

ROBERT MELLORS PRIMARY & NURSERY SCHOOL

PUPIL PREMIUM REPORT 2018



What is the Pupil Premium?

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment and progress of pupils from low-income families. Funding is based on children who are registered or have been registered for free school meals over the past 6 years (now also called Ever 6 funding). It is also available for pupils that have been 'looked after' for more than six months as well as children of servicemen. Pupils are also referred to now as disadvantaged if they: have been eligible for Free School Meals (FSM) in the last 6 years or looked after continuously for one day or more or have been adopted from care. The terms Pupil Premium and FSM6 refer to the same group of pupils.

Why has it been introduced?

- The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) by ensuring that funding to tackle disadvantage reaches the pupils who need it most.
- In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for individual pupils.

What is our aim?

Our aim is to ensure that all children attain as well as they can regardless of their home situation. On average, school data demonstrates that pupil premium pupils start at a lower starting point than non-pupil premium pupils.

What are our Barriers to learning?

Through data analysis; work scrutiny; pupil interviews; reading monitoring and close liaison with our families we have identified that our PP children's barriers to learning are:

- Low speech and language skills
- Poor attendance and punctuality
- Low aspiration and ambition
- Narrow experiences outside of school
- Capacity in the family to support with learning
- Difficulties in managing emotions and being ready for learning

Strategies to further improve attainment

Starting with our barriers to learning we identified a number of strategies to address these issues during the academic year 2017 - 2018. These were:

- The learning needs of PP pupils were analysed by teachers and senior leaders. Interventions were put into place where needed to improve rates of progress as well as pupils' attainment. A programme of work was devised to support accelerated progress and attainment. Teachers selected from the different intervention strategies available. These intervention strategies were in addition to the basic entitlement for all pupils. Parents were fully involved and informed during parent meetings. The effectiveness of these interventions was monitored termly
- The profile and significance of this group was raised through the development of clear roles in the responsibility for PP children.
- Speech and language and reading were made whole school priorities
- Attendance and punctuality was monitored by specific staff who provided support and strategies for children and their families.

- Following on from the successes of the “Brilliant Notts” ; “Be the Best You can Be” and “Widening Horizons” projects we have run a project this year called, “Take Care”
- Emotional and social support was provided for children and their families. This was through Assertive mentoring meeting; TA targeted support for families; emotional well- being support from Ruth Cumberland

Allocation for 2017 - 2018

The percentage of our pupils known to be eligible for Pupil Premium funding (Ever 6 funding) is approximately 47.5% across school, (varies with pupil movement) and this is well above the national average.

Funding financial year April 2017 to March 2018 was: **£175,160** including LAC, Early Year and service children.

Please see separate Pupil Premium Strategy 2017 to 2018 statement for allocation of funding.

Impact of the Pupil Premium Funding 2017 - 2018

Phonics

A high priority was placed again on phonics this year with interventions and targeted support in place where needed.

KS1 Phonics	2017		2018		National	
	FSM6	All Pupils	FSM6	All Pupils	FSM6	All Pupils
% achieving the required mark						
Year 1	56%	70%	62.5%	73%	63%	83%
Year 2 resit	100%	100%	14%	21%	25%	61%

Conclusion: Improvement in FSM6 from 2017 to 2018

KS1 Interventions

All interventions in school are monitored to measure the impact they have had on attainment and progress.

All PP children, who were identified as needing an intervention, have received one.

Intervention	Progress
Reading: There were approximately 45 reading interventions for PP children (including 1:1, key words; comprehension; breakfast reading and phonics)	All children made expected or better progress
Writing: there were approximately 32 writing interventions for PP children (including handwriting; sentence structure and story support)	All children made expected or better progress
S and L: In addition to on-going classroom support, 10 children received an S and L intervention.	All children made expected or better progress
Maths: There were approximately 24 maths interventions for PP children.	All but one made expected or better progress All but one made expected or better progress
Other: There were also many interventions involving Forest school; therapy; physical fun; play activities	Teacher feedback confirms that these interventions positively benefit the children's ability to co-operate and access different parts of the curriculum. They benefit their spoken language and communication skills.

