

Normanton All Saints CE (A) Infant School

Pupil Premium Strategy Impact Report

The Pupil Premium Grant is a Government initiative that provides additional funding to schools in England in order to raise the attainment of disadvantaged pupils. The EEF in their research document 'The Attainment Gap' found that *'the attainment gap is largest for children and young people eligible for free school meals (the best available proxy measure of economic disadvantage).'*

'Pupil premium pupils' include children who are entitled to free school meals (FSM) or those who have been eligible at any point within the last six years; children who are in the care of the Local Authority; children who have been adopted from care and children of armed service personnel.

We have high aspirations and ambitions for all of our children, regardless of their background and believe that they should have equal access to a curriculum which will enable them to flourish, develop a love for learning and realise their full potential. Every child is special and unique. In school we ensure that appropriate provision is made for all pupils, including those who are socially disadvantaged and those who belong to a range of other vulnerable groups. We recognise that not all pupils who are eligible for FSM are socially disadvantaged. Equally, there are pupils who are not eligible for FSM but have significant barriers to learning. It is therefore important to use the Pupil Premium Grant to support pupils who would benefit from the additional support this provides. Our key objective for the pupil premium funding is to accelerate progress and raise attainment for all pupils including those considered 'disadvantaged'.

In 2018- 2019 the school used the funding to support the following aims:

- All pupils and staff excel through high expectations and challenge.
- Teaching, by all, is highly effective across the school.
- Outcomes for disadvantaged pupils have improved. Progress for the disadvantaged pupils has continued to rise and they have performed in line with their peers of similar starting points. The gap between disadvantaged pupils and all others has decreased across the school especially at the end of the EYFS and Year 1 (based on 2017- 2018 data).
- Outcomes for all pupils, including groups, have continued to remain at least in line or above the national averages for phonics and KS1. Outcomes at the end of the EYFS have continued to improve for groups and progress across the EYFS is high.
- Attendance has improved and the percentage of persistent absentees have decreased. The attendance for the disadvantaged group has also improved.
- Pupils, staff and families have excellent relationships. For groups of pupils and individuals there is sustained improvement in behaviour and excellent behaviour has been maintained across the school.
- The pupils' welfare remains paramount and pupils are happy and safe at the school.

	<u>Impact statement</u>	<u>Data</u>	
<u>Attendance</u>	<p>In 2018- 2019 overall attendance has improved for all pupils compared to the previous year and this was above the national.</p> <p>The persistent absentee percentage has also decreased compared to the previous year.</p> <p>There still remains a gap between overall attendance for all pupils and disadvantaged pupils.</p>	<p><u>Overall Attendance- All pupils</u> National 2018- 95.8% School 2019- 96.3% School 2018- 94.7%</p> <p><u>Persistent Absence- All pupils</u> National 2018- 9.6% School 2019- 10.4% School 2018- 13.7%</p>	<p><u>Disadvantaged pupils-</u></p> <p>School 2019- 93.62%</p> <p>13 disadvantaged pupils were classed as persistently absent from school. This was 68% of this group.</p>
<u>Implications for 2019- 2020-</u>			
<ul style="list-style-type: none"> Continue to focus on the persistent absentee (PA) group of pupils and offer additional support and strategies such as targeted phonics and reading breakfast and free breakfast clubs. There still remains a significant number of pupils who are PAs (60% of which are considered disadvantaged) who are currently in the school and targeted support will continue for these pupils and families. Continue to increase the overall attendance for the disadvantaged pupils in the aim that this remains closer to the overall attendance percentage. 			
<u>EYFS Data</u>	<p>Overall the end of EYFS data for 2019 has improved compared to the previous 3 years for the percentage of pupils achieving a good level of development (GLD). This is now in line with the national data.</p> <p>Progress remains strong for all groups across the EYFS based on the baseline data.</p> <p>Disadvantaged pupils have achieved well compared to the previous school year.</p> <p>Disadvantaged pupils achieved well at the end of EYFS in PSED areas with only an average gap of -7%. This was a focus of the pupil premium spending through targeted interventions, the EYFS curriculum and small group work.</p>	<p><u>Attainment</u> Exit to 2018- 2019- GLD- 71% (Increase of 5% from last year) 2017- 2018- GLD- 66% National GLD 2017- 2018- 72%</p> <p><u>Progress</u> Overall 100% of pupils made sufficient progress from their starting points in the areas of GLD. 55% of pupils made accelerated progress in the GLD areas. 100% of disadvantaged pupils made sufficient progress. 46% of disadvantaged pupils made accelerated progress.</p> <p><u>Baseline data</u> Baseline for 2018- 2019- GLD areas. 32% at age related expectation. Exit to EYFS GLD- 71% (Increase of +39%) Baseline for disadvantaged pupils 2018- 2019- 14% at age related expectation. Exit to EYFS for GLD 60% on exit. (Increase of +46%). Last year (2017- 2018) 33% of disadvantaged pupils met the expected stage in the GLD areas at the end of EYFS.</p>	
<u>Implications for 2019- 2020</u>			
<ul style="list-style-type: none"> Continue with the work already implemented across the EYFS especially the focus around the prime areas of learning and the basic skills through the curriculum offered, targeted pupil and parent support groups and daily interventions with phonics and reading. Aim that 100% of pupils, including those classed as disadvantaged make sufficient progress, with a significant proportion making accelerating progress. 			

