

Thornton Primary School

Pupil Premium 16-17 Review

Background

Allocation

For the academic year 2016-7-2016 the school received £389,400 Pupil Premium.

In the following table we have set out how we have allocated the Pupil Premium to support disadvantaged pupils so that we:

- improve outcomes by raising achievement including ensuring that more able disadvantaged pupils make good progress;
- ensure that additional adult support for pupils who need to make faster progress is effective;
- narrow the gap between disadvantaged pupils and their peers;
- promote positive attitudes to learning including partnerships with parents;
- improve behaviour and attendance so that the proportion of disadvantaged pupils who are persistently absent reduces;
- enrich the curriculum to widen horizons and meet the needs and interests of pupils;
- enable pupils to access enrichment activities such as visits and extra-curricular activities;
- promote healthy lifestyles;
- support families to overcome barriers to learning and engage with education.

Pupil Premium Statement 2016-17

Pupil premium allocation for 2016-17		£389,400
Pupil premium spending	Brief details	2016-2017
Improve outcomes by raising achievement including ensuring that more able disadvantaged pupils make good progress	<p>Restructure support across the school: 5 additional teachers to support Year 6 teaching - improving the pupil/teacher ratio to 1:15 Interventions by SLT in Year 6 Link with the Titan partnership including visits to Oxford and Cambridge Universities to raise aspirations. Provision of MAGT activities.</p>	<p>£75,000</p> <p>£7,500</p>
Ensure that additional adult support for pupils who need to make faster progress is effective	Deploy full time teaching assistant support across the school to ensure interventions and high quality support is provided to target groups of disadvantaged children – ensure TAs have training to enable this support to be effective	£30,000
Narrow the gap between disadvantaged pupils (DA) and their peers	<p>Refine the school's tracking system and Pupil Progress meeting focus to ensure that the characteristics of disadvantaged pupils are known to teachers and support staff and effective action is being taken to narrow the gap and accelerate progress.</p> <p>Refine whole school data analysis to ensure that the required progress is being made.</p>	£10,000
Promote healthy lifestyles	<p>Sports coach and other external agencies to provide high quality PE lessons.</p> <p>Subsidise extra-curricular activities i.e. residential trips; competitive sports/clubs etc</p> <p>School Nurse</p>	£30,000
Promote positive attitudes to learning including partnerships with parents	<p>Pastoral Manager, Learning Mentor, Sports Coach and School Nurse – high proportion of their time working with families in need; vulnerable children. Parental workshops, FCAF work, CP and Safeguarding</p> <p>Expanded Breakfast Club and After School provision</p>	<p>£76,400</p> <p>£15,000</p>

	Enhanced focus on attendance (attendance officer)	£3,000
Enrich the curriculum to widen horizons and meet the needs and interests of DA pupils	Improve the conditions for learning for pupils by introducing high quality ICT provision into the classrooms	£90,000
	Refurbishment of school library to widen access to high quality reading materials	£15,000
	Fees for external coaches and staff to provide enrichment activities i.e. Bollywood dancing, Aston Villa FC football coaching	£5,000
	Contribution towards educational activities to promote learning i.e. entry to museums and theatres; expert visitors and travel expenses.	£20,000
	Trips to Woodlands Outdoor Adventure to allow pupils access to outdoor learning environments.	£13,000
	Improving the classroom resources including introducing reading corners into all classrooms	£5,000
		£2,000

Impact of spending in 2016-17

The enhanced focus on outcomes for disadvantaged pupils, at class teacher level through pupil progress meetings, has led to significant gains in attainment and progress for disadvantaged pupils, particularly at the end of Key Stage 2. (See table 1). There was also a significant improvement in middle prior attaining DA pupils achieving expected and greater depth which had been an issue in the previous year. Writing, in which the school was moderated in 2017, fell by 5% for DA pupils and this was a disappointment after the high focus we had had on this area of the curriculum. This will now be an increased focus area in the school improvement plan in 2017-18. In EYFS, Phonics screening and KS1 there are some pockets of variability which are mainly due to the low numbers of disadvantaged pupils in each cohort and their characteristics. For example of the 8 DA pupils in Year 1, 6 have SEND. Outcomes in mathematics for DA pupils at the end of Key Stage 1 were low for those achieving the expected but well above national for those achieving exceeding. This will be tracked into Year 3 and be a priority for the class teacher this year.

