

Pupil Premium Report

April 2016 – Sept 2016

(Impact based on results evidence 2016)



Context

When making decisions about using pupil premium funding it was important to consider the context of the school and the subsequent challenges faced by our high proportion of PP children. Common barriers for pupil premium children at Chesterfield included the following: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, Special Educational Needs, low starting points and attendance and punctuality issues. There are also complex family situations that at times prevent these children from progressing.

Year Group	FSM from MIS system	LAC
Reception	22%	
Year 1	47.1%	1
Year 2	61.8%	0
Year 3	66%	0
Year 4	68.9%	1
Year 5	58.3%	0
Year 6	62.9%	0
Amount of PPG received per pupil		1,320
LAC children x 2		3,800
Total amount of PPG received		£272,250

Data from Raise Online 2015 (unvalidated)			
FSM	2104	2015	2016
School	62.9	60.4	58.2
National	26.6	26.0	25.2
Deprivation index			
School	0.48	0.48	0.42
National	0.24	0.24	0.21

Objectives and Principles

Our key objective in using the Pupil Premium Fund (PPF) is to narrow the gap between pupil groups, and ensure that each child maximizes their potential. Through quality first teaching and targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Also to ensure that we cater for all academic abilities, including challenging high attaining PPF children we have analysed our data comprehensively, in order to make decisions relating to pupil premium funding. We have a nominated member of the SLT team to lead and drive pupil premium as well as sharing information regularly with Governors.

Further to this we outlined **key principles** which we then focused on in order to successfully narrow the gap and maximise the impact of our pupil premium spending.

- ✓ The **ethos** of the school is built upon the belief that **all** staff believe in **all** children and there are no excuses made for under-performance
- ✓ **Analysing Data-** We ensure that all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school (e.g. pupil progress meetings)
- ✓ **Identification of Pupils -** We ensure that
 - ALL teaching staff and support staff are involved in analysis of data and identification of pupils- this is done through pupil progress meetings and CPD
 - ALL staff are aware of who pupil premium and vulnerable children are
 - ALL pupil premium children benefit from the funding, not just those who are underperforming e.g. clubs, mentors
 - Underachievement at all levels is targeted (not just lower attaining pupils)
- ✓ **Improving Day to Day Teaching -** We continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our Achievement Leaders, Leaders of Learning and SLT to
 - Set high expectations
 - Address any within-school variance
 - Share good practice within the school and draw on expertise within the trust
 - Provide high quality CPD
 - Improve assessment through standardization across the trust
- ✓ **Increasing learning time -**We maximise the time children have to “catch up” through
 - Improving attendance and punctuality
 - Providing earlier intervention (KS1 and EYFS)
 - Extended learning out of school hours and maths booster
 - After school clubs, Saturday School
- ✓ **Individualising support-** We ensure that the additional support we provide is effective by
 - Looking at the individual needs of each child and identifying their barriers to learning
 - Ensuring additional support staff and class teachers communicate regularly
 - Providing support for parents to develop their own skills, support their children’s learning within the curriculum and to manage in times of crisis
 - Tailoring interventions to the needs of the child

- Recognising and building on children's strengths to further boost confidence (E.g. learning mentors, inviting them to after school clubs, Fit 4 Life club etc.)

Summary

The data and evidence below shows that the PPF money at Chesterfield is spent to good effect- children are making good progress from very low baselines and in very challenging circumstances.

