



The allocation and spending of Pupil Premium money, and its impact on pupil progress and attainment at Alban Wood Primary School

A summary report for 2015-2016 and plans contained for 2016-2017

Context

Schools receive a payment, or Pupil Premium, for each child who is currently eligible for School Meals or has been eligible for Free School Meals within the last six years (FSM 6 Ever). This payment is £1,320 per pupil for 2016-2017 (Reception – Year 6). In addition, for children within Nursery who are eligible for Early Years Pupil Premium, we now receive £302 per child (introduced September 2015). Children who are looked after, or children from service personnel, are also allocated funds within Pupil Premium.

During 2015-2016 £83,160 was allocated to Alban Wood for the financial year, with RaiseOnline (Ofsted's annual summary pupil achievement report), published October 2015, showing our FSM 6 Ever percentage as 32.2%, remaining well above the National average (though falling slightly over time). For 2016-2017, £87,120 has been allocated to us for Pupil Premium and £3,021 for Early Years Pupil Premium (though both may vary slightly over the year with mobility of pupils), and will be invested as detailed below.

DfE Guidance states:

Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.

Thus all parents can be assured that as with all budget allocations to the school, decisions about provision and spending will be made with the best interests of all children's wellbeing and progress in learning at its core. Meetings to discuss pupil premium allocation include: pupil progress meetings 3 x annually (class teachers, Headteacher and INCO); Senior Leadership Team meetings; Governing Body meetings, whereby the Finance committee analyses spending of the Pupil Premium and the School Improvement Committee analyses the achievement of all pupils and groups of pupils in learning, including those in receipt of Pupil Premium. From Spring 2016, a sub-committee of governors has been formed to particularly focus on all aspects of Pupil Premium provision at Alban Wood, ensuring that appropriate support and challenge is provided to school leaders in our achievement of the relevant outstanding Ofsted criteria:

** Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.*

** The school's actions have secured substantial improvement in progress for disadvantaged pupils.*

** Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium ... secures excellent outcomes for pupils.*

Provision

Provision 2015-2016:

Use of pupil premium to support pupils in 2015-2016 included:

Area of expenditure	Specific examples of provision
CPD: for example, focussing on Speech and Language, and on closing achievement gaps	Training for an Early Years class teacher, and KS1 member of support staff, to implement ELKLAN (speech and language).
Alban Wood Community Farm	This exciting project, funded mainly through the main school budget, is of great benefit, through pupil voice, to many targeted and vulnerable pupils.
Continuing contributions to curriculum resources and initiatives, including computing	For example, continuing investment in Kindles, highly motivating for children within UKS2.
Support staff focus in class within Topic and other subjects where pupils may need support to apply English skills	An analysis of pupil data and discussion of impact and Pupil Premium need has led to further investment in relation to teaching assistants deployed within classrooms during at least one Topic and/or Science lesson.
Early Years: analysis and action based on implications arising from baseline data	Pupil Premium need is of high priority in EY. Funding for resources has been specific to actions arising from the baseline: for example, further Maths resources purchased 15/16.
Continuing interventions to support higher achieving PP pupils (or those that can be supported to make accelerated progress to achieve at HA levels)	Due to the clear impact 14-15, funds have continued to be invested for additional groups (led by senior leaders, and class-based teachers and support staff) for HA reading, grammar and maths.
New approaches to support the overlapping of mental health (emotional and behavioural) needs with Pupil Premium.	For example, Lego therapy (from September 2015); individual targeted pupil and/or family mentoring projects (also from Autumn term 2015).

In addition, the following areas are important ongoing aspects of provision supported each year through Pupil Premium.

