

OUGHTRINGTON  
COMMUNITY  
PRIMARY SCHOOL



Oughtrington Community Primary School

Pupil Premium Funding

Evaluation of Pupil Premium data for 2017/2018

The Pupil Premium was initially introduced in April 2011. Since announcing the Pupil Premium, the Government has extended its reach to cover any child that has been registered for Free School meals in the last six years. This is known as the 'Ever 6' model.

Pupil Premium Grant is additional money given to schools to enable them to support pupils who may be disadvantaged, to raise their educational attainment. It is available to schools to support pupils eligible for Free School Meals (FSM), Children who are or have been Looked After or In Care (LAC), adopted children and for children whose parents are currently serving in the armed forces.

**School Breakdown – pupils and funding**

<b>Year group</b>	<b>% of total cohort</b>
Reception	2%
Year 1	11%
Year 2	7%
Year 3	9%
Year 4	3%
Year 5	5%
Year 6	5%
<b>Total pupils</b>	<b>7%</b>

## **Key Objectives for the Pupil Premium funding**

Our Pupil Premium children face barriers in the core areas of English and Maths, especially spelling, sentence construction and accessing texts to an expected age related expectation. They typically make similar or better progress than non-PP children in these areas but due to a lower starting point there is still a gap in attainment. Our Key Objectives are focussed on diminishing the gap between these groups of children both within our school and against national standards.

The funding for pupil premium is distributed following a comprehensive analysis of individual needs through school tracking data, pupil progress meetings, internal monitoring and discussions with parents.

- Support core areas of English and Maths to break down the barriers to accessing the curriculum, resulting in significantly improved value added progress
- To identify where basic skills gaps exist for pupils and plan support to rapidly close the gap
- Eliminate any significant gaps between groups of learners
- To give pupils opportunities to work 1:1 or in small groups with an adult increasing their confidence and competence in basic skills, providing a bespoke curriculum where appropriate

Children's individual barriers to learning are identified by staff and form the basis of individualised 'small steps targets' which children work on in a specified time period. Teachers and additional adults will work 1:1 with children on their individual targets.

## **Analysis of 2017/2018 data and impact**

### **Reading**

The attainment and progress of our PP children in EYFS 2017/18 was better than non-PP children. PP pupils' attainment in Reading was better than non-PP pupils in Year One and all of our PP pupils passed their phonics screening check. Children in Year 1 received 1:1 and/or small group phonics and reading support which has had a significant, positive impact on their rates of progress. In Year 2 our numbers of PP children are very small; 67% of our PP pupils met the age-related expectations for reading. They received individualised 1:1 support tailored to their reading needs which meant that all of our Year 2 PP children made better than expected progress in Reading.

In Key Stage Two the progress of PP pupils was more in line with the progress rates of non-PP pupils. Just over a half of KS2 PP pupils are also SEN which had an impact on the overall attainment and progress of the key stage. At the end of Key Stage 2, two thirds of the PP children achieved the expected standard in Reading.

### **Writing**

PP pupils' attainment and progress in Writing was better than non-PP pupils in EYFS. In Year One, our PP pupils' progress in writing was better than the rest of the cohort. The 1:1 and small group support these children received had a positive impact on their progress in writing, and individualised targets have been set to enhance their attainment in writing by the end of Key Stage One. While a smaller percentage of our Year 2 PP children met the

expected standard in writing than their non-PP peers, they made better progress across the year and achieved their end of year targets.

In Key Stage Two the progress of PP pupils was more in line with the progress rates of non-PP pupils. As previously stated just over half of Key Stage 2 PP pupils are also SEN, this impacts on the average rates of progress and the attainment across the key stage. At the end of Key Stage 2, two thirds of PP children achieved the expected standard in Writing and above the expected standard in GAPS.

### **Maths**

PP children in EYFS had higher levels of attainment and progress compared to non-PP children in Maths. 2 of our EYFS PP pupils reached the exceeding level of attainment in Numbers. In Year 1, the progress and attainment of our PP children in Maths was slightly lower than their non-PP peers. Accelerating their progress has been given a high priority for these children as they move into Year 2. 2 of our 3 PP children in Year 2 met the expected standard for Maths.

In Key Stage 2 the progress of PP pupils was more in line with the progress rates of non-PP pupils. As previously stated just over half of Key Stage 2 PP pupils are also SEN, this impacts on the average rates of progress and the attainment across the key stage. At the end of Key Stage 2, two thirds of PP children achieved the expected standard in Maths.

### **Evaluation**

Based on SATS data, attainment at the end of Key Stage Two for all pupils is above the National Average and Local Authority Average. However, progress from Key Stage 1 to Key Stage two in Writing and increasing the number of children writing at greater depth will be a focus in 2018/2019.