Y2 Attainment

	National 2018		School 2018	
Attainment	FSM6	All pupils	FSM6	All pupils
Expected Reading	71%	75%	47%	67%
GD Reading	14%	26%	21%	23%
Expected Writing	57%	70%	37%	60.5%
GD Writing	14%	16%	5%	14%
Expected Maths	60%	76%	61.6%	74.4%
GD Maths	21%	22%	16%	25.6%

KS1 Progress

Year 1 Subject	Baseline 2017	Spring 1 2018	Summer 2018	Difference 15 PP / 28 Non PP
Maths	+ 33%	+ 26%	+11%	Gap narrowed by 22%
Reading	+34%	+22%	+17%	Gap narrowed by 17%
Writing	+ 30%	+36%	+22%	Gap narrowed by 8%
Year 2 Subject	Baseline 2017	Spring 1 2018	Summer 2018	Difference 19 PP / 25 Non PP
Maths	+11%	+22%	+30% / +25%	Gap widened by 19% / 14%
Reading	+11%	+24%	+33% / +21%	Gap widened by 22% / 10%
Writing	+15%	+16%	+43% / +31%	Gap widened by 28% / 16%

Conclusion:

Reading: All pupils outperform PP at the expected standard but attain a similar standard at GD. 74% of children made expected or better progress.

Writing: All pupils outperform PP at all standards. 79% of children made expected or better progress.

Maths: All pupils outperform PP at all standards. 79% of children made expected or better progress.

NB: 69% of PP children in Y2 are also on the SEN register. This will impact on attainment figures and the rapid progress they may be able to make.

- In Y1 the gap has narrowed in all subjects
- In Y2 the gap has widened in all subjects 2. However, it must be noted that there are a high proportion of SEN children who are also PP. It would not be expected that they would make the same progress as other children in all areas.

KS2 Interventions

All interventions in school are monitored to measure the impact they have had on attainment and progress.

All PP children, who were identified as needing an intervention, have received one.

Intervention	Progress
Reading: There were approximately 34 reading interventions for PP children (including 1:1, key words; comprehension; inference training and speed reading)	88% of children made expected or better progress
Writing: there were approximately 32 writing interventions for PP children (including handwriting; sentence structure and story support)	82% of children made expected or better progress
S and L: In addition to on-going classroom support, 9 children received an S and L intervention.	All children made expected or better progress
Maths: There were approximately 36 maths interventions for PP children.	89% made expected or better progress
Other: There were also many interventions involving Forest school; therapy; physical fun; Women's Aid and social stories.	Teacher feedback confirms that these interventions positively benefit the children's ability to co-operate and access different parts of the curriculum. They benefit their spoken language and communication skills.

Y6 SATs Attainment

There were 27 pupils who completed end of KS2 tests. Of these 19 were eligible for FSM6. It is worth noting that of the PP group:

9 are on the SEN register

2 had attendance issues

8 had emotional difficulties related to home circumstances which had presented over the course of the year

	National 2018		School 2018	
Attainment	PP pupil *	All pupils	PP pupils	All pupils
Expected combined	N/A	64%	56%	66%
Expected Reading	N/A	75%	56%	68%
GD Reading	N/A	25%	11%	11%
Expected Writing	N/A	78%	67%	75%
GD Writing	N/A	18%	17%	21%
Expected Maths	N/A	76%	72%	79%
GD Maths	N/A	23%	0%	7%
Expected GPS	N/A	78%	67%	75%
GD GPS	N/A	31%		24%

SATs Results achieving Exp + (excluding Hiba)

Subject	PP	Non	Gap	
Maths	72%	100%	28%	Gap narrowed by 14%
Reading	56%	100%	+44%	Gap widened 13%
Writing	67%	100%	+33%	Gap widened by 11%

Y6 SATs Progress

SUBJECT	School average Progress Score 2018	PP average Progress Score 2018	Improvement 2017 to 2018
READING	-2.4	-3.6	-1.7
WRITING	0.6	-0.2	-1.8
MATHS	-0.8	-1.2	+1.2

Conclusion: progress gaps have worsened from last year but have improved in maths which was a whole school focus.

