentor in order to support those pupils whose greatest barrier to their learning is poverty of language

### Foundation Stage

	2015-16	2016-17	2017=18
Arnbrook FSM (Disadvantaged)	50% (24% gap)	64% (3% gap)	71% (4% gap)
Arnbrook Other	74%	67%	75%

<b>National FSM (Disadvantaged)</b>	72%	69%	TBC
<b>National Other</b>	72%	69%	TBC

This year attainment for disadvantaged pupils within EYFS has risen again and is now greater than national for FSM last year. There is currently a 4% gap between disadvantaged and school other however this only accounts for 1 child who failed to achieve GLD. Foundation stage pupils received a range of interventions that had been proven to have a high level of impact from last year. These lead to excellent progress by all disadvantaged pupils over this academic year.

#### Year 1 Phonics Screening

<b>Disadvantaged Pupils</b>	<b>2015-16</b>	<b>Difference</b>	<b>2016-2017</b>	<b>Difference</b>	<b>2017-18</b>	<b>Difference</b>
<b>Arnbrook Disadvantaged</b>	56%	-22%	67%	-21%	88%	+6%
<b>Arnbrook Other</b>	78%		88%		82%	
<b>National Disadvantaged</b>	69%	-14%	68%	-13%	TBC	TBC
<b>National Other</b>	83%		81%		TBC	

The improved performance of disadvantaged pupils from 67% to 88% (an increase of 21%) is excellent news for the school. The continued impact of high quality phonics teaching throughout the foundation years and consolidated in year 1 has led to no negative gap between disadvantaged pupils and school other for the first time. Close analysis of in school data meant that effective 1:1 phonics top up was put in place for pupils at risk. The phonics results for both disadvantaged pupils and school other are now in line with last years national results for the first time. Only 1 of 4 disadvantaged pupils in year 2 passed the retake (25%) and this needs to be prioritised for next year.

## End of KS1

Reading	2016	2017	2018	Writing	2016	2017	2018	Maths	2016	2017	2018
Disadvantag	72%	66%	42%	Disadvantged Expe	56%	75%	42%	Disadvantge	74%	58%	58%
National No	78%	79%		National Non Disad	70%	72%		National No	77%	79%	
Disadvantag	11%	25%	17%	Disadvantged Gre	0%	16%	8%	Disadvantag	2%	16%	42%
National No	27%	28%		National Non-Disad	16%	18%		National No	20%	23%	

- The gap between disadvantaged and non-disadvantaged pupils increased dramatically due to poor outcomes for disadvantaged pupils across reading, writing and maths. This is largely due to the size of this group and issues affecting pupil's performance.
- Improving attainment at the end of Key Stage 1, alongside diminishing the difference between disadvantaged and non-disadvantaged pupils, is a high priority for the school next year.
- The number of disadvantaged children who achieved greater depth in maths doubled to 33% which is significantly higher than national result for non-disadvantaged pupils.

EYFS-Y2 Conversion & Progress							
		EYFS			Y2		
		Reading	Writing	Number	Reading	Writing	Maths
Cohort	EXC	11.6%	4.7%	9.3%	20.9%	9.3%	16.3%
	EXP+	65.1%	62.8%	65.1%	67.4%	67.4%	74.4%
Disad	EXC	8.3%	0.0%	8.3%	16.7%	8.3%	41.7%
	EXP+	50.0%	41.7%	50.0%	41.7%	41.7%	58.3%

- Analysis shows comparable figures for pupils achieving the EYFS expected standard in the ELGs of reading, writing going onto achieve at least the expected standard at the end of Key Stage 1 and an increasing proportion in maths.

## End of KS2

Reading	2016	2017	2018	Writing	2016	2017	2018	Maths	2016	2017	2018	EGPS	2016	2017	2018
Disadva	25%	27%	77%	Disadva	88%	53%	59%	Disadva	25%	40%	86%	Disadv	38%	47%	68%
National	71%	72%		National	79%	72%		National	76%	80%		Nation	78%	82%	
Disadva	6%	5%	13%	Disadva	13%	0%	4%	Disadva	6%	0%	5%	Disadv	13%	7%	22%
National	23%	23%		National	18%	23%		National	20%	27%		Nation	27%	36%	

