

Pupil Premium and the Impact of Pupil Premium 2016-2017

Background

The pupil premium was introduced in April 2011. It is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils. In the financial year 2016–17, schools received £1,320 for each eligible primary-aged pupil and £935 for each eligible secondary-aged pupil. Funding was also provided for Looked After Children and Service children who met the criteria. Holywell's Pupil Premium allocation for 2016-2017 was £106,105.

Student numbers (2016-2017)

Year Group	Number of students	Number of students eligible for Pupil Premium
Year 5	160	22 (13.8%)
Year 6	159	26 (16.3%)
Year 7	150	21(14.0%)
Year 8	138	29 (21.0%)
TOTAL	607	98 (16.0%)

Profile of Pupil Premium students

The profile of the Pupil Premium students in 2016-2017 covered the whole spectrum of students with a slight tendency towards the less able. Our most able Pupil Premium children fall within national top 4% according to GL assessment. Our least able are working below National Curriculum levels. Targeted use of Pupil Premium funding benefits all students and specific interventions are in place for the most challenged and needy.

Principles re: allocation of Pupil Premium funding

There are a range of notable barriers faced by these pupils that the school is looking to address in its range of activities to particularly promote their successful educational progress.

- Good attendance
- Confident and easy access to and with the school for those families that may find interacting with schools challenging
- Experience of enhanced educational opportunities where pupils in this group may have reduced access/support outside of school
- Individual historic learning progress issues
- Patterns of frequent challenging behaviour presented by some of these pupils
- Self-esteem

Key objectives

- To ensure consistent well-led, high priority leadership of school activity to address the needs and challenges of effective support for pupils on PP.
- To enable pupils on PP to make at least as good progress as other pupils in the school.
- To enable pupils at this school to attain high level outcomes and good progress and for PP to match those outcomes.
- To develop pupils as emotionally resilient, confident and contributing members of society

- To support pupils with challenging behaviour patterns to address and change these personal characteristics
- To promote strong patterns of parent engagement with the school

Significant Activities to support PP at Holywell 2016-2017

- Pupil Premium champion has ensured that the top of every weekly staff briefing has a table with the photos of 2 PP from each year group on a rolling programme. The table reminds staff of ability data and current attendance rates.
- Pupil Premium champion runs half-termly staff-briefing on specific PP children.
- Pupil Premium champion leads on prioritising review of these pupils work in the half-termly work scrutiny exercises and that the school policy of mark PP work first is reinforced. Also she and SLT ensure that class maps highlight PP children.
- Intervention activities throughout the year prioritise analysis and response for PP children.
- Personalised after-school tutoring programmes
- In-school group withdrawal programmes
- After-school SuccessMaker online learning club
- The consistent drive by the Pupil Premium Champion and SLT has ensured that attendance rates at parent-tutor and parent-teacher evenings has been sustained at 90%+. Similarly the drive to ensure that every year 6 PP child was enthusiastically encouraged and supported to attend after-school SuccessMaker and the Easter holiday school ensured strong rates of participation.

Quality of Teaching for all

- The school continues to invest heavily in its approach of having smaller teaching groups and directing its finances to sustain this experience for pupils.
- Two major lines of assessment and tracking practice in the school were developed notably in this academic year.
 - GL annual national test regime.
This robust national test programme, constructed to reflect the National Curriculum, allows the school to assess pupils' current attainment and also their progress since their last GL test. It enables the school to provide teachers with a robust data point against which to set their expectations and challenges of pupils individually. The precision of this work is most especially important to the accuracy of attention required for supporting each PP child individually and for challenging school and individual teachers in that regard. The school's analysis of PP attainment and progress given in Appendix 1 below is built on this data together with SATs data for year 6.
 - 2017 was the first year when the school was able to examine progress rates for every year group having had prior tests for each year group –
 - Year 5 took GL test on entry in September and end of year (May)
 - Year 6 took GL test in March to avoid overlap with their SATs
 - Year 7 and Year 8 took GL test in May

Tracking Programme

(utilising the schools information management software – SIMs)