KS2 Progress

Year 3 Subject	Baseline 2017	Spring 1 2018	Summer 2018	Difference 16 PP /14 Non PP
Maths	+12%	+26%	+10%	Gap narrowed by 2%
Reading	+7%	+3%	+10%	Gap widened by 3%
Writing	+27%	+17%	+10%	Gap narrowed by 17%
Year 4 Subject	Baseline 2017	Spring 1 2018	Summer 2018	Difference 20 PP /10 Non PP
Maths	+12%	+26%	+10%	Gap widened by 2%
Reading	+7%	+3%	+10%	Gap narrowed by 3%
Writing	+27%	+17%	+10%	Gap narrowed by 17%
Year 5 Subject	Baseline 2017	Spring 1 2018	Summer 2018	Difference 16 PP /14 Non PP
Maths	+45%	+44%	+56%	Gap widened by 11%
Reading	+30%	+25%	+24%	Gap narrowed by 6%
Writing	+21%	+37%	+5%	Gap narrowed by 16%
TA: Year 6 Subject	Baseline 2017	Spring 1 2018	Summer 2018	Difference 19 PP /10 Non PP
Maths	+42%	+24%	+27%	Gap narrowed by 15%
Reading	+31%	+11%	+27%	Gap narrowed by 4%
Writing	+20%	+32%	+22%	Gap widened by 2%

Conclusion:

Reading:

- In SATs PP children do not perform as well as All other children at the Expected standard however they perform the same at GD.

Writing:

- In SATs PP children do not perform as well as All other children at both the Expected standard and GD however, the gap is small.

GSP:

- In SATs PP children do not perform as well as All other children at both the Expected standard however, the gap is small.

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Maths:

- In SATs PP children do not perform as well as All other children at both the Expected standard and GD however, the gap is small.

Across school, the gap between PP and Non PP children is narrowing in most subjects

Emotional Well-being Interventions

A wide variety of emotional well-being interventions are provided throughout school to all children. Detailed records are kept of how these interventions are progressing and the strategies that the children have to deal with them. Some of the main findings are:

- 25 children had "Healthy Relationships" . 20 were able to complete a safety plan and talk positively about relationships. 72% of these were PP
- 38 children have accessed 1:1 sessions of emotional well-being this year. (33 of these weekly)
- 33 children had "Drawing and talking" . 28 reached the desired Stage 3 allowing them to process emotions that they had previously been unable to do.
- "Theraplay" was successfully run and all were positive about its impact on their self confidence and ability to manage their relationships. 22 children achieved this with an additional 7 "helpers" from KS2. There was a marked improvement in the confidence of these children in speaking in front of a group.
- Social stories were used successfully by TAs for 6 children across Y5 and 6. 1 parent noted that their child had a marked improvement in the peace that they felt.
- All children who attended Forest School reported positively on it. Teachers report that children's motivation and enthusiasm for learning is increased. Children frequently ask if they can attend.
- All of the children who had a physical intervention made good academic progress and their teachers noted an increase in their self-confidence. .
- Many of our non-academic interventions, such as nature at lunchtimes, are aimed at helping our PP feel safe and happy at school. Results from a well-being questionnaire showed similar levels between the answers from PP and Non PP children. A high proportion of children (78%) said there was an adult in school that they could approach for help. They also reported that they felt safe in school and feel happy.

Other Support

- All staff have tracked the number of PP children achieving their Take Care passport and have provided opportunities for them to achieve stamps in school.
- 7/10 Resilience champions are PP
- Attendance at Out of school clubs has been monitored by the PE co-ordinator and PP children have been actively encouraged to attend. In 71% of clubs PP attendance made up approximately half of all children attending. In addition, PP children were selected to represent the school at sporting events.
- PP children who had not achieved their 25m swimming badge were provided with free swimming vouchers for sessions at the local baths.
- 18 PP children were monitored by Julie Goodhead (lead TA for PP) for attendance and punctuality. Of these, 50% of children improved.

S and L

- High numbers of children under SL therapy in F1 and this reduces as they move through school. Gaps remain, though often from very low starting points in F1, children have made good progress but remain below ARE.
- In F2, while an increase in children at ARE, the gap has widened slightly. 4 out of the 6 children below are also SEN.
- In Y1 gap reduced
- In Y2 gap reduced
- In Y3 gap reduced
- In Y4 gap reduced
- In Y5 ,there has been significant cohort changes - % of green increased
- In Y6 there have been cohort changes and PP children continue to attain higher in SAL.