

## ROBERT MELLORS PRIMARY & NURSERY SCHOOL

### PUPIL PREMIUM REPORT OCTOBER 2016



#### **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.

#### **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 raise the attainment of pupils eligible for pupil premium funding to the level of non-pupil premium pupils so that the attainment gap is closed. 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:

- Poor 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

#### **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 20115 – 2016. These were:

- The learning needs of pupil premium 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
- Attendance and punctuality was monitored by specific staff who provided support and strategies for children and their families.

B Ross Autumn 2016

- Following on from the success of the “Brilliant Notts” project we initiated and ran a project called “Be the Best You can Be”

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 Cum

### **Allocation for 2016-2017**

The percentage of our pupils known to be eligible for Pupil Premium funding (Ever 6 funding) is apprimately 55% across school, (varies with pupil movement) and this is well above the national average. This has been increasing year on year.

Funding financial year April 2016 to March 2017 is estimated to be: **£133,9320**, including LAC, Early Year and service children.

Please see separate Pupil Premium Strategy 2016 to 2017 statement for allocation of funding.

**Impact of the Pupil Premium Funding 2015 – 2016**

**Phonics**

A high priority was placed again on phonics this year with good results. PP pupils attained above the NA and PP National Average.

KS1 Phonics	2015		2016		National	
	Pupil Premium Pupils	All Pupils	Pupil Premium Pupils	All Pupils	Pupil Premium Pupils	All Pupils
Year 1	63%	80%	85.7%	81.3%	70%	81%

**Conclusion: The gap between FSM6 and Non-FSM6 working at the expected standard has closed.**

**Academic Interventions KS1 (Y2)**

All interventions in school are monitored to measure the impact they have had on attainment and progress. The main findings in KS1 showed:

- All KS1 children who had a writing intervention made expected or better progress over the year. 9 out of the 11 children made better than expected progress.
- The vast majority of children who had daily reading made expected or better progress.
- All children who received inference training made at least expected progress. 11 of these children made better than expected progress and 2 made expected progress.
- The vast majority of children who had a maths intervention made expected or better progress .
- In Year 2 the vast majority of children who attended breakfast reading attained expected end of year levels of these 6 pupils made greater than expected progress against book band levels. The child who did not make expected was not brought regularly to the breakfast reading club.

**KS1 Attainment**

Attainment	National 2016		School 2016	
	Pupil premium pupils	All pupils	Pupil premium pupils	All pupils
Expected Reading	62%	74%	68%	69%
Expected Writing	53%	65%	42%	60%
Expected Maths	60%	73%	58%	70%

**Conclusion:**

**In reading school PP pupils attained above national PP%. They were also inline with non PP pupils in school. This was a whole school improvement priority.**

**In writing School PP results were below national and in line for maths.**

### **KS1 internal data**

Careful analysis is made of school data in order to identify issues and address them. The school data for 2015 – 2016 identifies:

- in reading Non PP attained higher than PP in both Y1 and Y2
- in writing PP attained higher than Non PP in Y1; Non PP attained higher than PP in Y2
- in maths PP attained higher than Non PP in Y1; Non PP attained higher than PP in Y2

### **Year 2 Progress**

Expected or better progress	Pupil premium pupils	All pupils
Reading	95%	97%
Writing	89%	90%
Maths	89%	90%

**Conclusion: PP children have made very similar progress to Non PP**

### **KS1 internal data (Y2)**

Careful analysis is made of school data in order to identify issues and address them. The school data for 2015 – 2016 identifies:

- In reading, similar progress is made between PP and non PP children at both expected and better than expected progress
- In writing, PP children make similar expected progress to non PP although non PP make better than expected progress than PP children.
- In maths similar progress is made between PP and Non PP at bot expected and better than expected progress

### **Academic Interventions KS2**

All interventions in school are monitored to measure the impact they have had on attainment and progress. The main findings in KS2 showed:

- The majority of pupils who had a writing intervention made at least exxpected progress with 2 children making outstanding progress
- All children who had a comprehension intervention made better than expected progress.
- The majority of pupils who had Inference Training made at least expected progress.
- The vast majority of pupils who attended Breakfast reading made at least expected progress. 11 of the 13 made expected or better progress and 7 of the 13 made better han expected progress.
- The majority of pupils children who had 1;1reading with an adult made at least expected progress. 7 of the 10 made expected or better progress.
- All children who had visualisation for comprehension made better than expected progress.
- The majority of pupils who had a S and L intervention made at least expected progress For example, of the children who had "Talk Boost" 7 made expected or better progress in their writing.

