

Co-op Academy Parkland

Disadvantaged Pupil Grant Report

2017-2018

Overview

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for Free School Meals from reception to Year 11. For looked after children the Pupil Premium was calculated using the Children Looked After data returns (SSDA903). A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between eligible children and their peers by ensuring that funding reaches the pupils who need it most. From September 2014 the Pupil Premium changed its title to Disadvantaged Pupil Grant.

Objectives for pupil premium

1. The Disadvantaged Pupil Grant will be used to provide additional educational support to improve progress and to raise the standard of achievement for these pupils.
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
3. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for the Grant and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

The Head Teacher and governing body have agreed a consistent approach for Disadvantaged Pupils to guide the use of funds and to ensure that it represents value for money.

Accountability

The Head Teacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Disadvantaged Pupil Grants and report to the governing body on its progress and impact.

Expenditure and Impact

Number of pupils on roll: 261, including Nursery

Number of pupils eligible for grant: 115 (Y1 to Y6)

September 2017 – September 2018

Project	Cost	Outcome
Nurture Provision	£42,300	Support the most vulnerable children by providing a smaller, more intimate setting based upon social and family values in order to access learning.

		Increased confidence; concentration span increase – resulting in higher levels of achievement academically.
		Rate of progress across school to increase for Disadvantaged pupils
Key Stage Two Nurture outreach	£8420	Ensure children who no longer attend Nurture sessions maintain improvements and are fully integrated into class
Parental Involvement Worker	£21,110	Increase family links. Improve attendance. Support the most vulnerable children and families. Break down communication barriers.
		Increased confidence; concentration span increase – resulting in higher levels of achievement academically.
Additional teacher costs	£59,720	Provide additional, targeted teaching in specific classes in order to address need and raise standards.
		Maths interventions and training for TAs across KS2
		Pupils in all year groups make good or outstanding progress throughout the year in Reading, Writing and Maths
		Rate of progress across school to increase for Disadvantaged pupils
Whole school breakfast	£600	Ensure that all children are able to access learning at the beginning of the school day
Milk and fruit	£1,100	Ensure that all children have a healthy food intake and are able to access learning
Resources	£18,250	Ensure that learning opportunities are maximised by providing enhanced opportunities and stimulating experiences.
Playtime resources	£2,500	Additional resources for children to use indoors and outside to ensure playtimes are well used and children get a break from learning – also offering opportunities for problem solving
Free school jumpers & PE kit	£2,750	Ensure a sense of equity and value in all children so as to promote an inclusive ethos.
		Ensure that pupils have correct equipment in order to access the PE curriculum and perform to a high standard

After school club	£2,500	Provide enhanced opportunities for children to take part in collaborative & social activity, improving well being
Subsidised trips	£10,000	Ensure that learning opportunities are maximised by providing enhanced opportunities and stimulating experiences.
		100% of Disadvantaged pupils to attend residential visits.
Annual SLA fee for enhanced mental health and well-being support for children. Place2be	£23,500	Increase well-being, resilience, self-esteem and so improve attitudes to learning.
Total costs	£190,250	Upto Sept 2017 forecast
Under/overspend	£5,978	Overspend

Impact of Disadvantaged Pupil Grant

Performance of pupils 2017-2018

Foundation Stage

Good level of development

GLD	Pupil Premium	Non Pupil Premium
School 2014-15	30%	67%
School 2015-16	77%	62%
School 2016-17	56%	71%
School 2017-18	67%	61%
National 2017	71%	

In 2018, PP pupils out-performed Non PP children. There were 18 children in each cohort. There were 7 children with special educational needs in the cohort, ranging from children with hearing loss to children on the autism spectrum. 4 of these children were Non PP. of the SEN cohort, only one attained GLD. Two more children are targeted to reach national standards by the end of Key Stage One.

Attendance had a big impact on attainment for children in Reception, with 9 pupils having less than 90% attendance, 5 of which were PP. Only 2 PP and 2 Non PP pupils met GLD who had poor attendance.

Y1 Phonics

	Pupil Premium	Non Pupil Premium
School 2014-15	62%	72%
School 2015-16	75%	94%
School 2016-17	83%	92%
School 2017-18	65%	85%
National 2017-2018	70%	84%

In 2018, there was a significant gap in the number of PP children and Non PP children passing the phonics screening check. This is due to poor teaching and the number of SEN pupils who were also PP. Of 8 SEN pupils in class, 7 are also PP. We have targeted 4 out of the seven PP pupils to pass the screening check by the end of Y2.

100% of PP pupils passed the Phonics Screening Check by the end of Year Two. Only one child did not pass the screening check in Y2.