Year 1 Phonics	Overall the majority of pupils in Year 1 achieve the required standard in phonics. In 2019 the percentage of pupils achieving the Year 1 phonics screening check is 82%. This is in line with the previous school years and the national. Although disadvantaged pupils achieved lower than all others in the Year 1 phonics check, the gap based on the end of EYFS data has closed.	2019- 82% met the required phonics standard. 2018- 83% 2017- 83%							
		<table border="0"> <tr> <td>Disadvantaged pupils Year 1 phonics</td> <td>End of EYFS Reading</td> </tr> <tr> <td>2019- 68% Gap-20%</td> <td>2018- 38% Gap- 45%</td> </tr> <tr> <td>2018- 88% Gap- 6%</td> <td>2017- 64% Gap- 13%</td> </tr> <tr> <td>2017- 65% Gap- 23%</td> <td>2016- 55% Gap- 31%</td> </tr> </table>	Disadvantaged pupils Year 1 phonics	End of EYFS Reading	2019- 68% Gap-20%	2018- 38% Gap- 45%	2018- 88% Gap- 6%	2017- 64% Gap- 13%	2017- 65% Gap- 23%
Disadvantaged pupils Year 1 phonics	End of EYFS Reading								
2019- 68% Gap-20%	2018- 38% Gap- 45%								
2018- 88% Gap- 6%	2017- 64% Gap- 13%								
2017- 65% Gap- 23%	2016- 55% Gap- 31%								

Implications for 2019- 2020

- The whole school SDP priority will be focused on phonics and reading, with a focus on a systematic approach to teaching phonics which is well differentiated to meet the needs of all pupils. The aim will be to raise the attainment in phonics for all pupils in Year 1 and those who will be undertaking the re-check in Year 2. Therefore the outcome for this will be that the percentage meeting the required standard in phonics will be above the national.

