



WHITLEY PARK NURSERY AND PRIMARY SCHOOL

**Pupil Premium Grant Expenditure
Evaluated Report for Academic Year 2016/17**

Overview of the school

Number of pupils and pupil premium (PPG) received	
Total number of pupils on roll January 2016 Census (FTE)	615 578 + 37 EY
Total number of pupils eligible for PPG Of which x4 LAC, x2 Service children	290 (47% of pupils) X4 Looked after children X4 Service children X4 adopted from care
Amount of PPG received per pupil	£1320.00 per PPG £1900.00 per LAC £300.00 per Service
Total amount of PPG received <i>Adjustment April 17 based on January 17 census</i>	£368,280.00 £0.00
Nursery PPG received from Sept 16 Total number of pupils eligible	24
Amount of PPG received per Nursery pupil	£300.00
Total amount of Nursery PPG received	£4007.00

Understanding and Identifying barriers

All of our work through the pupil premium is aimed at closing gaps, accelerating progress and moving children to at least age related expectations by the time that they leave us at the end of Year 6.

In order to do this, it is important that we have identified the barriers to learning for disadvantaged children in our school Our analysis has identified the following barriers:

- A language deficit, significant gaps in vocabulary combined with a lack of ability to manipulate language for effect.
- A lack of metacognitive strategies –learning the learn, pupils being able to think about the ways in which they learn
- Complex emotional well-being and mental health needs which impact on behaviours for learning and participation
- Limited cultural capital and enrichment – lack of experiences limits language, understanding and creativity.
- High levels of social care and Early Help involvement around issues of neglect, housing, parenting, domestic violence and parental substance misuse.

Many of our most vulnerable disadvantaged children will be experiencing more than one of these barriers to learning.

Nature of support 2016/17 Years 1-6

In response to 2015/16 PPG outcomes for pupils in years 1-6 we will focus on:

- 1) Targeting the PPG pupils who did not achieve the expected standard in phonic screening in Year 1 to ensure that they do meet expected standard when they are re-screened in Year 2
- 2) Increasing the proportion of PPG pupils in KS1 achieving National standards by the end of Year 2 in reading, writing and maths.
- 3) Increasing the proportion of PPG pupils in KS2 achieving the expected standard by the end of Year 6 in reading (10% gap), maths (9% gap) and SPAG (5% gap) to bring in line with outcomes for all pupils and to close the gap with outcomes for PPG pupils nationally.
- 4) Continuing to compare the attainment and progress measures of PPG pupils in all year groups against that of NPPG pupils and use this information to inform interventions programmes and additional support.

Nature of support 2016/17 EYFS

In response to 2015/16 Early Years PPG outcomes we will ensure that:

- 1) The gap between EYPP and non EYPP pupils closes in all 7 areas of learning
- 2) A higher proportion of pupils will gain a Good Level of Development (GLD) by the end of EYFS
- 3) For all pupils to make at least expected progress in all 17 areas of learning during the Nursery year 2015-2016

We will continue to narrow the gap in progress and attainment of identified pupils in the Prime Areas of Learning

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

With an additional focus on

- Supporting the characteristics of Effective Learning
- Well-being and involvement
- Parental partnerships
- Attachment and behaviour
- Transitions from home and Early Years settings into Nursery and from Nursery and Early Years settings into Reception.

Monitoring and Impact Evaluation

As part of our strong determination and commitment to ensuring accountability we undertake regular monitoring and evaluation as follows:

- Termly data analysis and pupil progress meetings
- Regular moderated assessment in school and more widely across partnership schools
- Learning walks in school and across partnership schools
- Learning conferences with pupils
- Support and challenge for individual teachers
- Teachers teaching interventions
- Rigorous SLT and MLT meetings to assess impact of actions
- School improvement priorities informing teacher and support staff performance management targets
- External review
- Regular school improvement priority reports to Governors
- Teachers supported to undertake action research work alongside colleagues in partnership schools
- Targeted professional development opportunities that focus on the learning needs of pupils, particularly those from disadvantaged backgrounds.