Spending and Impact Chesterfield Primary School

Item/Project	Cost	Objective	Impact
Achievement Leaders	18,000	Quality daily teaching and sharing expertise: <ul style="list-style-type: none"> • Setting high expectations • Developing teachers' practice • Ensuring implementation of school initiatives is consistent • Facilitating sharing good practice • Improving quality of assessment • Planning for and delivering interventions • Quality assurance • Data analysis • Monitoring and evaluation 	Improved quality first teaching: <ul style="list-style-type: none"> ✓ good or outstanding teaching ✓ Consistent implementation of practice and expectations across school (Lesson observations / Progress meetings/ Learning moderations) ✓ Good % of children working at or above age related expectations based on TA ✓
SLT- Teaching and Learning responsibility	10,000	Improving teaching and learning to ensure consistently good or better teaching through: <ul style="list-style-type: none"> • implementing coaching and mentoring across the school • implementation of curriculum • whole school interventions • progress meetings • learning moderations. 	Improved quality first teaching: <ul style="list-style-type: none"> ✓ 100% good or outstanding teaching ✓ Curriculum is being successfully taught ✓ Coaching and mentoring has been successful with all lessons being graded 'good or better' after good practice was shared ✓ Progress meeting and learning moderations have secured judgments and ensured teachers are focusing upon PPF children in teaching ✓ Ofsted Leadership and management graded 'outstanding'
RWI	4,500	Improved phonic knowledge to increase attainment to close the gap in children across the key stage.	<ul style="list-style-type: none"> ✓ RWI shows rapid progress of children through the scheme ✓ Increased % of children now accessing comprehension
KS2 Comprehension Programme	1,800	Improve reading for PPF children across the key stage	<ul style="list-style-type: none"> ✓ Children at the end of KS2 are performing well from low starting points and capabilities based on teacher assessment ✓ Children throughout the key stage are reaching the expected level in reading and show improvement, particularly in light of the new curriculum based on TA
RWI SLT Lead	5,000	To implement RWI across the school, ensuring quality first teaching by all staff in order to improve achievement.	<ul style="list-style-type: none"> ✓ Learning snapshots indicate teaching is at least good across all RWI groups. Assessments analysed and targeted groups implemented
RWI lead learning assistant	6,000	To enable the smooth running of resources, assessment and one to one support	<ul style="list-style-type: none"> ✓ Resources allocated, assessments and one to one reading done, cover for absence to avoid cancellation of groups
Maths resources	3,000	To enable the smooth running of maths, school is fully equipped with resources	<ul style="list-style-type: none"> ✓ Maths lessons graded good or outstanding

Cover supervisors groups and one to one interventions	20,000	Individualising targeted support at all levels: including for children with significant SEN Targeted groups and one to one	<ul style="list-style-type: none"> ✓ All children access learning which is relevant for them ✓ SEN children are settled and needs are catered for- showing increased attendance and enthusiasm
Additional Teachers x1.5	25,000	Additional teacher in year six to reduce class size and provide quality first teaching Additional am teacher to target year 5 children	<ul style="list-style-type: none"> ✓ KS2 results show good progress from low starting points and capabilities in teacher assessments
Saturday School	1,500	Target children with extra sessions in year 6 to enable rapid progress	<ul style="list-style-type: none"> ✓ 60% matched PPF children who attended Saturday school achieved sufficient progress in Reading, Writing and Maths
After School Booster and other Clubs	1,500	Provide after school booster and homework clubs for all year groups to enable engagement in academic studies where support may not be given at home	<ul style="list-style-type: none"> ✓ Children who attend homework sessions are now regularly completing their homework ✓ Feedback from children is better attitude to coming to school
Music (Individual lessons)	1,000	PPF children targeted for individual music lessons	<ul style="list-style-type: none"> ✓ Children who have participated have shown an improvement in confidence and enthusiasm for school
CPD	7,000	Provide quality CPD to all staff (including support staff) to improve quality first teaching- reading, RWI, writing, maths, learning journey, marking, behavior and relationships, SEN	<ul style="list-style-type: none"> ✓ Learning snapshots and moderations of all RWI groups indicate good progress and quality first teaching ✓ Learning moderations and cross moderations have improved standardisation and quality of marking and progress ✓ Training on new curriculum has improved teaching and learning ✓ CPD was delivered to staff on pupil premium to ensure everybody was aware of who children were and agenda to target these children in order to close the gap
ICT – equipment	9,000	Extending resources and using ICT to raise attainment- 30 ipads for two year groups for literacy and numeracy	<ul style="list-style-type: none"> ✓ Increase in attitude to learning and engagement in lessons attainment
SLT Lead PP	6,000	Having a lead PP ambassador to ensure pupil premium is high on the agenda and tracked to ensure best use of funding.	<ul style="list-style-type: none"> ✓ Leader has ensured that all teachers and support staff know who the PP children are within their class/year group ✓ Conducted staff training to ensure everybody understands what PP is and why it is important ✓ Tracks progress and spending to ensure that strategies used are impacting on closing the gap
Learning Mentors	36,000	Building Belief: Providing additional support for children with a range of needs – emotional, social, behavioural, attendance / punctuality etc.	<ul style="list-style-type: none"> ✓ Barriers to learning are overcome and targeted children make expected progress, building relationships with families ✓ Reduced exclusions ensured increased learning time (see Pastoral Report to Governors) ✓ Specific children supported in class in the morning and individual/group sessions in the afternoon
Attendance Officer & SLT time	18,000	Targeted family work to support families in overcoming barriers to attendance and barriers to the children’s learning	<ul style="list-style-type: none"> ✓ Improved attendance for PP pupils (See Attendance Analysis below)