In other year groups rates of progress are beginning to improve as demonstrated in the 3 year progress and attainment summary overview (Table 3). The school now has a relentless focus on analysing data for disadvantaged pupils, recognising their barriers to learning, and planning to meet their needs in a variety of ways. In addition, the school is continually revising how the pupil premium is spent to ensure that support given to DA pupils is focused on improving outcomes, both academic and social and emotional. The pastoral team have succeeded in overcoming barriers to learning for many of our vulnerable pupils who are disadvantaged to enable them to remain in school and make good progress. Through the work of the Attendance Officer there has been an improvement in overall attendance for DA pupils and a significant reduction in the proportion of pupils who are PA. Extended leave remains an issue for all pupils but this is being tackled robustly through a range of strategies and is being kept to a minimum.

This quality sports provision through our sports coach is impacting on children's health and fitness and engagement with learning. He also takes a full role in mentoring disadvantaged pupils with behavioural issues and this is beginning to show a reduction in fixed term exclusions for a small number of children.

There is now a strong relationship with parents due to our Open Door policy. Through the work of the pastoral team and the school nurse attendance of eligible pupils is rising because of the support given to parents in understanding the importance of getting their children to school

and also in treating minor medical issues and avoiding absences. Comparative data shows that rates of PA are falling for disadvantaged pupils and their attendance is rising. There is a small gap between the attendance of disadvantaged pupils and other pupils and this will continue to be tackled rigorously next year.

Our expanded wrap-around care, offered free to disadvantaged pupils, is giving us an opportunity to work closely with parents and ensures that children are coming to school on time and are given a healthy breakfast to get them off to a good start every day.

Table 1: Thornton DA versus National 'other' 2016 (2017 not yet available)

Proportion achieving the expected standard	Reading		Writing		Maths		GPS		Combined RWM	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Thornton DA	42%	70%	69%	64%	39%	70%	59%	82%	28%	48%
National 'other' (2016)	72%	72%	79%	79%	76%	76%	78%	78%	60%	60%
Diff	-30%	-2%	-10%	-15%	-37%	-6%	-19%	+4%	-32%	-12%
Proportion achieving greater depth	Reading		Writing		Maths		GPS		Combined RWM	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Thornton DA	5%	19%	8%	11%	5%	29%	9%	48%	1%	8%
National 'other' (2016)	23%	23%	18%	18%	20%	20%	27%	27%	7%	7%
Diff	-18%	-4%	-10%	-7%	-15%	+9%	-18%	+21%	-6%	+1%

Table 2: Thornton DA versus National 'other' 2016 (2017 not yet available)

The small size of the cohort and the fluctuation of PP/SEND numbers sometimes makes percentages hard to compare year on year.

		Proportion achieving a Good Level of Development							
		2016	2017	Commentary					
EYFS	School	67%	63%	Small fall here (1 child) due to increased proportion of SEND pupils in DA cohort. Still better than ward, district, local authority and National (54% in 2016)					
	National	54%	54%						
Phonics	School	88%	71%	Fall here again due to proportion of FSM pupils who are also SEND. School outcomes above ward, district and DA national 2016. Outcomes for DA pupils up from 32% in 2015. This cohort will be carefully tracked and targeted in Year 2 to ensure that all disadvantaged pupils pass the phonics retake.					
	National other	83%	70%						
Key Stage 1 achieving expected standard				Reading		Writing		Maths	
				2016	2017	2016	2017	2016	2017
Thornton DA				78%	73%	67%	73%	67%	55%
National ‘other’ (2016)				78%	78%	67%	67%	77%	77%
Diff				0%	-5%	0%	+6%	-10%	-22%
Proportion achieving greater depth				Reading		Writing		Maths	
				2016	2017	2016	2017	2016	2017
Thornton DA				22%	27%	0%	9%	11%	36%
National ‘other’ (2016)				27%	27%	15%	15%	20%	20%
Diff				-5%	0%	-15%	-6%	-9%	+16%

Table 3 – 3 year analysis of attainment and progress - see separate summary sheets

Table 4 – Attendance of DA vs other pupils

	DA pupils		'Other' pupils	
	2015-16	2016-17	2015-16	2016-17
Overall attendance	94.2%	94.6% (+0.4%)	94.9%	95.9%. (+1.0)
Proportion of pupils PA (<90%)	11.1%	8.8%(-2.3%)	11.3%	6.6%(-4.7%)