Area of expenditure	Specific examples of provision
Specialist Support Staff/Teaching Assistant Support	Learning mentor programmes (for example, protective behaviours, drawing and talking therapy), Nurture group provision, additional intervention/personalisation including 1:1 or small group learning (for example, additional Maths in pre and post learning groups).
School assessment, tracking and analysis	Pupil Progress Meetings, and detailed analysis across the staff team.
Extra-curricular activities or support	Access to Breakfast Club/After School Club, and other additional clubs for vulnerable pupils.
Music opportunities within Y4 – Y6	Choir and peripatetic teaching in a choice of instruments.
Parent engagement and support	Family learning, led by HAFLs, and parent workshops led termly in school.
Subsidised excursions/activities	Swimming, class trips (including one trip further afield for all year groups once a year), Y6 residential trip to

	Cuffley for <i>all</i> pupils.
South West Herts partnership: Family Support Worker	A school contribution for access to a Family Support Worker who can provide targeted support for families in need. Over 15 families this academic year have benefitted from this supportive intervention.
Philosophy for Children	Also invested in through the main school budget; resources to especially support targeted pupils.

Provision 2016-2017

During 2016-2017, planned expenditure includes continued allocation of resources in the areas above, as well as further provision to support pupils described in the table below.

Area of expenditure	Specific examples of provision
Attendance	A new pupil-led group now meet to lead a range of rewards to further improve attendance, which is particularly needed to close a Pupil Premium gap (for example, afternoon tea for Mystery attendance week, Amazon voucher raffles half termly).
SEN	A proportion of the SEN budget will be supported through Pupil Premium funding, especially in year groups where this overlap is high – resources invested in will include Numicon.
Support for the love of reading!	Our SDP will include a focus on raising the profile and love of reading for PP pupils, especially to develop vocabulary and higher level inferential skills. Funds will, with the main school budget, allow for a new outdoor reading space to be created, and for pupils to lead investment in new books.
Sports extra-curricular provision	As well as use of Sports Premium funding, a proportion of Pupil Premium money will ensure that all year groups are offered at least one free club a year.
Investment in Early Years, through EY PP	<ul style="list-style-type: none"> * ELKLAN speech and language training roll out across the team, and resources invested in. * Stay and play lending library resources for parents purchased. * Additional outdoor differentiated resources needed (focus on Maths and Physical Development). * Sensory resources to support PP children with additional SEN needs, in Nursery especially.

Impact

Pupil learning can best be demonstrated through Year 6 SATs results, both attainment (standards) and progress, comparing Pupil Premium pupils, defined as ‘Disadvantaged Pupils’ in RaiseOnline, with in-school non-disadvantaged pupils (analysing and acting on any gap); and to ensure the highest aspirations, comparing in-school disadvantaged pupils with National data for non-disadvantaged pupils. Data below is shown for KS2 SATs July 2015, though in-school analysis includes a very close focus on closing the gap at KS1 and Early Years too and across each year group in school.

Our Hertfordshire Improvement Partner (HIP) writes in our Standards report where this data is analysed:

The progress of disadvantaged pupils is outstanding because the proportions of disadvantaged pupils making expected progress is in line with ‘other’ pupils nationally and the proportions making better than expected progress is significantly higher than the proportion of other pupils nationally.

The school's data and RAISE online demonstrates a significant narrowing of attainment gaps. By the end of the EYFS, the school has narrowed the gap for almost all PPG pupils. By the end of KS1, the attainment gap has closed in all subjects and by the end of KS2 any gap has been completely eradicated compared with non-disadvantaged pupils nationally and almost closed compared with non-disadvantaged pupils in the school. At the end of KS2, PPG pupils attainment levels are better than non-disadvantaged pupils nationally.

Each year, the school's analysis is rigorous to ensure that subsequent actions are matched to particular implications. From 2013-2014 a gap remained for PP children attaining at L5+, at the highest levels; data below will confirm that attainment at the highest levels for disadvantaged pupils is now in line with non-disadvantaged pupils in the school, closing a previous gap at KS2. This demonstrates that funding is very well used to achieve excellent impact.

KS2 pupil attainment (standards) 2015

Percentage of pupils achieving level 4 or above (expected level)

National figures shown in green

	Cohort	Reading %	Writing %	Maths %	English Grammar, Punctuation and Spelling (EGPS) %
All pupils	30	97% (89%)	93% (87%)	100% (87%)	93% (80%)
PP/Disadvantaged pupils	12	92% (11/12)	83% (10/12)	100%	92% (11/12)
Other pupils	18	100% (92%)	100% (90%)	100% (90%)	94%
Within school gap	-	-8%	-17%	0%	-2%

- In all of the above, school disadvantaged percentages are at least broadly in line with the National averages for non-disadvantaged pupils Nationally (and above in Reading, Maths and EGPS).
- As the above table demonstrates, there is no concern and no gap for PP pupils in comparison to their peers in Maths or EGPS. In reading 1 SEN PP child made outstanding progress from KS1, but did not achieve L4; in writing 2 SEN PP children made outstanding progress from KS1, but did not achieve L4.

