



St Crispin's CP Infant School

Named Pupil Premium leader: De Ellinor, Headteacher Named Pupil Premium Governor: Mark Mulcahy

Pupil Premium Report **Review of 2015/16 and Intentions for 2016/17**

"Giving disadvantaged young people the best start in life is a vital national endeavour that will pay dividends in providing a more skilled workforce and a stronger social fabric for the future."

Sir Peter Lampl, Chairman: Sutton Trust and Education Endowment Foundation

Named Pupil Premium Leader: De Ellinor, Headteacher Named Pupil Premium Governor: Mark Mulcahy

The Pupil Premium Grant (PPG) is funding awarded to schools by the Government in order to address the underlying inequalities which exist nationally between disadvantaged children and their peers. Funding is provided to schools linked to the number of children who are currently (or have previously been) entitled to free school meals (FSM) based on income. Funding is also allocated to a school if it contains looked after children or those with parents in the Armed Forces. It is for schools to decide how the PPG is spent.

Year	Pupil Premium Grant
2011/12	£11,900
2012/13	£19,700
2013/14	£40,200
2014/15	£56,500
2015/16	£61,409
2016/17	£43,120

For the financial year 2016/17, the premium is worth £1320 for each eligible (FSM) child and St Crispin's has been awarded £43120. This amount includes a small proportion of funding for a looked after child.

We use our Pupil Premium to support our aim that teaching and learning opportunities meet the needs of ALL pupils. We closely monitor the progress made by pupils who attract Pupil Premium Funding and compare this to progress made by other pupils. Some of the measures put in place to support pupils who attract the funding are also likely to have benefit for other pupils. Our aim is for all our pupils, including those considered disadvantaged, to achieve their full potential, regardless of ability.

Review of Academic Year 2015/16

During the academic year 2015/16, the Pupil Premium allowed us to provide:

- The employment of a qualified therapist for Speech and Language interventions (one day a week) plus a full time specialist Speech and Language Teaching Assistant.
- The employment (with extended hours) of a part-time Family Liaison Officer to support vulnerable families.
- Reading and Maths Interventions led by specialist Teaching Assistants (including support for more able pupils).
- Staff training – raising awareness of strategies aimed at accelerating the progress of vulnerable pupils (particularly the use of feedback).

- Supply cover to release teachers to discuss the progress of particular pupils with senior leaders, and to make plans for future learning opportunities.

Analysis of data shows us the impact of these actions:

Year 2

The achievement gap (difference between our disadvantaged children and other children) can't be measured against the previous year, because how we measure attainment in schools has changed.

When comparing the results for disadvantaged pupils with those for other pupils *nationally*, results for St Crispin's is lower in all subjects except Science (+12.5% pts).

School data shows that disadvantaged children made more progress in Year 2 than other children in Writing, but less progress in Maths and Reading.

Percentage of disadvantage children reaching the expected standard

Year 2 12 disadvantaged pupils	Reading		Writing		Maths	
<i>Using data from RAISEonline</i>	St Crispin's (2016) Disadvantaged	National (2016) Disadvantaged	St Crispin's (2016) Disadvantaged	National (2016) Disadvantaged	St Crispin's (2016) Disadvantaged	National (2016) Disadvantaged
Reaching the expected standard	58.3%	61.5%	41.7%	51.6%	50.0%	59.5%

NB: science was 12.5% higher than National

Year 2	Reading				Writing				Maths			
<i>Using data from RAISEonline</i>	St C's Disadv.	Nat other	Diff 2016		St C's Disadv.	St C's other	Diff 2015		St C's Disadv.	St C's other	Diff 2015	
% achieving the expected standard	58.3	82.2	-23.8 pts		41.7	75.8	-34.2 pts		50.0	81.5	-31.5 pts	

Looking at **progress** made during the year:

Average points progress (From Summer Year 1)

Year 2	Reading	Writing	Maths
Disadvantaged Children	8.6	8.8	8.6
Other Children	8.7	8.8	8.8

The differences between disadvantage and non - disadvantaged children within school have been diminished in reading and writing and disadvantaged children made more progress than non-disadvantaged children in maths

Year 1

School data shows that fewer disadvantaged children achieved age appropriate levels than other children and fewer disadvantage children made expected progress than non- disadvantaged children (this can be attributed to 5 disadvantaged children being SEN support)

2016 Phonics Screening Check results for St Crispin's disadvantaged pupils are lower than for disadvantaged children nationally.

Average points progress

Year 1	15 dis. pupils	Reading	Writing	Maths
Disadvantaged Children		5.8	6.9	7.5
Other Children		7.0	7.8	8.3

2016 Phonics Screening Check (using data from RAISEonline)

% achieving expected standard	Year 1		Year 2 Cumulative	
	School	National	School	National
Disadvantaged 14	50	69	67	86
Other	76	83	79	93

Year R

In 2016, school data shows that the percentage of disadvantaged children achieving a GLD was higher than previous year (compared to both school and national 2016 results).

Year R 12 disadvantaged pupils	Percentage of children achieving a Good Level of Development (GLD)					
	St Crispin's dis		St Crispin's other		National FSM	St Crispin's FSM
	2016	2015	2016	2015	2016	2016
	75	50	78	78	66	

Attendance

Attendance for FSM children in 2016 was lower than school figures for non FSM pupils.

%	Attendance 2015.16	Attendance 2014.15	Difference between attendance 2016 and 2015
FSM	93.8	94.9	- 1.1
Non FSM	96.6	96.9	- 0.3

Intended Use of Pupil Premium for Academic Year 2016/17

Action	Approximate amount allocated	Intended Outcome
Employ a full time and part time specialist Teaching Assistants and a qualified therapist for Speech and Language interventions.	£25,984	Achievement gap of disadvantaged children to be closed early on, by identifying and addressing speech, language and communication difficulties. (Sutton Trust/EEF indicates +5 months extra progress for pupils who receive 1:1 tuition.)
Employ Family Liaison Officer 4 days a week and part fund 1 specialist Teaching Assistant for Maths and Reading interventions.	£29,707	Gap between attendance of disadvantaged pupils and that of other pupils to decrease. Parents better enabled to support children at home. Achievement of disadvantaged pupils to be at least equal to other pupils by the end of KS1. (Sutton Trust indicates +4 months extra progress for pupils who receive small group tuition.)
Supply cover for teachers and senior leaders (to allow in depth discussion of pupil progress and evaluation of teaching strategies).	£2,000	All disadvantaged pupils to achieve potential (as measured by end of year targets) regardless of ability. (Sutton Trust indicates effective use of collaboration leads to +5 months extra progress)
Lighthouse Project	£6,000	Well being of disadvantaged children to be high.
The impact of support provided by TAs is regularly measured and evaluated to ensure impact is high.		

St Crispin's uses funding not provided through the PPG to provide a wide range of exciting learning opportunities for all children. This includes subsidising experiences/extra curricular learning for pupils experiencing financial hardship.

Other actions for 2016/17:

- Ensure that all adults involved with a pupil know the success criteria of any interventions.
- Pupil Progress Interviews to continue to include discussion of all disadvantaged children – regardless of ability (length of Pupil Progress interviews increased to allow better quality discussion/planning).
- Attendance of disadvantaged children to be monitored more regularly and action taken promptly where appropriate.
- Project 95 to be implemented and pupils who have less than 95% attendance to be supported by the HT, DHT/SENCo and FLO.
- Small group support plus collaborative activities to be used to ensure higher achieving disadvantaged children fulfil their potential.