- With the first set of new national SATs in 2016 the broad working of the new system became very significantly clearer. Our judgement had been that the nationally commercially available tracking systems were excessively bureaucratic. We were also not convinced of the correlation between the work in loading up input data and the final results delivered by pupils in their SATs.
- In the summer of 2016 we contracted a SIMs program writer to create an application specific to Holywell and the new construction for tracking pupil progress we planned for 2016/2017. This would enable staff to rapidly log their key assessments and thereafter analyse and track individual pupil and group progress (eg by class and by PP etc.) This would also create an efficiently focused tool for analysis pupils against GL baselines and previous year attainment. The program writer was brought back into school in the latter part of Term 1 to refine the Holywell application in light of the major assessment inputs at half-term.
- In parallel to this new tracking program subject leaders were required to carry out a wide ranging review and re-build of assessment and feedback practice. Ladders of learning were created to provide clarity and structure for teachers and for pupils on key next steps (also built into the SIMs app above). These apply to every subject and are created as year group specific documents shared with pupils. Subject leaders were required to create exemplar folders for each year group. By way of example, a Foundation subject such as History will have at least 20 exemplar pieces of work per year group to illustrate key aspects of the ladder of learning within the subject.

Utilising ICT to support pupil learning

- The school has committed very substantial funding this academic year into ensuring that there is very easy access to ICT hardware to support learning. We are aware that for a significant number of our PP children access to ICT outside of school (whether onto the internet or not) sets them apart from the overwhelming majority of pupils. Within school, however, there was a step change in access and therefore in frequency of pupil experience of ICT being used to support their learning. (This substantial spend is not located against PP though the benefit for ICT-poor pupils is evidently a key strategic issue that the school is addressing here.)
- 14 out of 27 teaching spaces have their own ICT hardware. The school now has an average of one machine to two pupils in total. Two ICT classrooms, one class set (16) of laptops and the remainder being class sets (16) of tablets.
- A portion of this investment was directed to ensure that there were sufficient tablets to support the SuccessMaker initiative.

Targeted Support

- The school implements a range of intervention strategies to address varying needs and also for different points in the academic year.
- At all key assessment points in the year the three Core Subject leaders pay particular attention to PP progress and prioritise their access to intervention support where progress is not as strong as it ought to be.

- For some group intervention PP will be included where there is weaker individual prior attainment.
- For three pupils in 2016/2017 individual after-school tuition was provided given their weaker levels of prior attainment.
- In 2016/2017 the school established the Monday – Thursday after-school SuccessMaker club for PP children – including provision of snacks and creation of an atmosphere that was intentionally distinct from the remainder of the school day.

Other approaches

- Pick-up of the pre-school provision has increased notably in 2016-2017. Light snacks are provided and the size of the group allows for it to be a more substantial social experience. PP children have free access to this.
- The school's drive to enable as many pupils to participate in the major residential experiences in year 6 (PGL Friday – Monday inclusive) and year 8 (Swanage Monday to Friday inclusive) created the two largest residentials the school has delivered. These were privately strongly promoted to PP children within the year groups.
- PP children were given either exclusive or priority access to a series of exceptional Technology experiences at Nissan Europe and at Cranfield University.
- Provision of individual music tuition for PP expanded in 2016-2017.
- Pupil Welfare Lead has extended the range of programmes from external providers to promote self-esteem and confidence for PP children at Holywell.

Impact of Pupil Premium Funding 2016-2017

Year 5

- Both PP and non PP attained significantly above national average in all three subjects.
- Difference in Attainment level average for PP and non-PP was nominal.
- Progress rates to Expected or better rates of progress were the same for PP and non-PP in Maths and Science. In English the difference between 85% and 92% equates to one PP child short of same rate of progress.

Year 6

SATs

- At KS2, the most successful area for Pupil Premium students was in Reading:
 - 85% achieved the expected level in Reading (Only 4 students out of the 26 Pupil Premium students did attain not the expected standard in Reading)
 - 69% achieved the expected level in Writing (8 students out of the 26 Pupil Premium students did attain not the expected standard in Writing)
 - 69% achieved the expected level in Maths (8 students out of the 26 Pupil Premium students did attain not the expected standard in Maths)
 - 54% achieved the expected standard in GPS (12 students out of the 26 Pupil Premium students did attain not the expected standard in GPS)

GL

- English both PP and non PP were significantly above national attainment – 0.4 difference. Progress of both groups was the same at 84%/86%, non PP marginally stronger.
- Maths both PP and non PP were at national attainment average – 1.5 difference. There remained a notable gap in progress rates between PP and non PP – at expected progress or better 68% -v- 81%
- Science both PP and non PP were significantly above national attainment – 3.0 difference. PP progress marginally stronger – 96%/94%.