Percentage of pupils achieving level 5 or above (above expected level)

National figures shown in green

	Cohort	Reading %	Writing %	Maths %	English Grammar, Punctuation and Spelling (EGPS) %
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All pupils	30	60% (48%)	50% (36%)	43% (41%)	60% (55%)
PP/Disadvantaged pupils	12	58%	58%	50%	83%
Other pupils	18	61% (55%)	44% (42%)	39% (48%)	44% (61%)
Within school gap	-	-3%	+14%	+11%	+39%

- In all of the above, school disadvantaged percentages are at least broadly in line with the National averages for non-disadvantaged pupils Nationally (and significantly above for writing and EGPS).
- As the above table demonstrates, there is no concern and no gap for PP pupils in comparison to their peers in any subject area, with PP pupils outperforming their peers at these highest levels in writing, maths and EGPS.
- It is particularly notable that 27% of all children achieved at L6 in Maths (9% Nationally). Of these 8 children, 4 were PP and 4 non-PP, again showing no gap at the very highest achievement level.

Closing the gap: Average points scores for end of KS2 Disadvantaged pupils in 2015

- The Alban Wood overall APS are significantly higher than the National in all subjects, reading, writing and maths (and above the National in EGPS, though not significantly so)
- In all subjects, there is a positive gap between the school's disadvantaged pupils APS and the National for non-disadvantaged pupils
- A small gap remains between disadvantaged and non-disadvantaged peers in school for reading and writing, which we will strive to completely close in 2016.

Note: The gap is +ve if disadvantaged are above others or –ve if disadvantaged are below others

	Number in Cohort	Reading (APS)	Writing (APS)	Mathematics (APS)
Non-disadvantaged	18	30.7	30.0	30.7
Disadvantaged	12	30.0	29.5	32.0
Within school gap		-0.7	-0.5	+1.3
Gap between school's disadvantaged pupils' APS and national (non-disadvantaged) APS		+1.0	+1.3	+3.0 (1 year ahead)

KS2 pupil progress 2015

- In Reading, 93% of all pupils made expected progress from KS1 to KS2, and 57% achieved more than expected progress. Of the disadvantaged pupils (PP), 94% made expected progress and 67% achieved more than expected progress (much higher than the comparison National Other group at 33%).

- In Writing, 100% of all pupils made expected progress from KS1 to KS2, and 57% achieved more than expected progress. Of the disadvantaged pupils (PP), 100% made expected progress and 75% achieved more than expected progress (much higher than the comparison National Other group at 37%).
- In Maths, 100% of all pupils made expected progress from KS1 to KS2, and 53% achieved more than expected progress. Of the disadvantaged pupils (PP), 100% made expected progress and 75% achieved more than expected progress (much higher than the comparison National Other group at 37%).
- The value added progress was significantly above National scores (see table below), again for all, disadvantaged and other pupils in all subject areas.
- The value added scores demonstrate that overall disadvantaged pupils make outstanding progress which is in all cases even stronger than the outstanding progress made by their non-disadvantaged peers.

Value added (KS1 to KS2) 2015

	Overall	Reading	Writing	Maths
All pupils	102.3	101.6	101.7	102.9
Disadvantaged (12)	103.7	102.6	102.3	104.9
Non-disadvantaged (18)	102.0	101.7	101.8	102.3

Pupil achievement for disadvantaged pupils/PP across the school

- Data projections for KS2 SATs 2016 demonstrate that high attainment and excellent progress will be sustained for Pupil Premium pupils in comparison to their non-disadvantaged peers (though, with the removal of National Curriculum levels, we cannot make any projection in relation to National expectations).
- Where gaps have been identified in cohorts, narrowing of the gap is shown through provision mapping and pupil progress meeting minutes.