FSA	10,500	Targeted family work to support families in overcoming barriers to attendance and barriers to the children's learning	<ul style="list-style-type: none"> ✓ Improved attendance (Attendance Analysis) ✓ Improved attitude to school and engagement with learning ✓ Supported families in times of severe stress e.g. eviction, family breakdown etc.
SLT and SEN team (admin and additional EP time)	32,000	Targeted children and families access support and guidance, and access to interventions, assessments EP or other agencies. Staff training	<ul style="list-style-type: none"> ✓ SEN children made good progress from very low starting points and capabilities
Breakfast for all	3,500	Overcoming barriers – improving attendance and punctuality	<ul style="list-style-type: none"> ✓ Children have a good start to the school day school day with a healthy breakfast and social interaction, encourage good relationships
Extended school	3,000	Places provided in Breakfast club and in after school club activities, and home access for online learning activities e.g. Mathematics	<ul style="list-style-type: none"> ✓ Children take part in a range of enrichment activities ✓ Children access online learning at home to improve achievement
Trips and visitors	20,000	Subsidising funding to enable children to have additional experiences that they wouldn't otherwise receive (e.g. residential) Educational day trips e.g. theatre and speakers/dance/sports workshops etc. Minibus costs	<ul style="list-style-type: none"> ✓ Increase self confidence , greater independence, better team-working, collaborative skills ✓ Wider opportunities – to offer broad range of experiences to all
Child protection officer (and LAC)	10,000	80% of case load are PPF children through the school	<ul style="list-style-type: none"> ✓ Children are supported and in school ✓ good relationships are developed with school and other agencies
Trainee Speech and Language assistant	8,500	To train staff (Elklan) to liaise with SALT and implement assessments and programmes: Early years and Year 1 identified as exceptionally low baselines	<ul style="list-style-type: none"> ✓ Assessment analysis action and review impact shows accelerated progress in SAL in Reception and Year 1.
Development of new website	1,450	Engaging parents in children's learning	<ul style="list-style-type: none"> ✓ The website is used effectively to share news about learning across the school.
Leaders of Learning	10,000	Leaders of Learning will coach and mentor teachers to improve quality first teaching	<p>Improved quality first teaching:</p> <ul style="list-style-type: none"> ✓ 100% good or outstanding teaching ✓ Curriculum is being successfully taught ✓ Coaching and mentoring has been successful with all lessons being graded 'good or better' after good practice was shared ✓ Progress meeting and learning moderations have secured judgments and ensured teachers are focusing upon PPF children in teaching ✓ Ofsted Leadership and management graded 'outstanding'
TOTAL	£272,250		

Year 1 – Pupil Premium - 44%

Phonics

- ✓ In both year 1 and 2 our pupil premium children are performing better than all children and are performing better than pupil premium children nationally.
- ✓ In both year 1 and 2 our pupil premium children are outperforming our non-pupil premium children.