Impact of spending – Headlines:

The % of PPG children passing phonics screening in Year 1 and re-screening in Year 2 has increased significantly:

& PPG pupils achieving		
	2015/6	2016/7
GLD	56%	52%
Yr1 Phonics	52%	69%
Yr 2Phonics	40%	81%

Year 1 phonic screening gap has closed:

Phonic screening Gap end of Yr1		
	2015/6	2016/7
All	63%	69%
PPG	52%	69%
Gap	11%	0%

Year 6 - Increase in attainment outcomes for PPG pupils from 2016 in reading (+20%), maths (+23%) and SPAG (+5%) from 2016. Writing (-2%)

Attainment Gap PPG and all pupils				
	Rdg	Wtg	Maths	SPAG
All	69%	68%	61%	62%
PPG	62%	62%	56%	53%
Gap	7%	6%	5%	9%

Year 6 - Improvement in progress outcomes for PPG pupils from 2016 in reading (-0.7 to -0.3) writing (-1.5 to 0.7) and maths (-3.2 to -2.1)

Progress Gap PPG and all pupils				
	Rdg	Wtg	Maths	SPAG
All	0.2	0.7	1.0	
PPG	-0.3	0.7	-2.1	
Gap	0.5	0	1.1	

Year 2 – Disappointing outcomes in reading for PPG pupils at the end of Year 2

Reading Gap end of KS1				
	2015/6		2016/17	
	Exp	Higher	Exp	Higher
All	64%	9%	64%	20%
PPG	58%	8%	47%	10%
Gap	6%	1%	17%	10%

Disappointing that PPG pupils have not made accelerated progress from YrR to end Yr2. This will need to be a renewed focus in 2017/8

End FS2 to KS1 2015/2017		
	All	PPG
GLD	60%	44%
Exp+ rdg	64%	47%
Exp+ maths	68%	47%
Exp+ wtg	52%	37%

Attendance: PPG attendance remains 2% below our target of 95%, persistent absenteeism contributes to this and where this relates to families being re-located but not being able to get their children into a local school there is little that we can do to impact on this.

Attendance		
	2015/6	2016/7
NPP	95%	94%
PPG	93%	93%

Persistent Absenteeism: Analysis of PPG persistent absenteeism flags up issues relating to housing, high level social care involvement and complex challenging behaviour of pupils as being the main factors. For NPP the issues relate to unauthorised holidays taken during term time and repeated longer term illness. There is little that we can do to support PPG families who have been placed into temporary accommodation following eviction or safe moves and whose children remain on our roll until registered in a local school.

No of Persistent Absentees		
	2015/6	2016/7
NPP	27	29
PPG	54	62

Behaviour: The numbers of PPG children who have received Temporary Fixed term exclusions increased during the academic year 2016/17. This will need to +be a renewed focus in 2017/18 with consideration given to how PPG funding can be used to address this.

No of children receiving Fixed Term Temporary Exclusions		
	2015/6	2016/7
All	1	3
PPG	12	19

Our priorities in the year ahead (2017/18) are:

- 1) To focus on those PPG children who should achieve, ensuring that they do achieve. We recognise that a % of our PPG pupils have complex needs with multiple barriers contributing to underperformance. Historically there has been a strong focus on this group possibly at the expense of ensuring that those with less complex needs achieve as they should.
- 2) To focus on those PPG children who have the potential to be working at greater depth in certain subjects, ensuring that provision and sufficient challenge is in place to support them to achieve this.
- 3) To continue to focus on improving attendance for PPG children to ensure that attendance does not fall below 95%
- 4) To focus on closing the gaps in attainment for PPG pupils in Year 3, in response to Year 2 outcomes 2016/17.
- 5) While the LA recognise that our exclusions per fte are low in comparison to other local schools we will continue to focus on the behaviour of PPG pupils at risk of temporary fixed term exclusion and consider alternative approaches that will support with reducing these numbers to bring in line with non PPG pupils in school.

A full costed report of PPG spending by item /project for 2016/17 is also available.

