

Palmers Cross Primary School

Pupil Premium Grant 2018/2019

The information below outlines how we use the Pupil Premium Money to support the learning of children in our school.

What is the Pupil Premium?

The Pupil Premium was introduced by the Government in April 2011. It was designed to give additional money to support schools in raising the attainment of children who receive free school meals, children whose parents serve in the Armed Forces and those children in local authority care.

These groups of children have been identified nationally as achieving at a lower level than children from less disadvantaged backgrounds. For example, national figures show that 11 Year olds who are eligible for Free School Meals are less likely to achieve an expected standard in maths and English as other 11 year olds.

Where does the money come from?

Pupil Premium is allocated to schools based on the number of children who are currently known to be eligible for Free School Meals, whose parents serve in the Armed Forces and children who have been looked after in local authority care continuously for more than six months.

The purpose of the Pupil Premium is to help schools to provide targeted support for vulnerable children – not necessarily just children who qualify for FSM.

‘It is for schools to decide how the Pupil Premium, allocated to schools...is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.’ (Source – DfE website)

The funding is therefore given to schools to spend as they think best, although there is a requirement to publish online how this money is spent.

For more details on the Pupil Premium please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium>

Pupil Premium at Palmers Cross Primary School

At Palmers Cross Primary School, we are committed to ensuring all our children make the best possible progress. We track the achievement of every child on a termly basis and do all we can to make sure each child achieves their potential.

We also have a duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin or family income or background.

Children are familiar with working in groups of different sizes, at different times of the day, with different adults. Children of all abilities have the opportunity to work on a 1:1 basis or in a small

group with an adult. Within this type of organisation, we do give children extra support when they need it. The detail behind who we support and their expected targets are to be found in the school's Raising Achievement Plans that are produced termly by each Year Group.

The Pupil Premium funding has allowed us to continue and extend what we already do – to monitor children's progress and to give additional support when required. Children are certainly not singled out or stigmatised for getting some extra attention for learning and we would never label a child in front of other children for receiving free school meals or being in care.

Allocation for September 2018 to 2018

Number of pupils and pupil premium grant (sept 2018-July 2019)

Total number of pupils on role	203
Total number of pupils eligible for PPG	81
Amount of PPG received per pupil	£1 320
Total amount of PPG	£106 920

Employment of an additional teaching assistant to provide extra support for target pupils within Early Years	£7 810
Employment of two teaching assistants in order to provide additional support for targeted pupils within classes.	£17 020 £13 085
Improving the quality of PE provision and provide additional time for staff to carry out RAP groups	£2 617 (Dance leader)
Creating non-contact time for senior leaders/ teachers using 2 x unqualified teachers to cover lessons to ensure the most disadvantaged pupils receive the best teaching through RAP groups.	£26 034 £26 034
Provision for before and after school club to ensure attendance of identified pupils improves and therefore progress improves	£900
Additional learning resources for pupils to enhance learning environment and gross motor skills	£1 500
Contribution towards a Trust Educational Welfare Officer in order to intervene and improve the attendance of targeted pupils through Early Help Plans	£3 720
Contribution towards a Behaviour support leader who works across the Trust to support the emotional and social learning of PP pupils. Employment of a support assistant who works 1:1 with pupils to support progress and attainment.	£5 550 £2 650

The school will evaluate the impact on each pupil from termly Teacher Assessment. This will be recorded and discussed as part of Termly Pupil Progress meetings, the results of which are fed into the following terms Raising Achievement Plan (RAP). Class teachers will record the additional support required and analyse this alongside progress made by children each term.

We will measure progress and attainment in Reading, Writing and Maths as a result of intervention and additional support as recorded in RAP.

Specific needs of Pupil Premium Pupils at Palmers Cross

	2018-2019
Pupil Premium	40% (81)
Free School Meals	31% (62)
Boys + Pupil Premium	20% (41)
Girls + Pupil Premium	20% (40)
EAL + Pupil Premium	4% (9)
SEN + Pupil Premium	9% (18)
Pupil Premium + multiple barriers	9% (18)

Staff and senior leaders rigorously track data to identify pupils who need intervention strategies whether 1:1 (individual targets) or in small groups (Raising Achievement Plans). These interventions are used to identify any 'gaps' identified in pupils learning or recap 'misconceptions' to ensure barriers are diminished and pupils make accelerated progress the year groups.