### **KS2 Attainment**

The new KS2 tests for 2016, means a comparison between this year's and last year's results cannot be made.

There were 23 pupils who completed end of KS2 tests. Of these, 10 (41.7%) were eligible for FSM6

Attainment	National 2016		School 2016	
	PP pupils	All pupils	PP pupils	All pupils
Expected combined	39%	53%	33%	35%
Expected Reading	71%	66%	40%	42%
Expected Writing	79%	74%	44%	65%
Expected Maths	57%	70%	60%	63%
Expected GPS	61%	72%	60%	67%

**Conclusion:**

- **FSM6 gap for Robert Mellors School is 5.7%; Notts FSM6 gap is 23.9%.**
- **A higher proportion of PP pupils attained expected levels in maths and GPS and in line with national PP.**
- **PP pupils performed well below national PP in reading and writing.**
- **The gap between PP and Non PP has narrowed from last year (compared to L4) in Reading and Maths. It has slightly widened in writing. However overall results low**

**KS2 internal data**

Careful analysis is made of school data in order to identify issues and address them. The school data for 2015 – 2016 identifies:

- in reading and maths Non PP are outperforming PP
- in writing there is no obvious pattern

**KS2 Progress**

It is difficult to make an accurate judgement on progress due to the changed curriculum and assessments. However we have identified that progress in reading, as shown by KS2 SATs is an area of concern. The reasons for this have been analysed and identified and a plan is in place.

**Conclusion: Overall, based on their starting points at KS1 PP children have made better progress in reading and maths than Non PP, however all results low.**

**KS2 internal data**

Careful analysis is made of school data in order to identify issues and address them. The school data for 2015 – 2016 identifies:

- in reading non-PP children make slightly better expected progress than PP although the gap is narrow. Non PP make better than expected progress than PP
- in writing non PP children make better expected progress than PP children. They make similar progress when looking at better than expected progress.
- in maths non-PP children make slightly better progress than PP

**Results of PP KS2 children who had Interventions outside the classroom**

All pupils who had interventions made expected or better progress.

### Emotional Well-being Interventions

A wide variety of emotional well-being interventions are provided throughout school to all children. Detailed records are kept of these interventions. Some of the main findings are:

- All of the children who had “Healthy Relationships” were able to complete a safety plan and talk positively about relationships
- All children who had “Mindfulness”, “Visualisation” and “EFT” completed the full course and the vast majority reported they used the techniques at home. It was also noted that many of the pupils handled difficult situations in school in a more positive way than before.
- All 5 children who had “Drawing and talking” reached stage 3 of the programme and responded positively to its benefits.
- 12 PP children had “Theraplay” and all were positive about its impact on their self confidence and ability to manage their relationships.
- 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.

### Results of PP children who had Emotional Well-being Interventions

All of the children who had an intervention made expected or better progress.

### Impact of ‘Be the Best’ initiative

There was positive feedback from parents and staff about the impact of the ‘Be the Best’ programme. Staff reported children using the language of ‘having a go’, ‘not giving up’, ‘can do’, ‘bounce backability’ and other positive language about their approach to their learning. A survey before and following the programme pupils reported that:

<b>FS/KS1 PUPIL FEEDBACK</b>	<b>September Baseline</b>	<b>End of Year</b>	<b>Percentage change</b>
happy to be themselves	76%	91%	+15
don’t get cross if something is hard	39%	66%	+27
want to do well	92%	94%	+2
like a challenge	62%	76%	+14
<b>KS2 PUPIL FEEDBACK</b>	<b>September Baseline</b>	<b>End of Year</b>	<b>Percentage change</b>
happy to be themselves	69%	85%	+16
want to do well	83%	94%	+11
say they are good at things	45%	73%	+28
say that they think about what they want to achieve and how to get there	39%	82%	+43
say they listen well in class	75%	89%	+14
like a challenge	58%	75%	+17
are proud of themselves	74%	85%.	+11