- Gap between disadvantaged and non-disadvantaged pupils, for pupils achieving the expected standard, has been significantly closed specifically in reading and maths.
- Provisional average progress scores demonstrate that significant improvements have been made, in both reading and maths. Previously the school was placed in the bottom 10% nationally within these two areas, with disadvantaged pupils significantly weaker.
- % of pupils, including disadvantaged pupils, achieving a high score/greater depth in reading, writing and maths is still too low

- Performance of all pupils, in particular disadvantaged pupils, is still too low in writing.
- Increase the proportions of disadvantaged pupils achieving the expected standard in EGPS

## Interventions

All interventions that have taken place across the school for the year have been tracked on a provision map with specific reference to the progress each child has made as a result of that intervention. This has enabled us to identify which interventions are the most effective and compare this to the cost of the intervention. Using this system each intervention has been given a star rating with \* star having the least impact compared to cost and \*\*\*\*\* being most impact compared to cost.

		IMPACT		
		Low	Middle	High
COST	Low	**	****	*****
	Middle	*	***	****
	High	*	**	***

## Foundation Stage Interventions in Nursery and Reception

Within nursery and reception every disadvantaged child (who has been with us for longer than a term) has received an appropriate intervention. There are a range of interventions that are currently being used and these include

- Speech and language support (targeted at Communication and Language) \*\*
- Love Reading (targeted at Reading) \*\*\*\*
- Dough disco (targeted at Physical development) \*\*\*
- 5 minute box (targeted at maths) \*\*\*
- Talking tables (targeted at communication and language) \*\*\*\*
- Social stories (targeted at physical, social and emotional development) \*\*\*

These have all been effective interventions with children making expected and in many cases more than expected progress as a result.

## KS 1

Phonics top up is the most common intervention for pupils in KS1 to support their progress through the Ruth Miskin phonics scheme. Excellent progress was made by all 12 disadvantaged children who received this intervention with 88% of disadvantaged pupils passing the phonics screening test. \*\*\*\*



A new maths intervention has been introduced in KS1 focusing on -Securing foundations and application of reasoning. 3 disadvantaged pupils who received this intervention made good progress and met the expected standard in maths. \*\*\*\*

## KS2

Fresh start is an additional intervention that is used in year 5 and 6 for those whose pupils who have yet to complete the Ruth Miskin Phonics scheme and require further support with their reading. 6 disadvantaged pupils have received this intervention over the course of the year and it has been very successful as all 6 pupils have now completed the scheme and able to access the same school reading as support as their peers. (\*\*\*\*)

Third Space Learning is a new intervention that has been introduced this year for year 6 in Spring and Summer 1 and year 5 in Summer 2. All pupils showed a high level of engagement during the intervention with 75% of the disadvantaged pupils who undertook the intervention making excellent progress and should meet the expected standard in maths. It is a high cost intervention so can only be graded \*\*\*

Peer tutoring is another new intervention that has been introduced this year for year 3 and 5 pupils. A group of 6 disadvantaged year 5 pupils were trained as peer mentors working alongside disadvantaged year 3 pupils. This was most effective when used to support pupils mathematic knowledge with an average increase of 15 points progress. Those pupils supporting reading also showed a good increase with an average of 9 points progress. Beyond the academic progress however all 12 pupils when evaluated showed improvements in their confidence and self-belief. This is an EEF toolkit strategy that is very low cost therefore is graded \*\*\*\*\* for impact.

## Priorities for 2018-19

*Ensuring that all disadvantaged pupils are provided with an appropriate intervention in order to reduce their most significant barrier to learning and for this to be reflected in the academic progress that the pupils make.*

To significantly raise attendance levels for disadvantaged pupils, with a target of 96%, and reduce the number of persistently absent pupils.

Diminishing the difference between disadvantaged and non-disadvantaged pupils in relation to outcomes in reading, writing and maths across the school, with particular focus on:

- In *EYFS*, improve outcomes for disadvantaged boys in relation to PSED and increase number of disadvantaged pupils exceeding GLD
- By the *end of Key Stage 1*, diminishing the difference between outcomes in relation to disadvantaged and non-disadvantaged pupils.
- By the *end of Key Stage 2*, improving the performance of disadvantaged pupils in writing and EGPS, and improve the % of disadvantaged pupils achieving a high score/greater depth in reading, writing and maths.