Year 7

(NB no GL test programme for Science in y7)

- Both PP and non PP attained significantly above national average in English. There is a notable gap in attainment levels between PP and non PP, even though PP attained significantly above national (7.9 points).
- In English 100% of PP made expected progress, 97% of non PP made expected or better than expected progress.
- In Maths non PP attained significantly above national, whilst PP were just above national but not significantly so. The gap between PP and non PP attainment in Maths was 6.5 points.
- PP and non PP progress was the same across the categories – 94% of PP made expected or better than expected progress as against 97% of non PP. (This equated to 0.6 of a PP child.)

Year 8

(NB pupils take the year 9 GL test. Progress rates are not available for Science in this scheme as there was no year 7 test. In due course the school will be able to review pupil scores in years 5 and 6 with outcomes in y8 Science.)

- In English both PP and non PP had attainment which was significantly above national. The difference in attainment level between PP and non PP was 6.4 points.
- 67% of PP made expected progress from y7, 64% of non PP made expected progress. Across the categories PP progress rates were either in line or ahead of non PP.
- In Maths non PP attained significantly above national but PP were at national level of attainment. Rates of progress for PP were lower than non PP – 76% -v- 91%. This gap was most notable in the group just failing to make expected progress. At this borderline PP were 22% against non PP at 8%.

Overall

- No Permanent exclusions
- High take-up at extra-curricular clubs
- High take-up on School visits and trips

Areas for development

- To eradicate the gaps between 'All Pupils' and 'Pupil Premium' pupils – especially at KS2
- To use a layered approach to intervention programmes to ensure maximum benefit of funding (ie. plan interventions at whole-school/whole cohort level, at group level and at individual level)
- To systematically track and evaluate the effectiveness of interventions
- To improve the outcomes for Pupil Premium students in GPS, Writing and Maths

Appendix 1

PUPIL OUTCOMES 2016 – 2017

GL test series – End of Year Test programme

Year 5

	Attainment of all	Attainment PP	Attainment non-PP
English	107.5	106.9	107.6
Maths	105.5	107.9	105.4
Science	109.2	108.8	109.3

GL report that these attainment levels are significantly above national.

The spread of scores is not significantly different from national.

PP children at Holywell in y5 are attaining as well or better than their peers and significantly above national standards.

Progress in English and Maths is reported by GL with five categories:

Much higher Higher Expected Lower Much lower

Progress in Science is reported with three categories

Above Average Below

		Much higher	Higher	Expected	Lower	Much Lower	Expected plus
English	Non-PP	17%	22%	53%	5%	3%	92%
	PP	5%	45%	35%	10%	5%	85%
Maths	Non-PP	39%	22%	32%	6%	2%	92%
	PP	40%	20%	30%	10%	0%	90%
Science	Non-PP		29%	57%	2%		98%
	PP		16%	84%	0%		100%

(One PP =5%)

The PP children in Y5, as well as gaining attainment levels significantly above national comparisons were also making progress at the same rate as their peers. Maths is notably close in all categories of progress. English shows PP children more in evidence for the Higher and Much Higher than expected rates of progress.

Year 6

SATs attainment

	% achieving expected standard				Average scaled scores		
	Reading	Maths	Grammar	Writing	Reading	Grammar	Maths
Non PP	74%	77%	72%	81%	104	104.9	104
PP	85%	69%	54%	69%	104	101.6	104

GL tests

In 2017 it was decided to use these tests as a mock exam in March rather than a May end of year test. As a result these will tend to understate pupil attainment and progress, but have been helpful in both preparing pupils for their SATs and for generating pupil level indicative information. They also provide us with working comparisons for PP and non-PP attainment and progress.

	Attainment of all	Attainment PP	Attainment non-PP
English	104.0	103.7	104.1
Maths	101.8	100.5	102.0
Science	108.8	106.3	109.3

GL report that

English attainment was significantly above national.

The spread of scores in English was significantly smaller than national.

Maths attainment was at national and the spread of scores was not significantly different from national.

Science scores were significantly above national. The spread of scores was similar to national.

Confidence intervals show PP children attaining in line with their peers.

For Science the GL test is *the* Year 6 test. This shows PP children at Holywell in y6 are attaining as well as their peers and significantly above national standards.

Progress to Expected or better in English and Science is the same for PP and non-PP.

Whilst headline outcomes in Maths have strongly improved in 2017, there remains a notable gap in progress rates between PP and non-PP.