End of KS1	Overall data for the end of KS1 remains above the national for reading, writing and maths for all pupils and has done for the last few years. Based on the FFT the school is ranked in the top 8% of schools for reading, 2% for writing and 7% for maths based on progress made. The disadvantaged pupils at the end of KS1 have performed lower than all others and the national group and continues to remain a focus across the school. However, the % of disadvantaged pupils achieving a greater depth standard for disadvantaged pupils remains above the national group and the gap has closed compared to the previous year. The large majority of disadvantaged pupils made sufficient progress from their starting points in reading, writing and maths. The percentage of disadvantaged pupils making accelerating progress is high and is above others.	<table border="1"> <tr> <td></td> <td colspan="2">At exp standard</td> <td colspan="2">Greater depth</td> </tr> <tr> <td></td> <td>All others</td> <td>Disad</td> <td>All others</td> <td>Disad</td> </tr> <tr> <td>RWM</td> <td>76%</td> <td>53%</td> <td>29%</td> <td>18%</td> </tr> <tr> <td>Reading</td> <td>82%</td> <td>53%</td> <td>43%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>53%</td> <td>35%</td> <td>18%</td> </tr> <tr> <td>Maths</td> <td>83%</td> <td>53%</td> <td>43%</td> <td>29%</td> </tr> </table>					At exp standard		Greater depth			All others	Disad	All others	Disad	RWM	76%	53%	29%	18%	Reading	82%	53%	43%	29%	Writing	78%	53%	35%	18%	Maths	83%	53%	43%	29%			
			At exp standard		Greater depth																																	
	All others	Disad	All others	Disad																																		
RWM	76%	53%	29%	18%																																		
Reading	82%	53%	43%	29%																																		
Writing	78%	53%	35%	18%																																		
Maths	83%	53%	43%	29%																																		
		<table border="1"> <tr> <td>Progress from exit to EYFS to KS1</td> <td>Sufficient</td> <td>Accelerated</td> </tr> <tr> <td>Reading</td> <td>96%- All</td> <td>24%- All</td> </tr> <tr> <td></td> <td>88%- Disad</td> <td>25%- Disad</td> </tr> <tr> <td>Writing</td> <td>92%- All</td> <td>20%- All</td> </tr> <tr> <td></td> <td>81%- Disad</td> <td>31%- Disad</td> </tr> <tr> <td>Maths</td> <td>93%- All</td> <td>23%- All</td> </tr> <tr> <td></td> <td>88%- Disad</td> <td>31%- Disad</td> </tr> </table>		Progress from exit to EYFS to KS1	Sufficient	Accelerated	Reading	96%- All	24%- All		88%- Disad	25%- Disad	Writing	92%- All	20%- All		81%- Disad	31%- Disad	Maths	93%- All	23%- All		88%- Disad	31%- Disad	<table border="1"> <tr> <td>Higher attainment from EYFS to KS1 for disadvantaged pupils</td> <td>Exit to EYFS- Exceeding</td> <td>Exit to KS1- Greater depth</td> </tr> <tr> <td>Reading</td> <td>18% 2017</td> <td>29% 2019</td> </tr> <tr> <td>Writing</td> <td>18% 2017</td> <td>18% 2019</td> </tr> <tr> <td>Maths</td> <td>27% 2017</td> <td>29% 2019</td> </tr> </table>		Higher attainment from EYFS to KS1 for disadvantaged pupils	Exit to EYFS- Exceeding	Exit to KS1- Greater depth	Reading	18% 2017	29% 2019	Writing	18% 2017	18% 2019	Maths	27% 2017	29% 2019
Progress from exit to EYFS to KS1	Sufficient	Accelerated																																				
Reading	96%- All	24%- All																																				
	88%- Disad	25%- Disad																																				
Writing	92%- All	20%- All																																				
	81%- Disad	31%- Disad																																				
Maths	93%- All	23%- All																																				
	88%- Disad	31%- Disad																																				
Higher attainment from EYFS to KS1 for disadvantaged pupils	Exit to EYFS- Exceeding	Exit to KS1- Greater depth																																				
Reading	18% 2017	29% 2019																																				
Writing	18% 2017	18% 2019																																				
Maths	27% 2017	29% 2019																																				

Implications for 2019- 2020

- The SDP will focus on the progress and attainment of disadvantaged pupils to ensure all pupils make sufficient progress from their starting points and the gap closes between disadvantaged pupils and all others.