



SPARROW FARM INFANT AND NURSERY SCHOOL

Evidence of Pupil Premium Impact

What is Pupil Premium?

The Pupil Premium is additional funding to help schools diminish the attainment difference between children from low-income and other disadvantaged families and their peers. If a child is eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. This currently stands as £1320 per pupil. A provision is also made for children who have a parent in the armed services.

Sparrow Farm Infant and Nursery School is committed to ensuring maximum progress for all groups of children and strives to close any gaps. Sparrow Farm Infant and Nursery School actively promotes equality for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed.

We have a clear strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes an identified Governor having responsibility for Pupil Premium and two Assistant Head Teachers leading the development plan. All matters relating to Pupil Premium are reported back to the Governors via the Curriculum and Personal, finance and resources committees ensuring that the school is held to account for the impact of spending.

Key Priority:

To ensure all disadvantage pupils make substantial progress to diminish the difference between disadvantage pupils and their peers. Therefore, raising the attainment for those pupils from low income families.

What do we expect to see:

Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular activities. Most pupils in the target group are underperforming because of the impact of their disadvantaged background and will need to make improved progress leading to diminishing any difference.

Strength in 2016 – Inspection Dashboard

For KS1 disadvantaged pupils, attainment for greater depth in all subjects for all EYFS development groups was close to* or above National figures for other pupils *within one pupil below National.

Please note that some of our children entitled to Pupil Premium funding have multiple barriers. Please see year group analysis.

Year 1 Phonics results 2016

	Year 1					
	2014		2015		2016	
	School	National	School	National	School	National
All pupils	60	74	74	77	72	81
Boys	56	70	77	73	64	77
Girls	66	78	71	81	81	84
Disadvantaged	54	63	77	66	56	70
Other	63	78	73	80	76	83

- In 2016 there was a significant gap between disadvantaged pupils and all children (-16%)
FSM group = 11/84 children
- This group of children had very low EYFS scores (see table below)
- Multiple barriers including EAL and SEND – in particular boys (see context)

Current year 2 – Reception data 2015

	At least expected						GLD	
	School			National 2014			School	National
	Reading	Writing	Number	Reading	Writing	Number		
All pupils (84)	56%	49%	65.5%	76%	71%	77%	49%	66.3%
Boys (43)	53%	44%	60%	71%	64%	74%	44%	59%
Girls (41)	59%	54%	71%	82%	78%	81%	54%	74%
FSM (11)	18%	9%	27%	62%	56%	64%	9%	52%

Context for FSM group – Year 1 2015/16

Group	% passing phonics check
FSM All (16)	53%
SEND (5)	38%
EAL (6)	50%
Boys (8)	37.5%
Girls (8)	62.5%

- Pupils have built on very low EYs scores.
- Only 18% of disadvantaged pupils achieved the expected standard in reading and 9% in writing.
- 53% passed the phonics screening check

Confident that with the targeted support and high quality phonics teaching and intervention we will close this gap so disadvantaged pupils are at least in line with National.

Evidence of diminishing the difference by end of year 2

	Year 2					
	2014		2015		2016	
	School	National	School	National	School	National
All pupils	-	-	90	90	94	91
Boys	-	-	88	88	100	89
Girls	-	-	91	92	87	93
Disadvantaged	-	-	86	84	94	86
Other	-	-	92	92	94	93

- Disadvantaged pupils achieved in line with all pupils and were above National (+8)

Reception Outcomes 2016 – capacity to improve 2016/17

	At least expected						GLD	
	School 2016			National 2016			School	National
	Reading	Writing	Number	Reading	Writing	Number		
All pupils	75%	68%	74%	77%	73%	79%	67%	69%
Boys	68%	60%	70%				60%	
Girls	71%	69%	73%				76%	
FSM	50%	43%	50%				43%	

- Percentage of children reaching the expected reading has increased to 75% from 56%. Therefore the minimum expected standard for the Year 1 phonics screening is 75%. However, we have set a target of 85% identifying those children who are close were just below standard.
- Percentage of disadvantaged pupils reaching expected standard in reading has increased from 18% to 50%, writing from 9% to 43% and maths from 27% to 50%.
- In year 1 there are currently 14 disadvantaged pupils. 57% are on track in October. In December we expect 64% to be on track and by June 71%.
- Robust monitoring systems in place to track these children. Timely interventions from the start of year 1 including, phonics club, high quality phonics teaching, additional phonics group, phonics workshops for parents, training and sharing good practise. These are measured half termly as part of the pupil progress meetings.

PLEASE NOTE THESE FIGURES ARE FOR THE FINANCIAL YEAR 2016/17

Funding per pupil:

Deprivation	£1,320
Looked After Child	£1,900
Service child	£300

Budget:

Deprivation	47	£62,040
Post Looked After Child	0	£0
		<u>£62,040</u>

Early Years Pupil Premium:

Summer term	9	£0
Autumn term	13	£0
Spring term	13	£0
		<u>£0</u>

Funding Over Time Financial Years	Deprivation		Looked After Child		Total	
	income	no. of children	income	no. of children		
2012/13	£24,297	32	£1,223	3	£25,520	
2013/14	£48,603	51	£900	1	£49,503	
2014/15	£92,610	70	£2,200	1	£94,810	
2015/16	£71,280	54	£1,900	1	£73,480	inc £300 service child
2016/17	£62,040	47	£1,320	0	£62,040	

