

# Surrey Street Primary School

## PUPIL PREMIUM GRANT EXPENDITURE: ACADEMIC YEAR 2017-18

Number of pupils on roll	497
Number of pupils eligible for PPG	186
PPG funding received 2017-18	£245,520

### SUMMARY OF PUPIL PREMIUM SPENDING AND IMPACT 2017-18

Objectives in spending pupil premium grant:

A: To improve progress and attainment of disadvantaged pupils through targeted interventions

B: To overcome social and emotional barriers to learning through wellbeing support

C. To overcome barrier to learning represented by late identification of SEND

D. To improve breadth of experience and participation for disadvantaged pupils

E. To provide early help support for families who need additional practical help and emotional support to break down barriers to children's learning

F. To reduce barrier to learning caused by poor attendance and punctuality

Action	Purpose	Cost	Anticipated outcome and impact	Lessons learned/next steps
Intervention teacher and TA providing targeted Year 5 and 6 support	A	£58,152	Additional intervention and support aimed at overcoming academic barriers to learning to ensure an increasing number of children are working at age related expectations. <b>Impact:</b> Attainment was raised for all children and for children in receipt of pupil premium in phonics, reading and writing at Key Stage 1 and reading, writing and maths at Key Stage 2. [See impact of pupil premium expenditure on outcomes below]	Although there has been an improvement in attainment, the outcomes in most areas still fall short of national outcomes. The improvement in attainment was greater in most cases for non-pupil premium children. The focus needs to be on high quality teaching and learning for all children, with closer monitoring of children in receipt of pupil premium. Higher focus on children achieving greater depth is now also needed.
Introduce Apples and Pears and Rapid Reader interventions	A	£4,323	Additional intervention for identified groups of pupils in phonics and reading is aimed at raising attainment.	Whilst the identified interventions contributed to the improvement in phonics and reading outcomes, these were found to have greatest impact in years 1 to 4 so

			<p><b>Impact:</b> Outcomes in phonics for all pupils and for children in receipt of pupil premium in Yr1 improved by at least 20% and are now close to National (83% National all 2018)</p> <p>The percentage of pupils who passed the phonics screening check by the end of Yr2 in 2018 was 86% and 90% for children in receipt of pupil premium (92% national all)</p> <p>Outcomes in reading for all pupils and for children in receipt of pupil premium at the end of KS1 and 2, improved (by 26% all; 4% PP KS1: 16% all; 26% PP KS2).</p> <p>KS2 progress scores also improved for all pupils; reading progress for pupil premium children was greater than that for non-pupil premium. The difference between non-pupil premium and pupil premium outcomes for reading has diminished for reading at KS2.</p>	<p>will not be used as key interventions for Years 5 and 6 in 2018-19.</p> <p>Other strategies were employed which contributed to the improved outcomes: additional phonics groups and whole class guided reading in years 5 and 6.</p>
Wellbeing support, including 1:1 in-class support, nurture groups, self-esteem, social and friendship groups.	B	£48,228	<p>This team focus on supporting children with social, emotional and behavioural barriers to learning, with a view to reducing those barriers. Detention and exclusion data is one impact measure used.</p> <p><b>Impact:</b> Comparative data from 2016-17 and 2017-18 shows that detentions and internal and external exclusions as a percentage of the number of children on roll all reduced (see Detention Data trends report).</p>	<p>Moving forward, analysis showing the impact on the children in receipt of pupil premium will be included. Evidencing the wider impact of this team also needs further consideration.</p>
Expand SEN team to include two SENCo assistants	C	£37,540	<p>With high mobility in the school, many children join who have moved school several times or have arrived from other countries with as yet unidentified SEN. Rapid identification of SEN is therefore important to maximise children's chances to meet their potential.</p> <p><b>Impact:</b> The school's identification of children with SEN has improved together with appropriate targeted support. In 2016-17, the school made 7 successful EHCP applications; 2017-18 a further 7 successful applications were made, and two further applications were due for submission, but the children left the school. 65% of submissions are for children in receipt of pupil premium.</p>	<p>This strategy has improved the timely identification of SEN and therefore ensured that children are getting the appropriate targeted support. Future analysis of the impact of this support on outcomes would be beneficial.</p>

