

# PUPIL PREMIUM IMPACT 2016-2017

Staffing	Item	Cost	Objective	Impact															
	Creation of non-class based inclusion team. Staffed by 2 teachers and 3 teaching assistants.		To provide one-to-one tuition for pupils. To provide additional support in class for small groups of underachieving pupils. To provide booster classes for underachieving children.	<p>Inclusion team redeployed from Autumn 2 to support in identified year groups across the school, where level of need was highest. This team was redeployed in Autumn 2 of 2016. This was due to identified needs within classrooms, that meant that staff were needed to support in classrooms. Year 2 and Year 6 also became the focus of interventions due to statutory assessments. Extra adult support was put into place to enable groups for English, Maths and Guided Reading to take place in both year groups. Additional staff were also recruited for reception class due to the level of need.</p> <p><b>EYFS</b></p> <table><tr><td></td><td>All</td><td>Dis</td></tr><tr><td>GLD</td><td>64</td><td>35</td></tr><tr><td>Reading</td><td>68</td><td>42</td></tr><tr><td>Writing</td><td>65</td><td>35</td></tr><tr><td>Maths</td><td>72</td><td>42</td></tr></table> <p>This shows a significant gap in all areas. There were a significant group of special educational needs children in this cohort of children all of whom were disadvantaged.</p> <p>The teachers who have taken these children into Year 1 have identified the children who did not achieve a good level of development in reception and have identified the area that was a barrier to this. Additional staff have been placed into Year 1 to enable this group of children to still access the Early Years Curriculum. The teachers in Y1 are still assessing this group of children using the Early Years Framework and have and have predicted that 70 % of the children will have achieved GLD by October half term.</p>		All	Dis	GLD	64	35	Reading	68	42	Writing	65	35	Maths	72	42
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**Year 1**

	All (A)	Dis (A)
Phonics Screen	88	84
Reading (TA)	72	60
Writing (TA)	84	77
Maths(TA)	72	70

Phonics screening results have improved this year from last year's figures of 75%. Disadvantaged children's attainment in phonics is lower than their peers, however in 2016 only 58 % of disadvantaged children passed the screen. This meant, last year, a gap of 17%, however this has been reduced to 4% this year.

**Year 2**

	Expected		Greater Depth	
	All	Dis	All	Dis
Phonics by end of Y2	90 (NA920	82		
Reading	70 (NA76)	61(61)	16(NA25)	7
Writing	62 (NA68)	54 (52)	9 (NA16)	0
Maths	74 (NA75)	68 (60)	14 (NA21)	4

Attainment in Year 2 has improved this year, with the exception of Writing. Last year 62% reached expected in Reading, 62% in Writing and 63% in Maths. The attainment of the disadvantaged children has also risen from last year when only 55% of children in Reading, 48% in Writing and 48% in Maths met the expected standard.

**Year 3**

	All (A)	All (P)	Dis (A)	Dis (P)
Reading (TA)	75		68	
Writing (TA)	68		60	
Maths(TA)	75		70	

This year group were the first to sit the new KS1 SATS. Since last year, this year group have made some good progress moving from 62% of children at the expected standard at the end of KS1 to 75% now at the expected standard in Reading. In Writing last year, 62 % were at the expected standard this is now 68%. In Maths, we have moved from 63% of children at the expected standard to 75%.

In terms of progress this means that this year we have moved 7 children in Reading up to the expected bracket, 4 of whom were disadvantaged. In Writing we have moved 4 children to the expected bracket, all of whom were disadvantaged. In Maths, we have moved 7 children to the expected bracket, 4 of whom were disadvantaged.

**Year 4**

	All (A)	All (P)	Dis (A)	Dis (P)
Reading (TA)	73	-2.1	75	-1.8
Writing (TA)	61		53	
Maths(TA)	78	3.4	67	1.8

In Year 4 we were able to validate our data using PIRA and PUMA assessments and track progress in line with the primary accountability document. In Reading the disadvantaged children are performing better than all other children, although the progress measure should be zero. In Maths, there is a significant gap between the disadvantaged children and their peers but the progress measure is above zero.

#### Year 5

	All (A)	All (P)	Dis (A)	Dis (P)
Reading (TA)	75	6.6	55	2.9
Writing (TA)	76		81	
Maths(TA)	73	9	67	3.4

The gaps in both progress and attainment are clear here, in all subjects. This is a focus going into year 6. Teachers are tracking progress by prior attainment and extra interventions have started early to ensure that this gap narrows.