		Much higher	Higher	Expected	Lower	Much Lower	Expected plus
English	Non-PP	3%	16%	67%	9%	5%	86%
	PP	4%	12%	64%	12%	4%	84%
Maths	Non-PP	7%	14%	60%	13%	6%	81%
	PP	12%	16%	40%	16%	16%	68%
Science	Non-PP		22%	73%	6%		94%
	PP		16%	80%	4%		96%

(One PP =4%)

Year 7

Note that GL only provide a Science test for end of KS3, so none for year 7.

	Attainment of all	Attainment PP	Attainment non-PP
English	111.1	104.2	112.1
Maths	108.7	102.1	109.7

GL report that

English attainment was significantly above national. PP attainment was also significantly above national.

The spread of scores in English was in line with national.

Maths overall attainment was significantly above national. PP attainment was at national average.

The spread of scores in Maths was significantly lower than national.

Progress in English and Maths

PP children have made same rate of expected progress as non-PP children in both English and Maths.

		Much higher	Higher	Expected	Lower	Much Lower	Expected plus
English	Non-PP	28%	28%	42%	2%	1%	97%
	PP	12%	35%	53%	nil	nil	100%
Maths	Non-PP	38%	21%	38%	nil	3%	97%
	PP	29%	29%	35%	6%	nil	94%

(One PP =4.8%)

Year 8

	Attainment of all	Attainment PP	Attainment non-PP
English	110.5	105.4	111.8
Maths	111.6	100.8	114.4
Science	103.4	99.1	104.6

GL report that

English attainment was significantly above national. PP attainment was also significantly above national. The spread of scores in English was in line with national.

Maths overall attainment was significantly above national. PP attainment was at national average. The spread of scores in Maths was in line with national.

Science overall attainment was significantly above national. PP attainment was at national average. The spread of scores in Science was significantly lower than national.

Progress in English and Maths

PP children have made same rate of expected progress as non-PP children in English.

In Maths PP progress to expected was not as strong as non-PP, notably just at the borderline. At Higher and Much Higher than expected PP progress was in line with non-PP

		Much higher	Higher	Expected	Lower	Much Lower	Expected plus
English	Non-PP	3%	3%	58%	23%	14%	64%
	PP	4%	15%	48%	19%	15%	67%
Maths	Non-PP	22%	25%	44%	8%	1%	91%
	PP	22%	19%	33%	22%	4%	76%

(One PP =3.4%)

Appendix 2

SPENDING ON PUPIL PREMIUM PRIORITIES 2016 – 2017

Quality of teaching for all	Charge to PP funds	
Writing software for new tracking system		1,000
Middle leader training on new assessments and interface with new tracking system		600
Robust external testing and tracking regime from entry to exit (GL)		2,900
Enhancing teaching group sizes *	£	47,187
Y6 Easter holiday school	£	900
Y6 Easter holiday school PP minibus transport provision	£	120
Targeted Support		
Purchase of SuccessMaker** licence, cpd and equipment	£	2,125
TLR 3 for SuccessMaker lead	£	1,875
After school SuccessMaker club staffing (4 nights per week)	£	3,739
SuccessMaker club refreshments	£	424
Group tutoring	£	13,088
Individual after-school tutoring	£	1,109
Music instrumental tuition	£	974
Social skills lessons	£	350
Other approaches		
Pupil premium champion	£	10,000
Pupil premium national training event	£	575
Breakfast club	£	936
Pupil Premium welfare assistant activity	£	3,625
Recreational Therapeutic Programme	£	1,500
External wellbeing activities	£	793
Bridge counselling	£	494
Seeds of change programme (1 pupil)	£	2,325
Play therapy programme (1 pupil)	£	380
Uniform, sports equipment, musical instrument	£	379
Participation in school trips – notably range of major residential experiences	£	10,190
TOTAL SPEND	£	107,586

* Holywell is a five form entry school. We enhance the conditions for good quality teaching for all by organising the curriculum in much of the school as a six form entry school. The calculation of cost here focuses on classroom subjects and does not include the cost for smaller PE groups.

This bonused curriculum creates the following additional teaching groups:

Y5 23, Y6 23, Y7 23, Y8 13. Total 82 lessons.

Conservative costing of a lesson on the curriculum at £3,385 for the year gives total cost to the school budget of £277,570pa.

** SuccessMaker is a very sophisticated personalised online tutoring program. The commercial tutoring company 'Explore Learning' is simply using this program to deliver its 'tutoring' at a cost of £130pcm. We trialled this with 14 PP children in 2015/2016 for a period of four months costing £7,000.