Projected spend (see below for detail)

£46,730

Balance

£15,310

Focus	Detail	Year Group	Cost	Monitored by	Intended Outcomes	Impact
Phonics	Small group support from TA x 2 afternoons per week for children at risk of not passing phonics test	Year 1	£2,991	SLT Literacy and phonics Lead	Close the gap between PPG pupils and non PPG pupils. The number of PPG pupils who pass the phonics screening check increases to at least National Average.	
Numeracy	Small group support from TA x 2 afternoons per week to support children in Numeracy	Year 2	£2,991	SLT and GB curriculum committee	Diminish the difference between PPG and Non-PPG pupils - raise attainment across the school in maths and literacy so attainment is in line with their peers, particularly at the higher or greater depth standard. Ensure that 100% of lesson are never less than good to maximise achievement and progress	
Literacy	Small group support from TA x 2 afternoons per week to support children in Literacy	Year 2	£2,991	SLT and GB curriculum committee		
Numeracy	Small group support from TA x 2 afternoons per week to support children in Numeracy	Year 1	£2,991	SLT and GB curriculum committee		
Literacy	Small group support from TA x 2 afternoons per week to support children in Literacy	Year 1	£2,991	SLT and GB curriculum committee	Improve confidence and accuracy within writing using the talk for writing principles.	

Forest Schools	Small group work x 2 TAs x 2 afternoons per week to work with identified children in Year 1 & 2	Year1 & 2	£2,991	SLT	To support pupils' self esteem, sense of well-being and enjoyment of school	
Play Therapy	Independent Play Therapist to work with identified children 2 days per week	All Year groups	£19,000		Children receive emotional support and can learn about their feelings and thoughts.	
Attendance support	Support from the schools attendance officer to work with families and children whose academic progress is impacted on attendance. Support for attendance at Breakfast club to combat absentism and lateness.	All Year groups	£5,600	Attendance leader, SLT and school council	Improved levels in whole school attendance so that attendnace for disadvantaged pupils and other pupil is in line. Continue to work with families to decrease the percentage in persistent absentess and latecomers.	
Reading support	refresher course for existing Volunteer Parent Readers to develop reading comprehension skills with identified pupils. Workshop for parents and carers of disadvantaged pupils to develop skills for reading with their children	All Year groups	£1,000	SLT and literacy Lead GB curriculum committee	dimish the remianing difference in attainment gap for reading and phonics. Increase parental engagement evidenced by the increased number of volunteers. Every year group to have at least one parent volunteer attending on a weekly basis.	

Financial support, enrichment and extracurricular activities.	We offer financial support for pupils from low income families for uniform, equipment, curriculum based visits and school journey	All Year groups	£1,500	SLT SBM GB	Ensure that all pupils are able to participate in activities and therefore secure positive outcomes in terms of achievement and attitudes to learning.	
Milk	Cost of milk for PPG children	Rec to Y2	£1,008	SLT Admin	To ensure PPG pupils have milk	
Incentive to complete registration	Uniform voucher (£10)	Rec to Y2	£120	SLT	Families inform the school that they are receipt of benefits so their children get the funding.	12 families eligible for PPG identified
Meals	Cost of meals for PPG children; shortfall between UIFSM grant and payment to meal provider	Rec to Y2	£555	SLT School Admin	Children are well nourished and therefore ready to learn and achieve their potential.	Every child has access to a healthy lunch
TOTAL			£46,730			

KS1 teacher assessment 2016 compared with EYFS
Data from RAISEonline

Disadvantaged pupils		Key stage 1 reading																
		Number of pupils							Expected standard +					Greater depth				
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.		
EYFS reading	No data	0	0	0	0	0	0	0	0	0	44	-44	0	0	0	11	-11	0
	Emerging	0	0	0	5	2	1	8	3	38	39	-1	0	1	13	2	10	0
	Expected	0	0	0	0	4	2	6	6	100	87	13	0	2	33	21	12	0
	Exceeding	0	0	0	0	0	2	2	2	100	99	1	0	2	100	66	34	0
	Total	0	0	0	5	6	5	16	11	69	78	-9	-1	5	31	27	4	0

Disadvantaged pupils		Key stage 1 writing																
		Number of pupils							Expected standard +					Greater depth				
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.		
EYFS writing	No data	0	0	0	0	0	0	0	0	0	38	-38	0	0	0	6	-6	0
	Emerging	0	0	0	5	4	0	9	4	44	33	12	1	0	0	1	-1	0
	Expected	0	0	0	0	3	4	7	7	100	83	17	1	4	57	14	43	3
	Exceeding	0	0	0	0	0	0	0	0	0	99	-99	0	0	0	53	-53	0
	Total	0	0	0	5	7	4	16	11	69	70	-1	0	4	25	16	9	1

Disadvantaged pupils		Key stage 1 mathematics																
		Number of pupils							Expected standard +					Greater depth				
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.		
EYFS mathematics	No data	0	0	0	0	0	0	0	0	0	52	-52	0	0	0	10	-10	0
	Emerging	0	0	0	4	4	1	9	5	56	40	16	1	1	11	2	9	0
	Expected	0	0	0	0	2	5	7	7	100	87	13	0	5	71	20	51	3
	Exceeding	0	0	0	0	0	0	0	0	0	99	-99	0	0	0	61	-61	0
	Total	0	0	0	4	6	6	16	12	75	77	-2	0	6	38	20	17	2