Subsidise/fund enrichment activities and trips	D	£14,625	Improved participation and enhanced life experiences for all pupils. <b>Impact:</b> All children have been able to experience a range of school visits and in-school workshops to broaden their life experiences.	As we continue to develop the broader curriculum, this will continue to be a priority along with extra-curricular activities.
Extend TA hours to include a lunchtime duty	B, D	£7,825	As previous analysis had shown that behaviour which resulted in detentions frequently occurred at lunchtimes, the aim was to improve the quality of lunchtime provision to increase engagement of children in more focussed activities and thereby improve behaviour. <b>Impact:</b> See section on Wellbeing Support above for impact	As detentions and exclusions are on a downward trend, this strategy will continue to be used.
Provision of milk for KS2 children eligible for free school meals	D	£1,100	Milk is provided in line with DfE school food standards. This boosts children's calcium intake and increases hydration levels, improving their ability to concentrate and learn.	This continues to be a requirement of the DfE.
Funding for Family Workers and assistant	E	£43,386	The Family Worker team offers early intervention to support identified families or those requesting support before they get to crisis point. The team build links with parents and carers of children to enable us to understand more about children's home lives and the impact this may have on them in school. This team also liaises with the attendance officer and Wellbeing Team co-ordinator to give a joined-up approach. <b>Impact:</b> Families and children have accessed support that has had a positive impact on confidence and emotional wellbeing.	Measuring the impact of the family worker support on improving attendance and outcomes for children needs to be a focus.
Fund school attendance officer and buy back of EWO services	F	£17,529	Lost days at school mean lost opportunities for learning. Addressing attendance will improve children's chances. Attendance officer liaises regularly with Family Workers and Wellbeing Team co-ordinator to give a joined-up approach to improving children's attendance. <b>Impact:</b> There has been a slight increase from 2016-17 to 2017-18 in attendance for all pupils (after adjusting for leavers for whom the school is unable to improve the attendance) but a dip in attendance for pupil premium; however, there has been a reduction in persistent absence for all pupils and pupil premium.	The attendance for children in receipt of pupil premium remains lower than that of non-pupil premium. The strategies used, including following up all absences, including home visits where appropriate, have had an impact on persistent absence. In 2018-19 additional strategies targeted specifically at raising attendance of pupil premium children need to be employed.

Total expenditure	£232,708
Funding received	£245,520
Brought forward	£20,452
Carried forward	£33,264

## IMPACT ON OUTCOMES

	July 2017	July 2018
<b>Phonics Yr1</b>		
Passing the phonics screening check	<b>All: 54%</b> <b>PP: 56%</b>	<b>All: 80%</b> <b>PP: 77%</b>
<b>KEY STAGE ONE</b>		
Achieving the expected standard in <b>Reading</b>	<b>All: 40%</b> <b>PP: 58%</b>	<b>All: 66%</b> <b>PP: 62%</b>
Achieving the expected standard in <b>Writing</b>	<b>All: 32%</b> <b>PP: 46%</b>	<b>All: 53%</b> <b>PP: 55%</b>
Achieving the expected standard in <b>Maths</b>	<b>All: 39%</b> <b>PP: 54%</b>	<b>All: 63%</b> <b>PP: 52%</b>
<b>KEY STAGE TWO</b>		
Achieving the expected standard in <b>Reading</b>	<b>All: 45%</b> <b>PP: 33%</b>	<b>All: 61%</b> <b>PP: 59%</b>
Achieving the expected standard in <b>Writing</b>	<b>All: 41%</b> <b>PP: 41%</b>	<b>All: 66%</b> <b>PP: 59%</b>
Achieving the expected standard in <b>Maths</b>	<b>All: 61%</b> <b>PP: 56%</b>	<b>All: 61%</b> <b>PP: 57%</b>

## KS2 PROGRESS SCORES 2018

	All	Pupil Premium
Reading	-2.5	-1.4
Writing	-2.4	-2.8
Maths	-1.8	-1.2

## ATTENDANCE

	Attendance 2017-18		Attendance 2016-17	
	All pupils	Pupil Premium	All pupils	Pupil Premium
Attendance average	93.9%	92.9%	94.1%	94.0%
Persistent absence (<=90%)	14.3%	16.8%	17.3%	18.8%
Attendance – excluding leavers (up to and including Apr)	95.1%	93.3%	95.0%	94.2%
Persistent absence – excluding leavers (up to and including Apr)	9.9%	14.0%	13.6%	17.3%