	National At ARE & Above (2015)	Chesterfield At ARE & Above	National PP (2015)	PP	Non PP	Difference between PPF & All
Year 1	81%	71%	70%	73%	68%	+2%
Year 2	91%	88%	86%	90%	84%	+2%

End of KS1 PPF – 50%

- ✓ End of KS1 PPF children are doing significantly better than non-PPF in Reading, broadly in line in Writing and Maths.

	National (2015) At ARE & Above	Chesterfield At ARE & Above	PP	Non PP	Difference between PP and All children
Reading	74%	63%	65%	61%	+2%
Writing	65%	50%	49%	52%	-1%
Maths	73%	61%	59%	64%	-2%

KS2 - Pupil Premium 58%

Mobility

73% (49 /67) PPF pupils had been at Chesterfield through the school since Reception

12/67 PPF pupils arrived in KS2

3/67 PPF pupils had no matched KS1 data

Attainment SATs at Level 4+ July 2015

Due to the high proportion of SEN children in this cohort the figures also show attainment without these results. SEN children have made outstanding progress from starting points and capabilities. 42% (28/67) of the PPF group were SEN (including 5 EHCP)

	School - All	School Non-PPF	School PPF	PPF minus Wave 3 & statement	School PPF minus all SEN	National PPF
Reading	37%	45%	28%	35%	44%	71%
Writing	67%	69%	65%	54%	85%	79%
Maths	66%	77%	55%	72%	87%	75%
GPS	66%	73%	62%	65%	74%	78%
Combined	34%	45%	22%	29%	36%	60%

	2016 Difference between PP and National PP	2016 Difference between PP (SEN removed) and National PP
Reading	-43%	-27%
Writing	-14%	+6%
Maths	-20%	+12%
SpaG	-16%	-4%
Combined	-38%	-24%

Attendance Analysis

Number of PP children attendance below 85% 2014/15	Number of PP children attendance below 85% Sept 2015	Number of PP children attendance below 85% July 2016	% of PP Matched children with increased attendance from 2014/15 to 2015/16
49	41	39	72%

Due to mobility factors impact has been measured using matched children. There is a declining trend of Persistent Absence.

Case Study 1

Child's attendance in 2014/15 was 74.11 % and 2015/16 increased to 82.3% which has been sustained. The school have been working with the family since pupil started in reception. Mother attended Reception workshops with the Attendance Officer and EWO. Monitoring with the Attendance officer. Family had had problems with older brother.

Case Study 2

Child's attendance in 2014/15 was 83.44 % and 2015/16 increased to 92.06% which has been sustained. Child's mother attended EWO clinic also met with the Attendance Officer. The child has a mentor who is working on self-esteem, which has had an impact on their want to come to school.

EXTENDED SCHOOL

Year 6

Maths Booster Club: 40 children targeted (28 PPF children/ 12 non PPF)

75% attended regularly and 60% achieved ARE

Saturday School: 30 children targeted (22 PPF children/ 8 non PPF)

60% attended regularly and made sufficient progress across the key stage in Reading, Writing and Maths

Extra PE for pupil premium pupils / Fit 4 Life clubs

Each week, the Sports TA delivered an extra session at lunchtime with a focus on multi- skills, fitness and healthy eating to a selection of pupil premium children in Year 4. These sessions give pupils a chance to develop multi-skills in PE while also exposing them to a range of different sports, and improving their life skills and life chances. Also clubs offered after school to targeted pupils.

Enrichment beyond the curriculum (After school clubs) Analysis

22 Clubs - 330 children attending – 190 places taken up by PPF/Ever 6 children

57% PP take up overall (some children attended more than one club)

Year 6 (28/46) 61% PPF	Year 5 (36/64) 56% PPF	Year 4 (31/63) 49% PPF	Year 3 (26/50) 52% PPF	Year 2 (21/41) 51% PPF	Year 1 (12/23) 52% PPF
Netball Athletics Basketball Art Cookery Choir Journalism	Netball Art Cookery Athletics Journalism Karate Choir ICT	Art Cookery Recorder Athletics Fit 4 Life Karate ICT	Art Cookery Athletics Multi skills Fit 4 Life ICT	Art Cookery Multi skills Reading ICT	Art Reading ICT