

OUGHTRINGTON
COMMUNITY
PRIMARY SCHOOL



Oughtrington Community Primary School

Pupil Premium Funding

Evaluation of Pupil Premium data for 2018/2019

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

Year group	% of total cohort
Reception	0%
Year 1	5%
Year 2	11%
Year 3	6%
Year 4	7%
Year 5	3%
Year 6	5%
Total pupils	6%

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 2018/2019 data and impact

Reading

There were 4 PP children in EYFS in 2018/19. 75% of these met the Early Learning Goal for reading. The progress of our PP children in reading was higher than that of the rest of the cohort. In Year One, the percentage of PP children achieving age-related expectations in reading was equal to that of non-PP pupils. 88% of our Year One PP children passed their phonics screening check, the same percentage as the Year One cohort as a whole. 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, 89% of our PP pupils met the age-related expectations for reading, compared to 81% of the rest of the cohort. They received individualised 1:1 support tailored to their reading needs.

In Key Stage Two the progress of PP pupils was more in line with the progress rates of non-PP pupils. In Reading, at the end of KS2, PP children made better progress than non-pupil premium children. At the end of Key Stage 2, half of the PP children achieved the expected standard in Reading.

Writing

Of our 4 PP children in EYFS, 75% met the expected standard in Writing. On average, they made the same amount of progress overall as the rest of the cohort, with 2 children making above average rates of progress. In Year One, 75% of our PP pupils' achieved age-related expectations in Writing, compared to 78% of the whole cohort. The 1:1 and small group

support these children received had a positive impact on their progress in writing. 89% of our Year 2 PP children met the expected standard in writing (whole cohort=80%)

At the end of Key Stage Two the progress of PP pupils was below the progress rates of non-PP pupils. Three quarters of the PP children, at the end of Key Stage 2, are also SEN. This has impacted on the average rates of progress and the attainment across the year group. At the end of Key Stage 2, 25% of PP children achieved the expected standard in Writing and above the expected standard in GAPS. Writing has been a whole school focus and we have seen improvements in attainment and progress across key stage 2. PP children have performed similarly to non-pupil premium children in year 3, 4 and 5.

Maths

75% of PP children in the EYFS met the Early Learning Goal for Number, and 100% met the Early Learning Goal for Shape, Space and Measure. Our PP children in EYFS made slightly better rates of progress in both strands of Mathematics. In Year 1, 75% of PP met age-related expectations in Maths, compared to 78% of the cohort as a whole. The progress of our Year One PP children in Maths was slightly lower than their non-PP peers. In Year 2, 100% of our PP children met the expected standard for Maths, compared to 85% of the cohort as a whole.

In Key Stage 2 the progress of PP pupils was more in line with the progress rates of non-PP pupils. At the end of Key Stage 2, half of PP children achieved the expected standard in Maths and made better progress than non-pupil premium children.

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 continues to be a whole school focus.