How we measure impact of PP funding

Data –

The school will evaluate the impact on each pupil from **termly** Teacher Assessment. This will be recorded and discussed as part of Termly Pupil Progress meetings, the results of which are fed into the following terms Raising Achievement Plan (RAP). Year Group Leaders will record the additional support required and analyse this alongside progress made by children each term.

RAP groups are monitored by Leadership **half termly** to identify the progress of individuals and groups, through planning, books and discussion with teachers.

We will measure progress and attainment in Reading, Writing and Maths as a result of intervention and additional support as recorded in RAP.

Behaviour, social and emotional needs –

Behaviour plans/ records will be analysed **half termly** by the Trust leader for behaviour, social and emotional needs and behaviour plans established or 1:1 intervention provided if necessary.

Attendance data is analysed weekly and meetings arranged with the EWO and LT.

Impact made on Pupil Premium Pupils 2017/18

End of EYFS Summer Data 2017/2018

	% Palmers Ever 6 FSM 2+ (2017)	% National ALL 2+ (2017)	% National Ever 6 FSM 2+ (2017)	% Palmers PP 2+ (2018)	% National All 2+ (2018)	% National PP 2+ (2018)
Reading	83%	77%	80%	78%	(Not yet available)	
Writing	83%	73%	76%	78%		
Number	83%	79%	81%	89%		
GLD	78%	70.7%	73%	83%	71%	73%

Year 1 Phonics Data 2017/2018

% Palmers PP pass (2017)	% National FSM Pass (2017)	% Palmers PP pass (2018)	% National FSM Pass (2018)
89%	84%	90%	(Not yet available)

End of Key Stage One Data 2017/2018

	% Palmers PP EXP+ (2017)	% National PP EXP+ (2017)	% Palmers PP EXP+ (2018)	% National FSM EXP+ (2018)
Reading	50%	79%	78%	(Not yet available)
Writing	63%	72%	78%	
Maths	75%	79%	78%	

Progress at KS2 2017/2018

Average progress for disadvantaged pupils in reading, writing and maths

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils ?	3.24	3.60	0.93
Confidence interval ?	-0.1 to 6.5	0.6 to 6.6	-2.1 to 3.9

Attainment at KS2 2018

	% PP achieving EXP+ Palmers 2017	% PP achieving EXP+ NA 2017	% ALL pupils achieving EXP+ Palmers 2018	% PP achieving EXP+ Palmers 2018	% PP achieving EXP+ NA 2018	% ALL pupils achieving EXP+ Palmers 2018
Reading	80%	77%	71%	71%	80%	77%
Writing	70%	81%	71%	79%	83%	84%
Maths	60%	80%	64%	71%	81%	81%

Reading, writing and maths combined ?

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 14



- 50% disadvantaged pupils in 2017 achieved a combined standard compared the above figure of 57% in 2018

Attendance

ASP attendance data 2016/17 (Awaiting 2017/18)

- Palmers Cross PP pupils have significantly better attendance than PP pupils nationally
- Palmers Cross has a significantly lower proportion of disadvantaged pupils who are persistent absentees, compared to 'Disadvantaged' pupils nationally.

Breakdown	Absence					
	Sessions missed due to absence			Persistent absentees - absent for 10% or more sessions		
	No. of enrolments in the school	School %	National average %	No. of enrolments that are persistent absentees	School %	National average %
All pupils	170	4.1	4.0	17	10.0	8.3
Male	86	4.4	4.1	14	16.3	8.6
Female	84	3.7	4.0	3	3.6	8.1
Ever 6 FSM	73	5.2	5.5	11	15.1	15.7
Non Ever 6 FSM	97	3.3	3.5	6	6.2	5.4

PP Attendance data 2017-18

2017-18 Term	R	1	2	3	4	5	6
Autumn	96.2	95.9	94.4	96.3	96	96.1	92
Spring	96.1	96.4	94.9	95.8	95.5	95.1	94.2
Summer	96.4	95.2	94.7	94.8	96	96.2	94.3