

2017 - 2018 Pupil premium Review

£166000

Pupil Premium

Principles

- We ensure that teaching & learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for all pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in literacy and numeracy.
- Pupil premium resources may also be used to target able children on FSM.

Aims

- To ensure all children make at least expected progress
- To support those children who need extra help
- To ensure all have access to a broad balanced and engaging curriculum
- To support families in overcoming difficulties

Desired Outcomes

- **Closing the gap**
- All groups make at least the same rate of progress
- FSM/Vulnerable G&T children to make accelerated progress

- More families attend school events – including parents evening
- Children all have access to the same opportunities – somebody to read to them / to complete supported homework- irrespective of lifestyle.

Outcomes

As stated in the plan school uses the PPG funding for a variety of different areas.

Using our funding PPG children were able to:

- Attend skateboarding club
- Experience birds of prey in school
- Go on free trips (golf)
- Attend rugby matches (Salford Reds)
- Attend Manchester United museum
- Participate in sporting events

Struggling families were supported and able to work with school in overcoming difficulties

All these actions meant that participation in sporting events was increased; exclusions were reduced (less than 1% p.a) and attendance rose for the third year.

Test results/reported levels

2018 (2017)	Reading		Writing		Maths	
	Progress	Attainment	Progress	Attainment	Progress	Attainment
All	5.4 (5.6)	89% (96%)	4.1 (3)	89% (88%)	4.2 (4)	89% (96%)
Boys	4.6 (7.6)	79% (91%)	3(2.5)	79%(74%)	4.1 (6.7)	79%(100%)
Girls	6.2 (3.4)	100% (100%)	5.2(3.5)	100%(100%)	4.3(1.3)	100%(91%)
FSM	8.3 (9.8)	100% (100%)	4.3 (-0.2)	88% (64%)	5 (6.2)	100% (100%)
PPG	6.1 (8.9)	87% (95%)	2.2 (1.2)	87% (71%)	4 (5.1)	100% (95%)
OTHER (non PPG)	5 (2.7)	90%	5.1 (4.5)	90%	4.3 (3.1)	83%
SEN Support	8.3 (15)	79% (90%)	6 (0.2)	64% (50%)	7 (9.8)	86%(100%)
EAL	6.3 (-1.4)	75% (67%)	7.4 6.4	75% (100%)	3.5 (3.2)	50%(100%)
Low PA (overall)	10.8 (13.7)	75% (100%)	7.7 (0.8)	75% (58%)	7 (10.5)	75%(75%)
Mid PA (overall)	5.4 (5.8)	93% (96%)	2.6(2.1)	96% (100%)	3.7 (3)	94% (97%)
High PA (overall)	2.5 (0.2)	100% (100%)	2(3.8)	100% (100%)	5.7 (2.6)	100% (100%)

2018 (2017)	GPS
GPS	Attainment
All	86% (98%)
Boys	79% (96%)
Girls	95% (100%)
FSM	100% (91%)
PPG	100% (95%)
OTHER (non PPG)	79% (100%)
SEN Support	71% (90%)
EAL	75% (100%)
Low PA (overall)	83% (92%)
Mid PA (overall)	88% (100%)
High PA (overall)	100% (100%)

KS2

Deprived (PPG) children were broadly in line other (non PPG) children in all areas.

PPG children were above others in maths and GPS.

PPG children made the same or more progress as 'others' in all areas except writing (where there are only fixed scaled score points).

KS1

In most areas the disadvantaged children performed slightly worse than 'others' but often broadly in line with LA figures. A significant number (%) of the disadvantaged children are from the low prior attainment groups (reading 44%, writing 50% maths 30%).

Y2 - Phonics

Due to the targeted support and support of parents/carers disadvantaged groups performed above LA and broadly in line with LA other / cohort.

Y1 Phonics

Disadvantaged groups performed less well than other children in school but close to the LA figures for other (10% difference)

EYFS

Whilst disadvantaged children were below 'other' their progress was accelerated (less so in writing) and they were broadly in line with LA- even though 30% of families are from the two most deprived groups nationally.