

Annual Pupil Premium Grant Impact Report 2018 – 2019

Background

Pupil Premium is a stream of additional funding given to schools to help support children from financially disadvantaged families.

Pupil Premium is generated by pupils falling into any of the categories below:

- Those children who are currently in receipt of free school meals or who have been in receipt of free meals at any point in the last 6 years.
- Those children who are in the care of the Local Authority.
- Those children who are members of a service family.

Children qualify for Pupil Premium if they are in receipt of free school meals or have been so in the last 6 years. The introduction of free school meals for all children in Reception and Key Stage 1 in September 2014 does not automatically qualify a child for Pupil Premium. It is still based on the income being received by the household.

We aim to narrow the disadvantage gap by using the pupil premium funding to address inequalities and raising the attainment of those pupils in low income families through targeted support strategies, linked to school improvement priorities, resulting in every pupil, however financially disadvantaged, being able to:

- Improve their levels of attainment and progress
- Close attainment gaps relative to school averages
- Have full access to the curriculum
- Access extra-curricular provision
- Ensure children have access to mental health and well-being support

The school aspires to the highest attainment possible for all its pupils regardless of economic background and also places a high value on supporting families and enriching the community.

Monitoring

To enable us to do this as effectively as possible we:

- Monitor and Track the progress of pupils closely and use this information to influence teaching and learning in the classroom and our application of intervention strategies, to measure and improve outcomes.

- Monitor the outcomes of pupils at the end of each year, and particularly by the time pupils leave at the end of Year 6. ☑ Keep our budget under regular review, delegating resources to allow senior and middle leaders to target resources effectively.
- Provide regular reports to the governing body concerning the allocation of resources and the outcomes for young people.
- Regularly review the impact of interventions to ensure value for money.

Principles

We recognise that pupil premium funding is intended to be used to improve outcomes for key groups of pupils, and specifically at Minsterley school this is pupils eligible for Free School Meals. However, pupils who qualify for Free School Meals are all different with differing needs. In these circumstances we use the following principles in guiding us in our use of Pupil Premium Funding At Minsterley Primary School:

- Our key principle is to narrow or remove any gap in educational achievement between vulnerable pupils and other pupils using our funding wisely.
- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for all pupils to ensure they leave our school ready for their next journey in education.
- We recognise that not all pupils who qualify for Pupil Premium funding will be socially disadvantaged or vulnerable to underachievement.
- We also know that many of our pupils who are socially disadvantaged do not qualify for Pupil Premium funding, but they have as many needs as the identified pupil premium children, which are addressed from the delegated budget.
- We want to ensure we educate the 'whole child'; by this we mean that we ensure that all children have the right attitude to learning as we can ensure they are able to learn effectively.
- On a day to day basis the governing body delegate the responsibility for decision making relating to the pupil premium to the Headteacher.
- The governing body will review these principles on an annual basis.

School Information

Our deprivation indicator shows we are in line with the national figure. However, a much larger proportion of our pupils live in low income households. We have few affluent families and, as such, very few families where one or more parent went onto further or higher education or who are employed in a professional career. A higher than average proportion of our pupils are disadvantaged. We have 25 pupils on the register for SEND (17.6%) and of those children 44% are Pupil Premium. As a school we work hard to support all pupils with any form of need, this can be a medical, learning or behaviour. We are very inclusive and use rigorous pupil progress meetings to identify children with needs and who are not making appropriate levels of progress.

2019 End of Year Data	Pupil Premium	School none PP	School All	National All pupils 2018	National PP 2018
EYFS- GLD %	33%	71%	70%	71.5%	57.2%
Year 1 Phonics	100%	82%	85%	82.5%	71.7%
Year 2 Phonics	66%	100%	75%		
KS1 expected reading	17%	88%	68%	75.4%	62.5%
KS1 greater depth Reading	0%	25%	18%	25.6%	14.1%
KS1 expected writing	17%	88%	68%	69.9%	55.5%
Ks1 Greater Depth Writing	0%	0%	0%	15.9%	7.7%
KS1 expected maths	17%	94%	73%	76.1%	62.8%
KS1 greater depth Maths	0%	3%	14%	21.8%	11.8%
KS2 expected reading	75%	89%	87%	75.3%	64.2%
KS2 greater depth reading	25%	32%	30%		
KS2 expected writing	75%	79%	78%	78.3%	67.4%
KS2 greater depth writing	25%	32%	30%		
KS2 expected maths	75%	84%	83%	75.6%	63.8%
KS2 greater depth maths	25%	58%	52%		

Impact from 2018-2019

<u>Barriers</u>	<u>Targeted Support</u>	<u>Impact</u>
To improve PP attainment and school exit data	To ensure quality first teaching in all classrooms through targeted CPD and INSET Staff meeting and release time for moderation of KS1 tests/Teacher	Pupil Premium attainment in KS2 is above national PP and closing the gap with national attainment.

	<p>Assessments and Early Years Outcomes.</p> <p>CPD to enable staff to move from good to outstanding</p> <p>Ungraded coaching observations between SLT and teaching staff discussing major strengths and priorities for development.</p> <p>Peer observations – teachers and HLTAs to observe other staff members on chosen subject areas they would like to develop</p>	<p>Year 1 phonic check- 100% Pass for PP pupils from intervention and CPD planned.</p>
<p>To accelerate progress and reduce gaps</p>	<p>To review PP data/case studies half termly to evaluate effectiveness</p> <p>To meet with team leaders and intervention teachers to evaluate interventions and to replace less effective strategies with more effective ones.</p> <p>Pupil Progress Meetings with SLT and teachers. PP lead to check wave 2- SEN files to ensure suitable provision for those below expectations</p> <p>Staff to analyse own data regularly to monitor gaps within their class and identify strategies for their children using CPD provided.</p> <p>‘Closing the gap’ performance management targets for all staff.</p> <p>To continue to provide CPD for staff to support diminishing the difference’.</p> <p>Share strategies for accelerating progress of PP</p>	<p>100% progress from internal tracking for PP pupils in Year 1 and Year 2.</p> <p>Clear intervention tracking in place and small steps of attainment monitored.</p>
<p>To develop personal qualities and extend opportunities, giving aspirations to PP children.</p>	<p>PP children to be with class teacher on school trips to maximise benefits of experience</p> <p>TAs to be trained up to lead the forest school session throughout school.</p> <p>All children to have forest school sessions for at least a 6 week period during the year.</p> <p>Funding of school clubs, opportunities to take part in school games and extended curriculum competing against local schools.</p>	<p>Forest schools now in place with TAs leading session throughout the year.</p> <p>School won Gold sports award and all PP pupils had the opportunity to attend_sports events throughout the year.</p>