#### Year 6

	All (A)	All (P)	Dis (A)	Dis (P)
Reading	70	-2.25	73	-3.06
Writing (TA)	70		73	
Maths	80	-2.79	83	-2.56

This year's figures in terms of attainment are a significant improvement on last years. In terms of progress this year we have moved in Reading from a score of -5.68 to -2.25. Although the progress of the disadvantaged children in this area is not as good as their peers, it is a significant improvement on last year, when their progress was -5.40. In Maths progress this year improved

				slightly for all children, but for the disadvantaged moved from -3.45 last year to -2.56 this year.																																																						
	Purchase of a research based literacy scheme for children from Y2 to Y6		To ensure that all aspects of the English curriculum are covered in sufficient depth and that teaching resources are of a high quality.	<table><tr><td colspan="3"><b>Reading</b></td></tr><tr><td></td><td>All</td><td>Disadvantaged</td></tr><tr><td>Rec</td><td>68</td><td>42</td></tr><tr><td>Y1</td><td>Phonics 88 Reading 72</td><td>60</td></tr><tr><td>Y2</td><td>70</td><td>60</td></tr><tr><td>Y3</td><td>75</td><td>68</td></tr><tr><td>Y4</td><td>73</td><td>75</td></tr><tr><td>Y5</td><td>75</td><td>55</td></tr><tr><td>Y6</td><td>70</td><td>73</td></tr></table> <table><tr><td colspan="3"><b>Writing</b></td></tr><tr><td></td><td>All</td><td>Disadvantaged</td></tr><tr><td>Rec</td><td>65</td><td>35</td></tr><tr><td>Y1</td><td>64</td><td>77</td></tr><tr><td>Y2</td><td>62</td><td>54</td></tr><tr><td>Y3</td><td>68</td><td>50</td></tr><tr><td>Y4</td><td>61</td><td>53</td></tr><tr><td>Y5</td><td>76</td><td>81</td></tr><tr><td>Y6</td><td>70</td><td>73</td></tr></table>	<b>Reading</b>				All	Disadvantaged	Rec	68	42	Y1	Phonics 88 Reading 72	60	Y2	70	60	Y3	75	68	Y4	73	75	Y5	75	55	Y6	70	73	<b>Writing</b>				All	Disadvantaged	Rec	65	35	Y1	64	77	Y2	62	54	Y3	68	50	Y4	61	53	Y5	76	81	Y6	70	73
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	Learning Mentor		To provide support to children with social and emotional barrier to learning. To access support from external agencies when necessary.	<table><tr><td colspan="2">Table showing the number of fixed term exclusion.</td></tr><tr><td><b>2015-2016</b></td><td><b>2016-2017</b></td></tr><tr><td>7 pupils</td><td>2 pupils</td></tr><tr><td>13 sessions</td><td>4 sessions</td></tr><tr><td>22.5 days</td><td>5 days</td></tr></table> <p>Behaviour is significantly improved. One child who was on a part time timetable in 2015-2016 attends school full time. Only three children across the school have individual behaviour plans.</p>	Table showing the number of fixed term exclusion.		<b>2015-2016</b>	<b>2016-2017</b>	7 pupils	2 pupils	13 sessions	4 sessions	22.5 days	5 days
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	Family Support Worker		To ensure support for families who have issues with attendance and punctuality. To engage with hard to reach families and offer guidance and support. To liaise with external agencies to allow families to access the most appropriate form of support.	<p><b>Attendance</b> Whole school attendance in school is above 97%. Attendance of disadvantaged 94.6% Attendance of non-disadvantaged 97.5%</p> <p><b>Persistent Absence</b> Non-disadvantaged 6 children Disadvantaged 6 children Targeted interventions mean that hard to reach families are engaged in school.</p>										

**General findings and implications for 2017-2018**

Gaps in the attainment of disadvantaged learners and their peers are evident across all year groups. Gaps in progress are also evident although they are smaller than the gaps in attainment. The tracking of progress, in relation to prior attainment, is vital for West Heath in 2017-2018. This will ensure that under performance is identified quickly and that we correctly target pupils.

The deployment of staff need to be closely monitored. We have deployed additional adults into classroom, but at the moment the impact is not evident. More work needs to be done to ensure that teaching assistants are used to deliver high quality interventions, to close the gap.