Y2 (KS1)

ARE	Reading PP	Reading non PP		Writing PP	Writing non PP		Maths PP	Maths non PP	
School 2014-15 (2b+)	59%	88%	-29	52%	80%	-28	56%	88%	-32
School 2015-16	75%	92%	-17	75%	54%	-21	75%	85%	-10
School 2016-17	63%	82%	-19	69%	65%	-4	56%	77%	-21
School 2017-18	71%	80%	-9	71%	80%	-9	71%	90%	-19
National (FSM) 2017-18	60%	78%	-18	53%	73%	-20	61%	79%	-18

In 2018 non PPG eligible pupils continued to outperform PPG eligible pupils in all areas. The gap between the groups since 2015 has closed significantly and now represents a small number of children. Only four children did not achieve age related expectations in any subject and all of these are SEN pupils, 3 of which are PP. These children represent the gap between attainment of PP and Non PP pupils in English. The gap in Maths is greater. This is as a result of the school's use of White Rose Maths Hub and a much stronger use of manipulatives and pictorial representations for maths. In the SATs tests, children are not able to use these and some of our children were not ready for this by the time of the tests. They are targeted in Year 3 and we anticipate that 3 more PP children will have closed the gap to age related expectations by the end of Year 3.

Half of the children who did not attain in maths also had attendance below 90%.

Of the children who attained greater depth at the end of KS1, 50% were PP in Writing and Maths and 60% were PP in Reading.

Y6 (KS2)

ARE	Reading PP	Reading non PP	Writing PP	Writing non PP	Maths PP	Maths non PP	GPS PP	GPS Non PP
4+	59%	63%	65%	63%	59%	63%		
School 2015-16	5%	33%	62%	100%	14%	67%	14%	33%
School 2016-17	18%	40%	59%	67%	39%	100%	35%	40%
School 2017-18	35%	100%	59%	100%	48%	100%	43%	67%
National 2017-18	80%	80%	83%	83%	81%	81%	82%	82%

In 2018 results show that non PPG pupils outperform PPG pupils in all areas and that there is a significant gap between the school's results and those nationally. This data is though based on a cohort of 26, 23 of which were PP children. Of the three Non PP children, two had reached Level 3 (what would now be greater depth) at KS1 and all children had been with us from reception class. This data makes it difficult to compare PP and Non PP children's performance in this one class.

The method for reporting attainment and progress at Y6 changed in 2016 to a scaled score based upon a test and a progress measure based upon prior attainment at KS1.

A scaled score of 100 represents a pass – reaching age related expectations. A progress score of 0 would mean children were making expected progress from KS1 to KS2 so anything below 0 is below expected.

There is no scaled score for writing as this is not given as a test. There is no progress measure for GPS as there was no assessment at Key Stage One with which to compare.

	Reading			Writing	Maths			GPS	
	Progress	School Scaled Score	National Scaled Score	Progress	Progress	School Scaled Score	National Scaled Score	School Scaled Score	National Scaled Score
All	-5.71	97.2	105	-2.21	-2.29	99.4	104.4	99.6	106.2
PP	-6.8	95.9	106.1	-2.93	-2.72	98.5	105.4	98.7	107.2
Non PP	0.86	107.3	106.1	2.37	0.45	106.3	105.4	106.3	107.2

Internal progress data

Data shown is points progress throughout the year using Rising Stars methodology. Y1 is from October only.

3 points progress is expected

Y1	Reading	Writing	Maths
All pupils	2.2	2.03	2.12
PP	2.4	2.13	2.2
Non PP	2.0	1.93	2.03
Y2	Reading	Writing	Maths
All pupils	2.98	2.95	2.46
PP	3.15	3.12	2.65
Non PP	2.85	2.9	2.4
Y3	Reading	Writing	Maths
All pupils	2.76	2.02	2.41
PP	2.8	1.93	2.47
Non PP	2.71	2.13	2.33
Y4	Reading	Writing	Maths
All pupils	2.83	3.02	2.72
PP	2.75	2.88	2.69
Non PP	3	3.36	2.79
Y5	Reading	Writing	Maths
All pupils	3.24	3	2.74
PP	3.18	2.84	2.74
Non PP	3.27	3.13	2.73
Y6	Reading	Writing	Maths
All pupils	3.83	3.42	3.96
PP	3.76	3.38	3.95
Non PP	3.9	3.43	3.96

In all year groups and all subjects, PP and Non PP pupils are making similar progress. Indicates PPG making progress in line with NonPPG (less than 0.5 difference which represents less than half a term's progress).

Whole cohort data:

Green = expected progress 3 to 3.5

Yellow = less than expected 2.5 to 2.9

Red = well below expected progress <2.5

In some year groups and subjects PP pupils have made more average progress than Non PP but in no year groups is this a significant difference.

Attendance

	Attendance PP pupils	Attendance non PP pupils	Attendance nationally (previous year)	In school difference	School PP v national all
2014	94.15%	93.81%	95.2	-0.34%	-1.05%
2015	93.71%	93.67%	96.1	-0.04%	-2.39%
2016	94.57%	94.67%	96.0	-0.1%	-1.43%
2017	93.34%	94.71%	95.4	-1.37%	-2.06%
2018	93.3%	94.6%		-1.3%	